

Curriculum Guide



STAGE 2 | 2027

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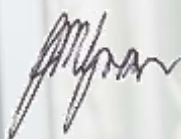
Welcome to SACE Stage 2

The South Australian Certificate of Education (SACE) is a modern, internationally recognised secondary school qualification designed to equip students with the skills, knowledge, and personal capabilities to successfully participate in our fast-paced global society.

At Encounter Lutheran College our students commence their SACE journey in Year 10, and it culminates at their graduation at the end of Year 12. Over this time students study SACE subjects at Stage 1 (commencing in Year 10, but mostly Year 11) and Stage 2 (Year 12). At Encounter, through career counselling and subject selection, students choose subjects that they enjoy, that they feel confident in, and subjects that at times may be a pre-requisite for further study. It is important that students feel connected to their subjects as they manage the workload throughout Senior School.

At Encounter one of the many ways we give support to students as they work towards completion of Stage 2 SACE is through the support of our Wellbeing team. Our counsellor Jo Ashcroft is available to provide a range of assistance with any personal or mental health issues. Liz Bentley provides ongoing support to our senior students that can include organisational assistance, support for students feeling overwhelmed, friendship and social issues, and is also a trusted sounding board. Tom Ling provides an overarching Wellbeing Coordinator role. We also have Mel O'Donnell as our SACE Coordinator and VET (Vocational Education and Training) Coordinator, and Andrew Weiss as our Careers Coordinator. All these staff members are available to support our students through to completion of their SACE.

At Encounter Lutheran College our vision is to ensure our students can creatively solve problems, work in interdisciplinary groups and environments, and effectively communicate knowledge. Using appropriate skills, our students will innovate, collaborate and develop the capacity to thrive in an evolving and emerging work world through real world experiences. Students will be active participants in their learning, and will demonstrate advocacy, empathy and care for their world. We strongly believe that the best outcome for our students is for them to leave school feeling they have achieved to the best of their ability, and for our graduates to understand the responsibility of being good members of their community as they explore the opportunities that await them at the conclusion of their Encounter journey.



JON GREAR

Head of Middle and Senior School

Future Directions

I remember as a student in Year 10 being told by my career counsellor that “the world is my oyster” when it came to what I might do when I leave school. I was also told “make sure you choose your career wisely as this will probably be something you will do for the rest of your life”. This caused me to be quite anxious as I was worried (particularly as I had no idea as to what I wanted to do when I left school) that I would make a wrong decision, choose the wrong subjects, and may be stuck in a job for the rest of my life that I wish I had never chosen.

How things have changed when it comes to choosing careers and the work force a young person is now entering. The 21st century has seen a significant change in the nature of work. This change has been driven by rapid advancements in technology, globalization, and the demands of society. What were considered traditional career paths and job roles in the past are consistently changing. Gone are the days when a narrow and specific set of skills was sufficient for success in the workforce. Today, employers seek individuals who possess a diverse skill set that goes beyond technical expertise. Employers now highlight the importance of 21st century skills such as critical thinking, problem-solving, creativity, adaptability, collaboration, communication, and digital literacy as being valuable for the workforce both now and in the future.

To thrive in the new and dynamic way the workplace has changed, individuals need to embrace lifelong learning, develop a growth mindset, and need to be adaptable and open to acquiring new skills throughout their careers. With careers now requiring individuals to work more at home rather than the conventional office space, a person's ability to be effective with virtual communication and collaboration is essential for success, as well as their ability to work in diverse teams and across cultures and time zones in today's interconnected world.

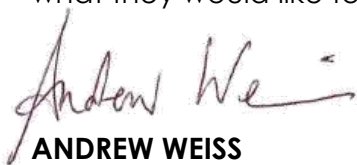
Helping a student make decisions about their future career is a role that Encounter Lutheran College takes seriously. As the Career Development Coordinator, I play a vital role in guiding and supporting students through this process, along with Mel O'Donnell as the VET and SACE Coordinator. There are many ways in which Encounter helps students make informed decisions about their future career path. These include:

- **Encouraging Exploration** - at Encounter we encourage students to explore their various interests and hobbies. We expose them to a wide variety of activities, subjects, and experiences. We assist the students in researching different career pathways, educational requirements, potential job prospects and help them gather information from reliable sources, such as career websites, industry professionals and regular career counselling. By doing these things we help students discover their passions and strengths to help them make more informed career choices.



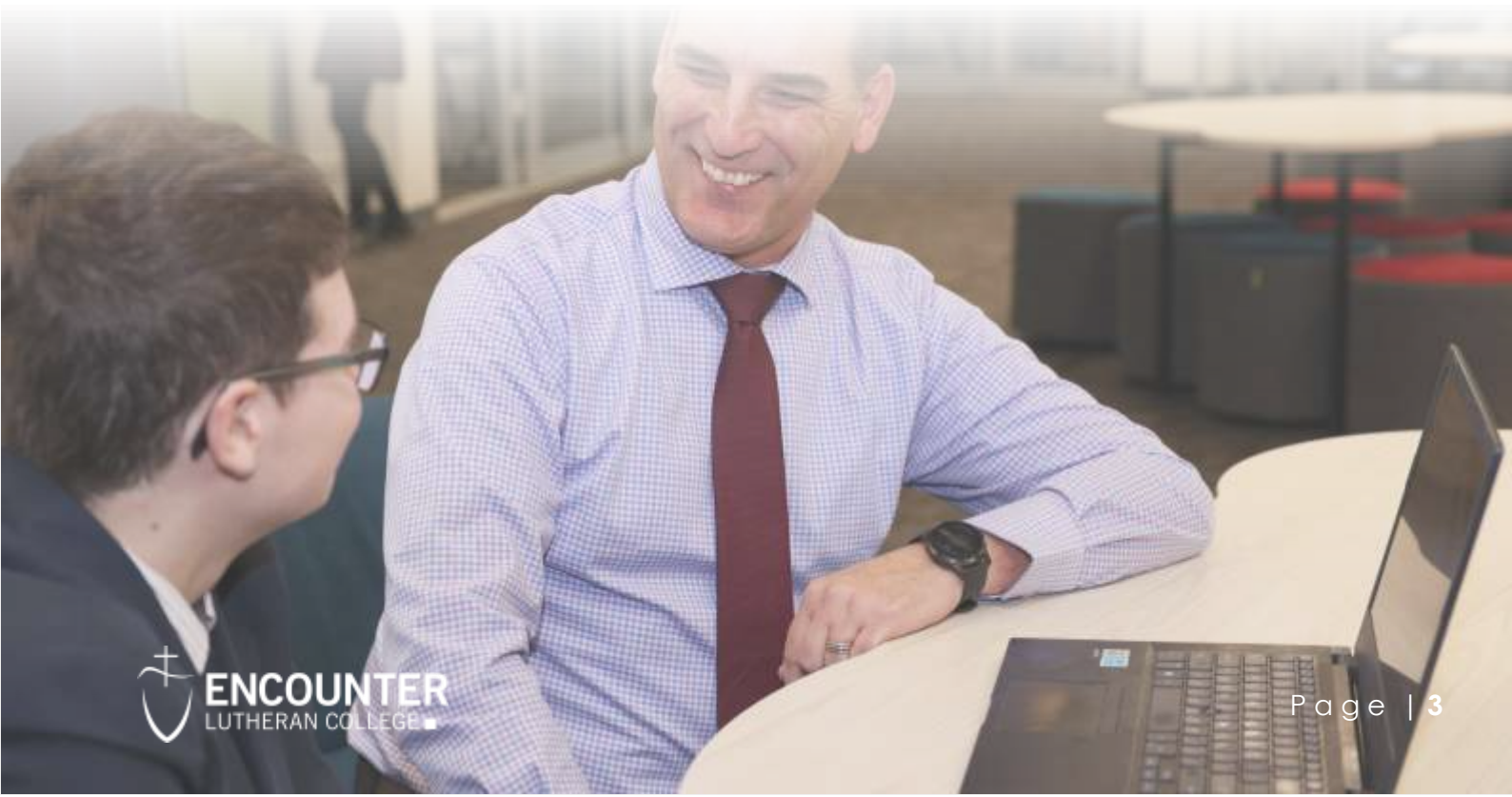
- **Non-judgemental Communication** - when discussing future directions and career paths we create an open and non-judgemental environment where the students feel comfortable discussing their thoughts, dreams, and concerns about the future. From Year 10 onwards regular conversations occur about their interests, goals, and aspirations.
- **Provide exposure to what is out there in the workforce** - every student at Encounter has the opportunity to explore the workforce in a number of different ways: visiting workplaces (through work experience), excursions to career, tertiary studies and employment expos, and getting work organisations and tertiary institutions to come and speak to Encounter students. These experiences give Encounter students valuable insights into the various jobs and professions that are out there to help them make more realistic decisions. It gives Encounter students hands on experience to help them clarify their career preferences and develop essential skills.
- **Offer guidance, not direction and support the decision-making process** - While it is important to provide guidance to each student at Encounter, we do not impose what we think the student should do. Ultimately, the decision about their future career should be the students. Instead, we offer support, reassurance and give them confidence in their ability to make the right choices. We encourage them to explore their options, weigh up the pros and cons, consider their interests and values and envision long term goals when making decisions about their future.
- **Finally, it is important to remember that career decisions are not set in stone** - it is natural for someone's interests and aspirations to evolve over time. Therefore, it is important that we are patient, understanding and adaptable to assist each young person on their journey of self-discovery and career exploration.

It is a great pleasure to work with all Encounter students as they explore careers and look at what they would like to do in the future.



ANDREW WEISS

Career Development Coordinator



SACE Pattern Requirements

The South Australian Certificate of Education (SACE) is an internationally recognised qualification. The SACE is designed to help students to develop capabilities and provide them with skills and knowledge to live, work, and participate successfully in an ever-changing society.

The certificate is based on two stages of achievement: Stage 1 (usually completed in Year 11) and Stage 2 (usually completed in Year 12). Students can study a wide range of subjects and courses as part of the SACE.

Each subject or course completed earns "credits" towards the SACE, with a minimum of 200 credits required for students to gain the certificate. Students receive a grade from A to E for each subject at Stage 1. Students receive a grade from A+ to E- at Stage 2.

For the Stage 1 compulsory subjects, students need to achieve a final moderated grade of a C or better. For compulsory Stage 2 subjects, students need to achieve a final moderated grade of C- or better. The compulsory subjects are:

- Literacy – at least 2 semesters (20 credits) from a range of English subjects at Stage 1.
- Numeracy – at least 1 semester (10 credits) from a range of Mathematics subjects at Stage 1.
- Exploring Identities and Futures (EIF) – 10 credits (usually studied in Year 10)
- Activating Identities and Futures (AIF) – 10 credits (in Year 12)
- Stage 2 subjects – totalling at least 60 credits

SACE = 200 Credits (60 credits + Activating Identities and Futures must be Stage 2 or equivalent)

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or SACE Board recognised courses or VET courses.

Students wanting an ATAR must study a minimum of 90 Stage 2 Credits.

***Note:** Students intending to study Interstate MUST check Stage 2 English requirements for acceptance into university in each state.

SACE Pattern Requirements

COMPULSORY SUBJECTS

50 credits

- Exploring Identities and Futures (EIF) 10 credits
- Literacy requirement demonstrated from a range of English subjects at Stage 1 or Stage 2 20 credits
- Numeracy requirement demonstrated from a range of Mathematics subjects at Stage 1 or Stage 2 10 credits
- Activating Identities and Futures (AIF) 10 credits

STUDENT SELECTED SUBJECTS

90 credits

+

60 credits

Choose and successfully complete a selection of Stage 1 and Stage 2 subjects, recognised VET courses, or community learning.

Choose and successfully complete a selection of Stage 2 or VET subjects worth at least 60 credits in total.

Stage 2 subjects are externally assessed by the SACE Board of South Australia.

EXAMPLE OF ACHIEVING A MINIMUM OF 200 CREDITS

50 credits – compulsory

+

Min. 90 credits

+

Min. 60 credits

Stage 1 EIF 10 credits	Stage 1 Biology 20 credits	Stage 2 Biology 20 credits
Stage 1 General Mathematics 10 credits	Stage 1 Business Innovation 10 credits	Stage 2 Business Innovation 20 credits
Stage 1 Essential English 20 credits	Stage 1 Food and Hospitality 10 credits	Stage 2 Essential English 20 credits
Stage 2 AIF 10 credits	Stage 2 Food and Hospitality 20 credits	
	Stage 1 VET: Cert II in Food Processing min. 30 credits	

VET – Vocational Education and Training

Vocational Education and Training (VET) is recognised training that prepares students for their future working lives, and can be accessed in Years 11 and 12 as part of a student's study program.

VET can contribute towards the SACE, allowing students to package vocational education and training with SACE studies, to suit the needs and aspirations of individual students.

Nationally recognised Certificate II and Certificate III qualifications can count towards the credits required for SACE completion. Every unit of competency in a VET course is awarded a set number of nominal training hours.

- For every 70 nominal hours completed as part of a Cert II, a student is awarded 10 Stage 1 Credits.
- For every 70 nominal hours completed as part of a Cert III, a student is awarded 10 Stage 2 Credits.

Successful completion of a nationally recognised Certificate III qualification can also be used in lieu of one 20 credit full-year Stage 2 subject at Year 12 and can count towards the calculation of an ATAR.

VET can be a valuable part of a student's secondary education but is not always the best option for every student. It is important for students and their parents/caregivers to carefully consider the reasons for undertaking a VET course, and the course requirements which can include a compulsory work experience component and/or online self-paced learning.

Our experience is that students are successful in VET if they have:

- A keen interest in what they will be learning.
- A level of maturity and independence that will accommodate an adult learning style of learning and training.
- Competent literacy, numeracy and organisation skills as students need to consider the implications of missing face to face learning time at school each week.
- Good organisational skills and are committed to all components of their education - at Encounter Lutheran College and their VET.

If a student is interested in a VET pathway, they need to make an appointment with the VET Coordinator to discuss their interest areas and explore the available options. During the career counselling process, parents/caregivers will also need to meet with the VET Coordinator who will explain to you the VETRO process (including the numeracy and literacy assessment) facilitating student access to Government subsidised courses. To be eligible for any VETRO funding, enrolments must be completed by the end of Term 3. If approved for subsidised funding, then the formal enrolment can be processed.

- Parents and students must complete a College Flexible Study Pathways Application and Student and Parent Agreement Form in addition to RTO paperwork for enrolment to proceed.

- Whilst the student may be studying off campus for the VET component of their studies, the College will continue to support the student and manage their SACE program.
- **Full time school tuition fees continue to apply for students undertaking a VET program.**
- **VET costs are the responsibility of parents/caregivers. The cost of each course may vary, depending on qualification level and the RTO offering the training.**
- The College will subsidise the cost of the training by paying for the first \$500 of the course fee and 50% of the remaining fee of one eligible course per student, per year where it is an integrated part of a student's agreed study program.
- Families will be responsible for additional costs related to non-tuition fees (e.g. uniform, travel, PPE, textbooks, etc.)

SCHOOL BASED APPRENTICESHIP OR TRAINEESHIP (SBAT)

Students in Years 11-12 can commence a SBAT. A traineeship or apprenticeship is a structured learning program in which a trainee or apprentice undertakes paid employment in a vocation or trade to achieve a recognised qualification. The employer will provide training and work that is relevant to their trade. Training providers deliver the off-job training and issue the relevant qualification.

A SBAT must be discussed with the VET Coordinator to ensure that it can be accommodated with the SACE prior to committing to an arrangement through other parties. Students engaged in a SBAT undertake training and work typically one school day per week.

It is the responsibility of the student to secure an employer for their SBAT – this is often a four-year traineeship/apprenticeship that will be completed after the student has graduated from school, so just like a part-time job, students need to approach an employer and must ensure they select an employer they are able to work with for the duration of their SBAT.

A SBAT Training Contract approval requires the School Principal's endorsement of the SBAT on the Training Plan, as being integral to the school program. The student and their parent/caregiver signs a legally binding Training Contract with the Employer. SBATs are intended to be converted to full-time and completed once the student leaves school at the end of Year 12.

Further information about Traineeships and Apprenticeships in South Australia is available at

<https://www.sa.gov.au/topics/education-and-learning/vocational-education-and-training/australian-school-based-apprenticeships>

You can find examples of VET courses available to students in Years 11 and 12 at the following links:

<https://www.tafesa.edu.au/apply-enrol/secondary-school-courses/flexible-industry-pathways>

https://www.datocms-assets.com/71768/1663196766-combined_flyersbrochure-schools-a4_12pp_01-09-22.pdf

Please note that the examples above are just the most popular courses available and students are encouraged to make an appointment with the VET Coordinator to discuss training in industry areas that are not mentioned in the above links.

Senior School Leaders

Principal	Shane Jurecky
Head of Middle & Senior School	Jon Grear
Head of Learning & Educational Strategy	Mel O'Donnell mel.odonnell@encounter.sa.edu.au
Career Development Coordinator	Andrew Weiss andrew.weiss@encounter.sa.edu.au
VET Coordinator	Mel O'Donnell vet@encounter.sa.edu.au
Year 12 Pedagogical Leader	Belinda Delyster belinda.delyster@encounter.sa.edu.au
Year 11 Pedagogical Leader	Tim Britton tim.britton@encounter.sa.edu.au
Year 10 Pedagogical Leader	Cassie Burrows cassie.burrows@encounter.sa.edu.au
Year 7-12 Wellbeing Coordinator	Tom Ling Tom.Ling@encounter.sa.edu.au
Year 11-12 Wellbeing Support	Elizabeth Bentley Elizabeth.Bentley@encounter.sa.edu.au
Inclusive Learning Coordinator 7-12	Jen Biscoe Jen.Biscoe@encounter.sa.edu.au



STAGE 2

ENCOUNTER
LUTHERAN COLLEGE ■



Subject Pathways

Year 10	Year 11	Year 12
Arts Electives: - Dance - Drama - Music - Visual Arts	Dance Drama Music Experience Visual Art	Dance Drama Music Explorations Music Performance Ensemble Music Performance Solo Visual Art
Christian Studies	Spiritualities, Religion and Meaning	Year 12 Retreat
Design Electives: - Communication Solutions - Digital Technology - Food and Hospitality - Material Solutions	Business Innovation Child Studies Digital Communication Solutions Digital Technologies Food and Hospitality Material Solutions: Wood	Business Innovation Child Studies Digital Communication Solutions Digital Technologies Food and Hospitality Material Solutions: Wood
English	Essential English English English Literary Studies	Essential English English English Literary Studies
Health & Physical Education Physical Education Electives: - Outdoor Education - Sports Science	Health and Wellbeing Outdoor Education Physical Education	Health and Wellbeing Integrated Learning: Sport, Health and Physical Activity Outdoor Education Physical Education
Humanities Elective: - Society and Culture	Politics, Power & People Modern History Society and Culture	Politics, Power & People Modern History Society and Culture
Japanese Elective: Full Year	Japanese Continuers	Japanese Continuers
Mathematics - Mathematics - Mathematics Extension Electives: - Mathematics Advanced	Essential Mathematics General Mathematics Mathematical Methods A&B Mathematical Methods C Specialist Mathematics	Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics
SACE Interdisciplinary Futures – comprising the following SACE Stage 1 subjects: - Exploring Identities and Futures - Workplace Practices	VET Courses School based apprenticeships	Activating Identities and Futures Workplace Practices VET Courses School based apprenticeships
Science Elective: - Earth and Environmental Science	Biology Earth and Environmental Science Chemistry Physics Psychology	Biology Earth and Environmental Science Chemistry Physics Psychology

Subject Selection Overview

Encounter students at Stage 2 study FOUR full-year SACE Subjects worth 20 credits each, plus the compulsory 10 credit Activating Identities and Futures (AIF) = 90 SACE credits.

When making their subject selections for Stage 2 SACE, students should consider their post school pathways, including any pre-requisites for further study.

Subjects marked with # must be taken together to form one full-year subject.

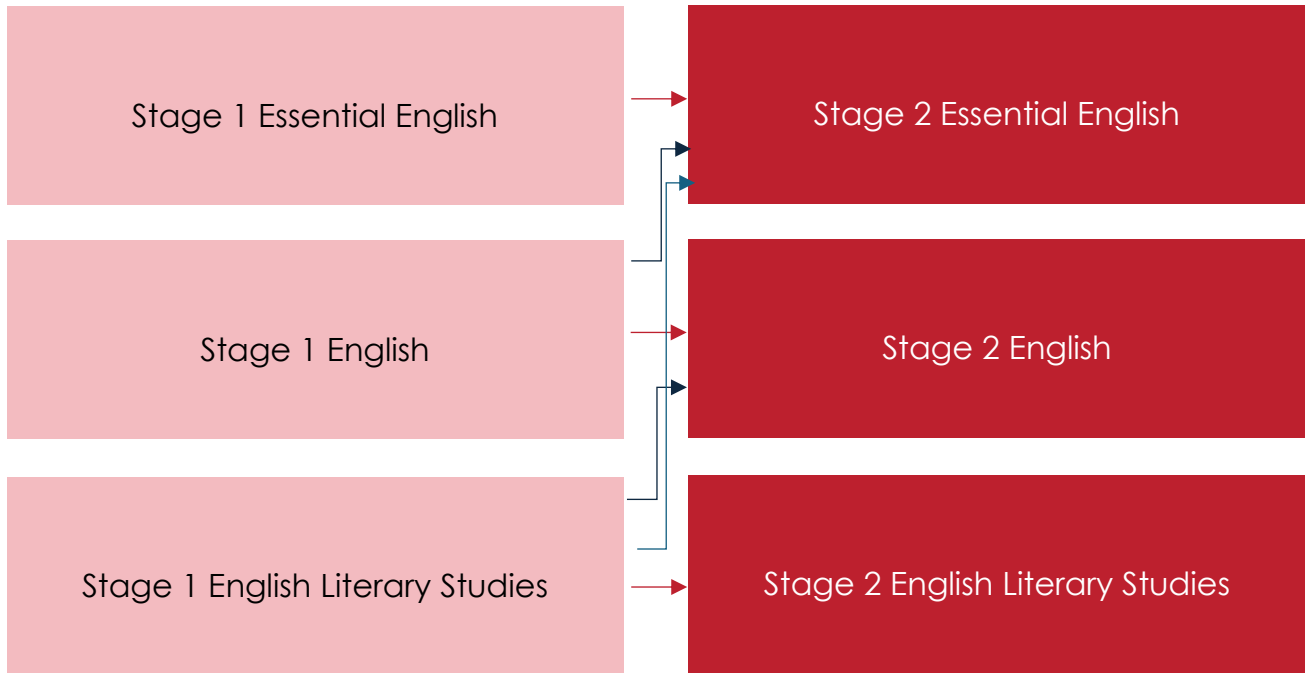
COMPULSORY SUBJECTS

Activating Identities and Futures (AIF) = 10 Stage 2 SACE credits

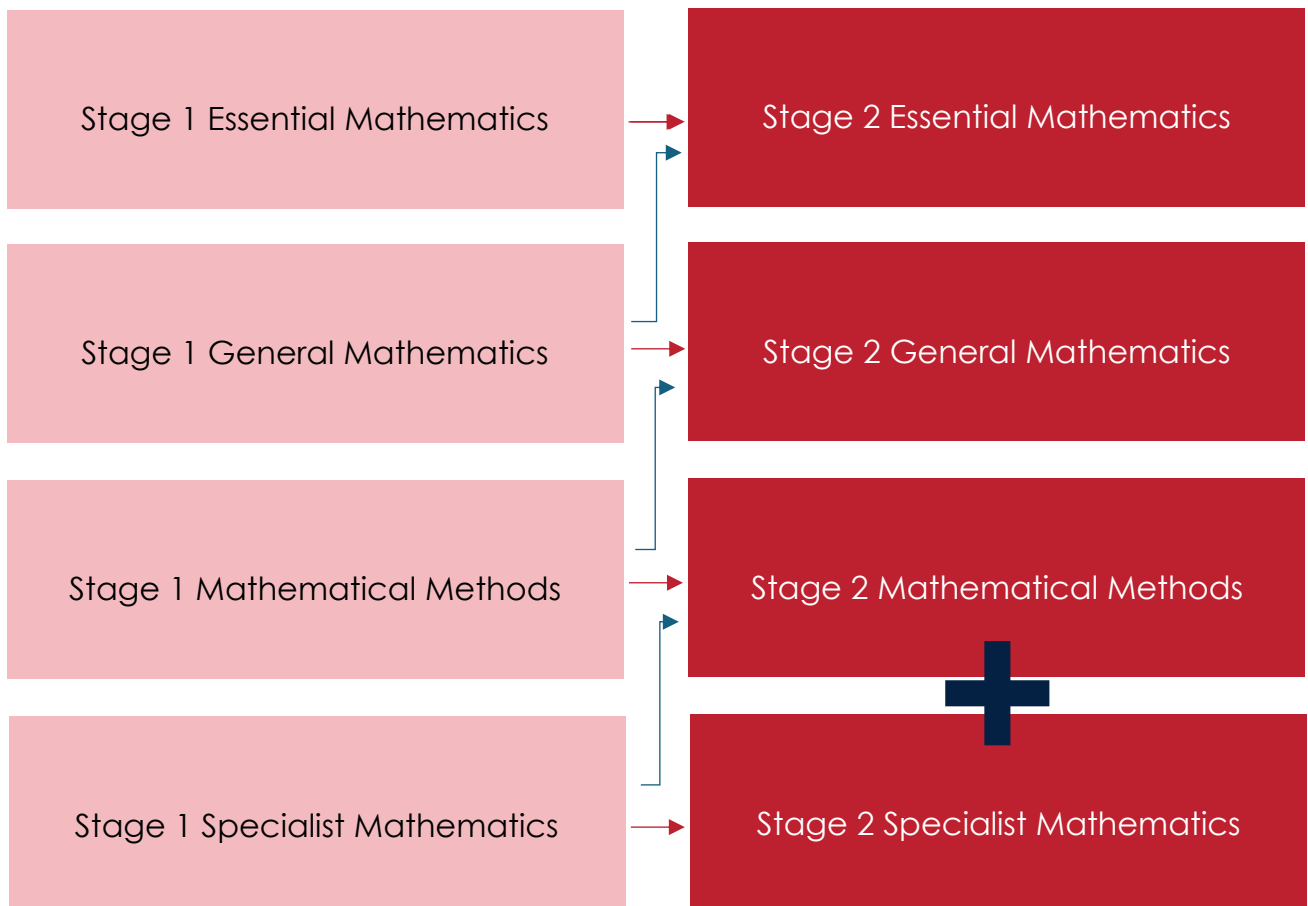
ELECTIVE SUBJECTS – STUDENTS CHOOSE FOUR FULL-YEAR SUBJECTS = 80 STAGE 2 SACE CREDITS

Biology	20 credits	Essential Mathematics	20 credits
Business Innovation	20 credits	General Mathematics	20 credits
Chemistry	20 credits	Mathematical Methods	20 credits
Child Studies	20 credits	Specialist Mathematics	20 credits
Dance	20 credits	Modern History	20 credits
Design and Technology: Material Solutions	20 credits	Music Performance Ensemble#	10 credits
Digital Communication Solutions	20 credits	Music Performance Solo#	10 credits
Digital Technologies	20 credits	Music Explorations	20 credits
Drama	20 credits	Outdoor Education	20 credits
Earth and Environmental Science	20 credits	Physical Education	20 credits
Essential English	20 credits	Physics	20 credits
English	20 credits	Politics, Power & People	20 credits
English Literary Studies	20 credits	Psychology	20 credits
Food and Hospitality	20 credits	Society and Culture	20 credits
Health and Wellbeing	20 credits	Visual Art	20 credits
Integrated Learning: Sport, Health and Physical Activity	20 credits	Workplace Practices	20 credits
Japanese Continuers	20 credits		

Links between Stage 1 and Stage 2 English



Links between Stage 1 and Stage 2 Mathematics



Subject Overviews



ENCOUNTER
LUTHERAN COLLEGE ■

Activating Identities & Futures (AIF)

Length	One Semester (10 credits)
Curriculum Area	Interdisciplinary
Prerequisites	Assumed successful completion of EIF at Stage 1

SKILLS REQUIRED

This is a compulsory Stage 2 Subject. Students must achieve a C- or better to satisfy SACE completion requirements.

Successful engagement in AIF benefits from strong self-management and organisational skills. It fosters critical and creative thinking through trial and error, and promotes a deep focus on 'metacognition' - thinking about thinking. Students develop their capacity to set goals, receive and give feedback, and communicate with a range of mentors, sources, and individuals.

SUBJECT DESCRIPTION

Activating Identities and Futures (AIF) supports students to become proactive, self-aware, and independent learners. Students set a personal Learning Goal and explore strategies to achieve it through self-directed inquiry. They apply knowledge, capabilities, and feedback to develop a purposeful Output of Learning - which could be a proposal, report, product, demonstration, or performance.

Students deepen their awareness of their thinking and learning through

reflection and feedback, supported by teachers and peers as co-agents. The subject focuses on developing lifelong learning skills and fostering student agency.

ASSESSMENT

Assessment Type 1: Portfolio **35%**

Students will create a Portfolio of natural evidence of learning, planning, and progress toward their chosen Learning Goal and inquiry. This authentic material could include, but is not limited to, annotations, photographs, voice notes, sticky notes, diagrams, transcripts, scrap books.

Assessment Type 2: Progress Checks **35%**

Students meet formally with their teacher at ongoing intervals to reflect on their progress and consider their next steps. They explain their choices and consider feedback for future development of their Learning Goal. These Progress Checks are recorded in written, oral, and/or multimodal formats.

Assessment Type 3: Appraisal **30%**

Students produce a 1000 word or 6-minute Appraisal of their Learning Goal, evaluating strategies, perspectives, feedback, and future implications of their process and learning.

Biology

Length	Full Year (20 credits)
Curriculum Area	Science
Prerequisites	B grade or higher in Stage 1 Biology

SKILLS REQUIRED

Students who choose this subject should have an interest in the biological world and the processes that occur within it. They should be able to think critically and have the ability to apply their knowledge in various forms and formats. Students need to be aware that this is a content rich subject that requires constant revision of these concepts to gain a competent understanding of the work covered.

SUBJECT DESCRIPTION

The course consists of the following four topics:

Topic 1: DNA and Proteins

In this topic students will study the structure and replication of DNA, protein structure, function and synthesis, the regulation of gene expression, the impact of mutations in DNA and chromosomes and the various techniques and applications involved in genetic engineering and biotechnology.

Topic 2: Cells as the Basis of Life

In this topic students will study the structure of Eukaryotic and Prokaryotic cells, how substances are transported into and out of cells, metabolic pathways

(including photosynthesis and cellular respiration), cell division and cell culturing.

Topic 3: Homeostasis

In this topic students will study the nervous and endocrine system, tolerance limits in the human body and how homeostasis is maintained in the human body.

Topic 4: Evolution

In this topic students will study the phylogeny of species and how species are defined, gene pools, natural selection and speciation and how human impact is affecting biodiversity.

ASSESSMENT

Investigation Folios 30%

The Investigations Folio is made up of:

- two practical investigations, which include the presentation of practical reports (each with a maximum of 1500 words).
- one investigation, with a focus on science as a human endeavour (examining a recent discovery, innovation, issue, or advancement in science).

Skills and Applications 40%

These consist of four tests (possibly including the mid-year exam) done under direct supervision.

External Examination 30%

A 2-hour e-exam at the end of the year covering all aspects of the course.

Business Innovation

Length	Full year (20 credits)
Curriculum Area	Design
Prerequisites	Stage 1 Business Innovation preferred

SKILLS REQUIRED

Students who choose this subject should have a keen interest in all aspects of the modern business world. They should have an entrepreneurial mindset characterised by a willingness to take risks, embrace failure as a learning opportunity, and pursue innovative ideas with determination and resilience. Students will require critical and creative thinking skills and be able to collaborate effectively in uncertain environments. They should possess a sound understanding of fundamental business concepts, be able to apply them in real-world contexts and communicate their findings.

SUBJECT DESCRIPTION

The subject is structured around key contexts including designing business, sustaining business and transforming business. Students develop their understanding by exploring and applying the learning strands of innovation, decision-making and project management, financial literacy and information management, and global, local, and digital perspectives.

This is a practical subject and students should be prepared to develop and test prototypes and assumptions using the design thinking process. Learning should be able to refine ideas and pivot accordingly.

ASSESSMENT

There are five assessment tasks that cover different contexts and learning strands.

Business Skills (internally assessed) 40%

There are three business skills tasks through which students will design their own business and transform existing businesses.

Business Model (internally assessed) 30%

Students work collaboratively to develop a business model for a new or existing business. This requires the application of business and project management tools to inform decision making. Students will also consider the challenges and opportunities of digital technologies the social, ethical and environmental impacts of their business.

Business Plan and Pitch (externally assessed) 30%

The business plan describes the goals and objectives of a business and the strategies it will use to achieve these. Students then create and present a pitch to support and promote their business plan to an audience of potential stakeholders, such as customers, investors, and/or board members.

Chemistry

Length	Full Year (20 credits)
Curriculum Area	Science
Prerequisites	B Grade or higher in Stage 1 Chemistry

SKILLS REQUIRED

Students who choose this subject should have an interest in how chemistry is used to explain the world around us including the environment, energy, food supply and materials. They should be able to think critically. Students should enjoy completing practical experiments, presenting data and analysing results. Students need to be aware that this is a content rich subject that requires constant revision of concepts to gain a competent understanding.

SUBJECT DESCRIPTION

The course consists of the following four topics:

Topic 1: Monitoring the Environment

Students learn about the impact of fossil fuel combustion on the environment and a range of monitoring methods, including completing practical laboratory tasks for analysing the chemical composition of substances.

Topic 2: Managing chemical processes

Students learn about the production of chemicals, a range of innovations related to green chemistry, concepts related to reaction rates and how to apply these to a range of chemical processes.

Topic 3: Organic and biological chemistry

Students learn about organic (carbon based) molecules and their physical and chemical properties. They use this to explore the biological importance of organic compounds.

Topic 4: Managing Resources

Students study a range of energy resources. They learn about natural materials (water and soil) and synthetic polymers, and examine the benefits and problems associated with recycling materials.

ASSESSMENT

Investigations Folio 30%

The Investigations Folio is made up of:

- one practical investigation, resulting in a written practical report (with a maximum of 1500 words).
- one investigation, with a focus on science as a human endeavour (examining a recent discovery, innovation, issue, or advancement in science)

Skills and Applications Tasks 40%

These consist of four tests (possibly including the midyear exam) done under direct supervision

External Examination 30%

A 2-hour exam at the end of the year covering all aspects of the course.

Child Studies

Length	Full Year (20 credits)
Curriculum Area	Design
Prerequisites	Stage 1 Child Studies preferred

SKILLS REQUIRED

Students who choose this subject should have an interest in the growth and development of children. They should be able to demonstrate creative play, promote positive behaviours and work collaboratively with peers. There is a strong focus on communication and reflection.

SUBJECT DESCRIPTION

Practical Tasks:

Topic 1: Fed Up

Students will investigate Food & Nutrition for Children – with an emphasis on Labelling: allergies, intolerances, preservative and additives.

Topic 2: A Good Fit

An exploration into the contemporary issue of children's clothing; range, style, fabrics and aesthetic with a particular focus on the impact on development and identity.

Topic 3: Play by Design

Students investigate play and playground design by collecting and analysing data to inform the development of a safe, inclusive, and engaging playground for young adolescents. They apply their research

to justify equipment choices, design age-appropriate activities, and produce a detailed site plan using appropriate materials. Students then evaluate their learning through critical reflection.

Topic 4: Stories Matter

Investigate the importance of literature and stories in the emotional and social development of young children.

Group Task:

Topic 5: Let Me Entertain You

An exploration and analysis of young children and media. The group will collaborate and create a five-minute television program suitable for children of a specified age range.

Investigation:

Students individually choose a contemporary issue or trend impacting child development.

ASSESSMENT

Assessment Type 1: **50%**

Practical Tasks (x 4)

Assessment Type 2: **20%**

Group Task (x1)

Assessment Type 3: **30%**

Investigation (external) 2000-word essay

Dance

Length	Full Year (20 credits)
Curriculum Area	Arts
Prerequisites	Stage 1 Dance, or a Cert III in Dance

SKILLS REQUIRED

Students are required to have a high level of experience and a sound foundation of technical ability, performance skills and movement as expression. Stage 1 Dance or Certificate III are prerequisites unless students can meet technique, expression and knowledge of global contexts criteria.

SUBJECT DESCRIPTION

Dance is used as a medium to express different messages and ideas. Students will create, perform and respond to dance in various genres and formats.

Students develop their own ideas and express these ideas by creating, teaching and editing choreography for film. They consider the role of dance in different cultural and arts contexts and create a multimodal portfolio of their process.

Students learn and develop performance pieces to share with a live audience. The works are expressed through multiple genres, with students learning from a range of practitioners and stimuli to enhance their ability to communicate through movement.

There is a solo component.

Students study professional practitioners and biomechanics and develop their own programs to further their technical capabilities.

ASSESSMENT

School assessed portfolios including oral, written, and multimodal (audio/visual) responses, live and recorded performances including student choreography. Externally assessed skills development portfolio.

Dance Contexts 30%

Choreography

Performance Portfolio 40%

Live performance

Skills Development 30%

Portfolio – Externally assessed

Note: Dancers have the opportunity to perform at various events during the year. Examples of these events include the school musical, Stage 2 (Year 12) Dance Showcase, Dance Ultra, Shine and other events.

Design and Technology: Material Solutions

Length	Full Year (20 credits)
Curriculum Area	Design
Prerequisites	N/A

SKILLS REQUIRED

Students who choose this subject should have an enthusiasm for building, be it for vocational pursuits or simply an enjoyment of hands-on, contemporary learning. They should be self-directed, able to problem-solve, be inquisitive, creative and able to collaborate with others.

SUBJECT DESCRIPTION

Within this subject, students have the opportunity to explore their own passions in creating a timber product of their choice, as well as, developing associated ICT, numeracy and literacy skills related to construction. They also develop essential skills for future pathways such as TAFE, small business and personal DIY through using the Design Cycle. Students have the opportunity to use a variety of industry-based technology, such as CNC routers, Laser cutters and other essential trade-based machinery.

ASSESSMENT

Specialised Skills Tasks **20%**

These consist of two skills tasks. Task 1 has a hands-on skills focus and Task 2 has a Computer Aided Design (CAD) focus

Design Process and Product **50%**

Students will undertake a design process where they will investigate, design, develop and plan, produce and evaluate a timber product of their choosing.

Resources Study **30%**

Students will investigate, test and analyse the functional characteristics and properties of the timbers they choose in their timber product as well as any ethical, legal or economic issues related to their design. This is externally assessed.

Digital Communications Solutions

Length	Full Year (20 credits)
Curriculum Area	Design
Prerequisites	N/A

SKILLS REQUIRED

- Independent learner
- Creative thinking
- Problem solving
- Some Adobe skills are helpful
- Basic understanding of cameras

SUBJECT DESCRIPTION

In Digital Communications Solutions students use design thinking to engineer solutions for the development of products or systems.

The subject provides a flexible framework that encourages students to be creative, innovative, and enterprising in their chosen context. They apply critical thinking and problem-solving skills and incorporate technologies to address design problems and challenges.

ASSESSMENT

Assessment Type 1: **Specialised Skills Tasks** **20%**

These consist of two skills tasks. Task 1 teaches students how to use the manual settings on a camera to control movement and depth. Task 2 is focussed on developing student capacity with postproduction using Adobe software to create digital designs.

Assessment Type 2: **Design Process and Solution** **50%**

Student's culminating project requires them to work through all stages of the design cycle to design a product that addresses a need, problem, or opportunity. Students can focus on a creative output of their choice that may include elements of graphic design, photography, web development, or video. Students will combine their knowledge and skills developed throughout the course in producing a high-quality final product.

Assessment Type 3: **Resource Study** **30%**

The resource study is the student's externally assessed project. Students explore two materials or components that they may consider for using in their Design, Process and Solution. They also investigate ethical, legal, economic, and/or sustainability issues associated with this.

Digital Technologies

Length	Full Year (20 credits)
Curriculum Area	Design
Prerequisites	Prior discussion with the Digital Technologies Teacher.

SKILLS REQUIRED

This subject suits students who are confident in both computational and design thinking, ready to take on complex, open-ended problems. Completion of Stage 1 Digital Technologies is highly recommended. Students should be comfortable with programming, self-directed in their work, and prepared to engage in collaborative, iterative project development with real stakeholders.

SUBJECT DESCRIPTION

In SACE Stage 2 Digital Technologies, students apply computational thinking and design thinking across four interconnected focus areas: computational thinking, design and programming, data analytics, and iterative project development.

Students design, code, test, and evaluate innovative digital solutions to problems of interest, developing strong programming skills and applying agile and iterative design processes. They extract, interpret, and model real-world data sets to identify trends, test hypotheses, and derive actionable insights. Working both individually and collaboratively, students engage with real stakeholders to scope, plan, and deliver digital solutions, documenting

their work in multimodal reports that address technical, social, ethical, and sustainability considerations.

This subject provides strong preparation for tertiary study and careers in software engineering, cybersecurity, data science, robotics, and application, web, and game design.

ASSESSMENT

Project Skills 50%

A range of tasks that develop computational thinking, design, programming, data analytics, and project management skills. Tasks are presented in multimodal form and may be undertaken individually or collaboratively.

Collaborative Project 20%

Students work as a team to develop a digital solution for a real client, applying agile and iterative project development practices. Each student individually documents their contribution and presents a walkthrough of both the overall project and its technical implementation.

Individual Digital Solution 30%

Students independently design and develop an innovative digital solution or prototype to a problem of their own choosing, demonstrating computational thinking, design, programming, and ethical considerations throughout. This component of the course is externally assessed.

Drama

Length	Full Year (20 credits)
Curriculum Area	Arts
Prerequisites	Stage 1 Drama preferred

SKILLS REQUIRED

Drama students need to be keen observers of the world around them, and love storytelling and engaging audiences. They need to be creative, collaborative, good critical thinkers and good communicators. They will engage regularly in reading and analysing existing dramatic works, and experiment with how they might bring the words on the page to life on the stage. They will need to be confident to take informed artistic risks in practical situations, evaluate which ideas work best, then refine and polish their ideas.

SUBJECT DESCRIPTION

In Drama, students engage in learning as practising dramatic artists. They adopt individual roles from a variety of options, in both on-stage and off-stage capacities. They refine their understanding of these roles to develop skills that create innovative dramatic outcomes.

In Stage 2 Drama we advance and extend our skills as a company of storytellers. Individual work at home in preparation for collaborative work in the classroom is essential for the success of the company.

ASSESSMENT

Group Production 40%

Students undertake either an on-stage or off-stage role in a collaborative, performed piece of theatre. Following the Group Production, students present a 15-minute video.

Evaluation and Creativity 40%

Students undertake either one or two tasks in this section of the course. One part (or task) relates to responding to live, professional performance. The second part (or task) involves creating drama, applying skills to a new or existing work.

Presentation 30%

Students form groups of between two and five, to conceive, plan, and produce a creative dramatic presentation. An existing text will be studied in class, and then students will need to transform the text, in line with theatrical genres, the work of a theatrical innovator, or the incorporation of innovative technology. Students present their theatrical product as a group, but then the final Folio of Evidence individually. This component of the course is marked externally.

***Note:** Students must expect to attend rehearsals for their own productions, or attend live theatre, outside of school hours at times.

Earth and Environmental Science

Length	Full Year (20 Credits)
Curriculum Area	Science
Prerequisites	None

SKILLS REQUIRED

Students who choose this subject should have enjoyed previous science subjects. Specifically, they should enjoy learning about the Earth's environment. They should be able to think critically and apply their knowledge in various forms and formats. Students should enjoy completing practical experiments, presenting data and analysing results.

SUBJECT DESCRIPTION

The course consists of the following four topics:

Topic 1: Earth systems

Students learn about the interaction between and within the atmosphere, hydrosphere, geosphere and biosphere. They participate in field trips to collect and analyse data.

Topic 2: Earth's resources

Students learn about non-renewable mineral and energy resources, the impact of extraction and the need for sustainable use of these resources. They graph, analyse and evaluate data for making conclusions about environmental impacts.

Topic 3: Earth's sustainable future

Students learn about the consequences of using various types of renewable resources. They investigate a range of soil, water and energy uses and evaluate data as they think about logical solutions.

Topic 4: Climate change

Students analyse data and use critical thinking skills to consider the interpretations for climate change. They learn how global collaboration can be used to consider the future health and well-being of the global population.

ASSESSMENT

Investigations Folio

30%

The Investigations Folio is made up of:

- two practical investigations, which include the presentation of practical reports (each with a maximum of 1500 words).
- one investigation, with a focus on science as a human endeavour (examining a recent discovery, innovation, issue, or advancement in science).

Skills and Applications Tasks

40%

These consist of four tests done under direct supervision.

External Assessment

30%

An Earth System Study where students complete fieldwork investigating a local environmental issue. Students design an investigation proposal, carry out the investigation, collect data and prepare a report for external assessment.

Essential English

Length	Full Year (20 credits)
Curriculum Area	English
Prerequisites	Successful completion of Stage 1 English or Stage 1 Essential English

SKILLS REQUIRED

Students who select this subject are expected to be interested in exploring and producing a variety of texts. They should enjoy analysing and interpreting visual, written, and multi-modal texts and be comfortable sharing their interpretations and personal reflections. Students will be required to present their interpretations in both written and oral formats.

SUBJECT DESCRIPTION

Stage 2 Essential English is designed to enhance students' command of language, literacy, and literary analysis, equipping them with the skills to effectively communicate both verbally and in writing.

Response to texts will enable students to understand, critique, and appreciate a diverse array of oral, written, and multimodal texts such as autobiographies, reality television, websites, speeches, film and advocacy texts.

Students will produce texts for a range of purposes and audiences, exploring the impact of linguistic choices in shaping meaning.

Students are required to complete an independent language study of their choice. The focus of study is an understanding of the use of spoken, non-verbal, visual, and/or written language by people in a chosen context beyond the classroom.

ASSESSMENT

Assessment Type 1: 30%

(Responding to Texts) This is analysis of texts. Students respond to a range of texts. They consider information, ideas, and perspectives presented in the chosen texts.

Assessment Type 2: 40%

(Creating Texts) This is creative writing. Students create procedural, imaginative, analytical, interpretive, or persuasive texts.

Assessment Type 3: 30%

(Language Study, externally marked) This is an independent study. Students focus on the use of language by people in a context outside of the classroom

Note: Students will demonstrate evidence of learning through seven assessments, including the external assessment.

Please refer to page 12 for the English subject pathways.

English

Length	Full Year (20 credits)
Curriculum Area	English
Prerequisites	A recommendation from their Stage 1 English teacher

SKILLS REQUIRED

Students who select Stage 2 English should be competent and enthusiastic readers, who enjoy analysing and interpreting visual, written, and multi-modal texts. They should be comfortable sharing their interpretations and personal reflections and have an ability to express their perspectives in both written and oral formats. Students are expected to refine their own texts and develop a critical awareness of how their texts may be interpreted or used.

SUBJECT DESCRIPTION

Stage 2 English aims to enhance students' abilities in both writing and speaking. It involves studying and crafting a variety of text types, with an emphasis on appropriate communication methods for specific contexts, audiences, and purposes. The curriculum includes the analysis and creation of literary and media works such as poetry, drama, films, and narratives. A key focus is placed on grasping the themes, structures, and intentions of these texts, along with the literary techniques employed in their construction.

ASSESSMENT

Assessment Type 1: 30%

Responding to Texts – up to 3 assessments, one of which must be presented as an oral

Assessment Type 2: 40%

Creating Texts – up to 4 assessments, one of which must be presented as an oral

Assessment Type 3: 30%

2000-word Comparative Analysis, externally marked

Note: Students will demonstrate evidence of learning through eight assessments, including the external assessment.

Please refer to Page 12 for the English subject pathways.

English Literary Studies

Length	Full Year (20 credits)
Curriculum Area	English
Prerequisites	A recommendation from their Stage 1 English teacher

Additionally, students hone strategies to enhance their own text creation skills, putting into practice the techniques they have observed.

This course prepares students for tertiary studies, particularly language-rich subjects and pathways.

SKILLS REQUIRED

English Literary Studies students should be avid and independent readers, exploring a diverse array of texts beyond the classroom. They should possess well-developed essay writing skills and be critical thinkers, capable of presenting evidence to support their interpretations. Students will be confident in interpreting and reimagining texts, sharing their perspectives and interpretations during class discussions. They will be adept at presenting viewpoints in a variety of formats and contexts.

SUBJECT DESCRIPTION

Stage 2 Literary Studies immerses students in the world of English Literature. It explores how authors of novels, films, plays, and poems shape and convey their ideas. The course focuses on how texts represent culture and identity, emphasising the relationship between authors, texts, audiences, and contexts.

Students develop critical thinking skills essential for interpreting texts. Through both collaborative and individual exploration, students encounter diverse viewpoints, exchange ideas, gather evidence, construct compelling arguments, and explore a range of critical interpretations.

ASSESSMENT

Assessment Type 1: **50%**

Responding to texts – up to 4 assessments

Assessment Type 2: **20%**

Creating Texts – up to 2 assessments

Assessment Type 3: **30%**

Text Study, externally marked

- Part A: Comparative Text Study (15%)
- Part B: Examination (15%)

Note: Students will demonstrate their learning through eight assessments, including the external assessments.

Please refer to Page 12 for the English subject pathways.

Food and Hospitality

Length	Full Year (20 Credits)
Curriculum Area	Design
Prerequisites	Stage 1 Food and Hospitality preferred

SKILLS REQUIRED

Students who choose this subject should enjoy creating, exploring and evaluating food. They may also have a keen interest in sustainability, innovation and social issues.

Students will utilise the design cycle to apply creative thinking and problem-solving skills. They must be able to work safely, independently and with a range of peers.

Students should be able to write clearly and concisely. They must be able to use evidence and examples and show a willingness to refine work.

SUBJECT DESCRIPTION

Stage 2 Food and Hospitality explores a range of technical kitchen skills, issues and trends.

Practical Tasks:

Topic 1: Food for events & occasions

Exploration of diverse cultural, religious, ancient and contemporary foods and their connection to specific events and occasions.

Topic 2: The ethics & sustainability of eating meat

An exploration of the impacts of eating meat on the environment, economy and physical body. As well as investigating the emerging trend of plant-based eating.

Topic 3: Cold pressed juices

An exploration of contemporary trends, marketing strategies and design. Students then apply these findings to their own product.

Topic 4: Eat Local

An exploration of the economic, environmental and social impacts of supporting local food and hospitality industries.

Group Tasks:

Topic 1: Sports Day catering

Students work together to meet the catering requirements of a school community event.

Topic 2: Foods for performance

Students work together to meet the nutrition and energy requirements of athletes participating in the Jamieson Ultra running event.

Investigation:

Students individually choose a contemporary issue or trend impacting the food and hospitality industry.

ASSESSMENT

Assessment Type 1: **50%**

Practical Tasks (x 4)

Assessment Type 2: **20%**

Group Tasks (x 2)

Assessment Type 3: **30%**

Investigation (external) 2000-word essay

Health and Wellbeing

Length	Full Year (20 credits)
Curriculum Area	Health and Physical Education
Prerequisites	Nil

SKILLS REQUIRED

Students should have an interest in understanding health and wellbeing. They need to be willing and capable to take individual practical action to improve their own health and wellbeing and collaborate effectively with their peers to communicate health and wellbeing information with others.

SUBJECT DESCRIPTION

Health and Wellbeing supports students to develop the knowledge, skills, and understandings required to explore and understand influences and make decisions regarding health and wellbeing. It is a useful subject choice for students interested in the many different health fields. Students have opportunities to take action and have a real impact on the health and wellbeing of themselves, and others.

Throughout the course, students learn about four interconnected concepts:

- Health Literacy
- Health Determinants
- Health Promotion
- Social Equity

These interrelated concepts underpin the content of this subject, and may be considered in individual, local, and global contexts.

ASSESSMENT

AT1: Initiative

40%

Students undertake one individual action and one group action to improve the health and wellbeing of others. Their individual action considers how students can re-wire their brains, whereas the group action explores health promotion in our local context.

AT2: Folio

30%

Students complete two folio tasks. The folio consists of tasks designed to promote critical thinking about health and wellbeing issues that are contextually relevant and applicable for Year 12 students in local and global contexts.

AT3: Inquiry

30%

The Inquiry is the students' externally assessed project. Students use a variety of sources to independently research and critically discuss contemporary health and wellbeing issues that interest them.

Integrated Learning: Sport, Health and Physical Activity

Length	Full Year (20 credits)
Curriculum Area	Health and Physical Education
Prerequisites	Nil

SKILLS REQUIRED

Students who choose this subject should have a keen interest in movement, physical activity, and sport, and in developing their personal and social capabilities. They need to work collaboratively with others and communicate ideas and opinions effectively.

SUBJECT DESCRIPTION

'Learning *through* movement' is a key focus in this subject. Students will often be physically active and will have opportunities to reflect on their performance and capabilities. They will have voice and choice in the units they participate in, and this may include events outside of school and the coaching of younger students.

ASSESSMENT

Practical Inquiry 40%

Self-Assessment

Students complete a practical evidence-based investigation into the key skills, rules and tactics of a sport. They will reflect on video footage, photos and feedback from peers.

Group Tournament

Students will work collaboratively in teams to plan and participate in a sport tournament. Their reflection outlines their learning about the sport and provides evidence of team evaluation.

Connections 30%

Fundraising Event

Students will be part of the class committee to promote, fundraise, organise, and host an event for students within the school while supporting a sport related charity.

Coaching

Students collaborate in small groups to plan and implement a coaching unit for younger students. They individually reflect on and discuss how they developed their Personal and Social Capability through collaboration.

Personal Endeavour 30%

The personal endeavour is an opportunity for students to explore an area of sport, health, and physical activity that is of interest to them. They explore and analyse relevant information, concepts, ideas, and skills, and communicate their ideas and opinions about them. This component of the course is externally assessed.

Japanese (Continuers)

Length	Full Year (20 Credits)
Curriculum Area	Languages
Prerequisites	Successful completion of Stage 1 Japanese (Continuers)

SKILLS REQUIRED

Students who choose Stage 2 Japanese should have a passion and curiosity for learning about different cultures, and how this can influence language and identity. They should have internal motivation to regularly engage in homework and independent study to memorise key vocabulary. Students should enjoy problem-solving and be prepared to participate in class discussions in both Japanese and English.

SUBJECT DESCRIPTION

In Stage 2 Japanese, students will continue to develop their skills to communicate meaningfully with others. They will learn how to express their own thoughts and opinions through a variety of different tasks. Across the year, students will explore relevant topics about Japan, Japanese culture and how the changing world has impacted language and society. They will respond to various text types and apply new knowledge to strengthen their language writing skills. Students will also regularly participate in conversations to build their fluency in using the language.

ASSESSMENT

Folio 40%

This assessment is a collection of tasks that demonstrate the student's key language skills. It consists of three separate assessments:

- Interaction
- Text Analysis
- Text Production

In-Depth Study 30%

This assessment requires students to choose a topic to research in detail. Students then present their findings and information through three assessment tasks:

- Oral Presentation (in Japanese)
- Text Production (in Japanese)
- Reflection (in English)

Examination 30%

There are two separate examinations:

- Oral Exam - A 15-minute conversation in Japanese.
- Written E-Exam - A 130-minute examination that tests listening, reading and writing skills.

Essential Mathematics

Length	Full Year (20 Credits)
Curriculum Area	Mathematics
Prerequisites	An 'A' grade in both semesters of Stage 1 Essential Maths, or completion of Stage 1 General Maths

SKILLS REQUIRED

Students who choose this subject should have an interest in everyday mathematics or want to pursue a career in vocation or trades. This course will require students to apply mathematical understanding in settings that they could experience when they leave school. Students should come with strong arithmetic capabilities, as well as sound algebra skills. Students should have the ability to communicate mathematical ideas to support or argue decisions, as well as the ability to demonstrate problem solving techniques.

SUBJECT DESCRIPTION

This course consists of the following five topics:

Topic 1: Business Applications

Students explore the factors that impact businesses', this includes; pricing structures, taxation and breakeven analysis.

Topic 2: Scales, Plans & Models

Students explore geometry of 2D & 3D shapes, including the drawing of perspective and scale diagrams.

Topic 3: Measurement

Students expand on their understanding of trigonometry, as well as apply their understanding of measurement principles (area, surface area & volume) to real-life scenarios.

Topic 4: Statistics

Students learn about summarising and representing data as well as exploring the concept of causation and correlation in attempt to make predictions or conclusions.

Topic 5: Loans & Investments

Students learn about the process of acquiring a loan and the different considerations when taking out a loan such as interest & lenders rates. Students also learn about factors impacting savings such as interest, superannuation and taxation.

ASSESSMENT

Skills and Applications Tasks **30%**

These consist of five tests done under direct supervision.

Mathematical Investigations **40%**

These consist of two investigations where students complete mathematical tasks to investigate a problem and then complete an investigation report. The report has a maximum of 10 pages or the equivalent in multimodal form.

External Examination **30%**

A 2-hour exam at the end of the year covering topics 3, 4, 5.

Note: Please refer to Page 12 for the Mathematics subject pathways.

General Mathematics

Length	Full Year (20 Credits)
Curriculum Area	Mathematics
Prerequisites	Stage 1 Methods or General Mathematics

SKILLS REQUIRED

Students should take this subject if they have previously enjoyed studying mathematics and have developed sound mathematics skills throughout their previous studies. They should be capable of applying mathematics processes to real life contexts. The topics studied are less abstract than higher level mathematics and are related to real-world examples.

SUBJECT DESCRIPTION

The course consists of the following topics:

Topic 1: Modelling with linear relationships

This topic covers constructing and graphing linear equations. It involves representing real life situations using multiple linear graphs and analysing these graphs and equations to find optimal solutions.

Topic 2: Modelling with matrices

This topic involves representing real life situations with matrices and using the graphics calculator to complete matrices calculations. Students interpret these matrix results to make conclusions about the contextual situation.

Topic 3: Statistical models

This topic involves creating scatterplots of data and fitting lines of best fit. The equations of these lines are then used to make conclusions about the real-life situation. Students also examine situations using the normal distribution.

Topic 4: Financial models

This topic involves using the graphics calculator to analyse finance questions with a focus on interest earned and paid through investments and loans.

Topic 5: Discrete models

Students learn methods to analyse the most efficient way to complete complex projects that involve a series of tasks. They also look at problems that involve the best way to allocate tasks to achieve an outcome. These methods are made up of many simple steps but do require students to practice the process, so they remember what to do at each stage.

ASSESSMENT

Skills and Applications Tasks **40%**

These consist of five tests done under direct supervision.

Mathematical Investigation **30%**

In the investigation students complete mathematical tasks to investigate a problem and then complete an investigation report. The report has a maximum of 12 pages or the equivalent in multimodal form.

External Examination **30%**

A 2-hour exam at the end of the year covering topics 3, 4, 5.

Note: Please refer to Page 12 for the Mathematics subject pathways.

Mathematical Methods

Length	Full Year (20 Credits)
Curriculum Area	Mathematics
Prerequisites	At least a B grade in Stage 1 Methods A, B and C.

SKILLS REQUIRED

Students should have an interest in mathematics and how techniques can be used to find and analyse patterns in life. They should be able to think critically, work logically and apply their knowledge to non-routine problems. Students need to be aware that this is a content rich subject that requires constant revision of concepts to gain a competent understanding of the work covered.

SUBJECT DESCRIPTION

This course consists of the following four topics:

Topic 1: Differentiation

Starts with the introduction of differentiation rules – product, quotient and chain. Finding the tangent and normal, when a function is decreasing or increasing and stationary points is also covered. The second part finds the double derivative, reviews logarithms and exponentials, study of motion and optimisation.

Topic 2: Continuous Random Variables

This is a practical topic exploring the continuous probability density functions as a lead into the normal distribution. Applications of the normal distribution for quality control are covered. The introduction of confidence intervals is also included.

Topic 3: Discrete Random Variables

Another practical topic looking at statistics and probability that include whole numbers. Applications of this are explored such as games, patients cured, multiple choice questions answered. The connection between the binomial and normal distribution is covered. Confidence intervals for proportions is also presented to look at surveying or experimenting on things like the percentage of voters for a party.

Topic 4: Integration

An introduction to antidifferentiation where finding the integral, its connection to the area under the graph and its application to displacement, velocity and acceleration are looked at.

ASSESSMENT

Skills Practice 50%

Six tests are taken under direct supervision. An A4 cheat sheet can be used for all tests. The graphics calculator is allowed for five of the six tests.

Mathematical Investigation 20%

A topic area is chosen for students to explore. There is an open-ended part that allows students to investigate how this mathematics is applied in real-life.

External Examination 30%

130-minute hand-written examination to be undertaken with a graphics calculator and two A4 double-sided cheat sheets.

Note: Please refer to Page 12 for the Mathematics subject pathways.

Specialist Mathematics

Length	Full Year (20 credits)
Curriculum Area	Mathematics
Prerequisites	At least a B grade in Stage 1 Methods A, B, C and Specialist Mathematics

SKILLS REQUIRED

Students who choose this subject should have a strong interest in mathematics and enjoy the challenge of working mathematically. They should be able to think critically and logically to apply this knowledge with non-routine situations. They need to be aware that this is a content rich subject that requires constant revision of these concepts to gain a competent understanding of the work covered.

SUBJECT DESCRIPTION

Topic 1: Functions and Graphs

Students will learn about composite, absolute and inverse functions and apply domain and range to check if these exist and what they would be.

Topic 2: Mathematical Induction

This is an introduction to mathematical proof by learning one of the methods of proof and how you can apply it in a variety of situations.

Topic 3: Real Polynomials and Imaginary Numbers

This topic leads on from imaginary numbers studied in Stage 1 Specialist Mathematics. It makes many connections between the number of factors, what they are and solutions for cubics and quartics.

Topic 4: Vectors

Continuing on from Stage 1, this topic looks at vectors in 3D and how they are used to discover if lines or planes are parallel or perpendicular or find the angle between them. A connection to matrix algebra is made to look at the meeting of 2 or 3 planes.

Topic 5: Integration

This topic links well with Stage 2 Methods to extend knowledge of anti-differentiation, its application to area and to volume.

Topic 6: Differential Equations

An introduction to differential equations which are applied in Chemistry and Physics at university. Connections between differentiation and integration are made in the solving of equations.

ASSESSMENT

Skills and Applications 50%

Six tests done under direct supervision on the six topics listed above.

Mathematical Investigation 20%

One investigation report on a chosen area of a topic that has many applications in real-life. One of these is explored in the open-ended part.

External Examination 30%

130-minute hand-written examination. Graphics calculators and two A4 DS cheat sheets are allowed.

Note: Please refer to Page 12 for the Mathematics subject pathways.

Modern History

Length	Full Year (20 credits)
Curriculum Area	Humanities
Prerequisites	Stage 1 History desired, but not required

SKILLS REQUIRED

Students who choose this subject should have a keen interest in both historical developments, and/or contemporary politics/global affairs. They should enjoy thinking critically and discussing interpretations and arguments with their peers. They should have strong writing and analysis skills, or be keen to develop these. They should demonstrate a strong capacity for empathy. They should be comfortable with retaining content.

SUBJECT DESCRIPTION

Modern History gives students the opportunity to explore how historical developments have shaped our modern world socially, politically, economically, and culturally. Through their studies, students build their skills in the historical method through inquiry, by examining and evaluating the nature of sources. Students explore different interpretations, draw conclusions, and develop reasoned historical arguments.

Students will study a 'Modern Nations' topic, exploring the historical developments of a specific nation in the 20th Century. Germany 1918-1948 is a popular topic.

Students will also study 'The World Since 1945', exploring momentous changes that took place in the 20th Century.

ASSESSMENT

Historical Skills 50%

This 'Folio' of assessments may variously include source analysis, essays, empathy tasks, eulogies, and oral analysis of sources.

Historical Study 20%

A 2000-word independent study on a historical topic/development/time period of the student's choosing. Requires significant independent research and writing.

Examination 30%

An external Examination set by the SACE Board, requiring an essay and source analysis under timed conditions, to be sat in November.

Music Explorations

Length	Full Year (20 credits)
Curriculum Area	Arts
Prerequisites	Stage 1 Music and recommendation by Music teacher

SKILLS REQUIRED

Students need to be self-motivated and driven as the subject is 70% based on investigation into an area of personal interest in music.

Students require some:

- skills in performance, composition, arranging and/or music production;
- familiarity with music notation;
- basic composition skills.

SUBJECT DESCRIPTION

Music Explorations is a course designed for students who are interested in exploring and experimenting with musical styles, influences, and techniques, in an area of personal interest.

Students choose to explore music through either performing, composing, arranging or producing. They initially explore the work of other artists, and then experiment by applying those ideas to their own creative works. They

build a portfolio of musical explorations, with commentary on their musical learning and development.

They build upon their explorations by creating one final, more substantial piece of creative work and evaluate their learning across the year.

ASSESSMENT

Musical Literacy 30%

This consists of two tasks, which are subject to change but may include:

- Melody composition
- Comparative analysis

Explorations Portfolio 40%

This task has two parts:

- Portfolio of musical experiments
- Commentary on process

Creative Connections (external) 30%

This task has two parts:

- A final piece of creative work
- Evaluation of learning during this course

Note: Students who are planning a performance focus should undertake regular lessons with an instrumental / voice teacher.

Music Performance Ensemble

Length	Full Year (10 credits)
Curriculum Area	Arts
Prerequisites	Stage 1 Music and minimum AMEB Grade 3 or equivalent skills.

SKILLS REQUIRED

Students who choose this subject should have already developed their performance skills to an intermediate level. They require knowledge of the musical elements, and the technical requirements of their main instrument. They need to be able to undertake analytical, critical and reflective writing.

SUBJECT DESCRIPTION

This subject is for students who love to perform and want to develop their skills as a member of an ensemble.

An ensemble is a group of two or more people, and does not need to be within the class.

In this subject, students develop and apply their practical music-making skills and understanding through the development of three separate performances for instrument(s) and/or voice.

They study the stylistic features and conventions of their repertoire, refine their technical skills and performances, and develop their collaborative and responsive skills as a member of an ensemble.

Students analyse their repertoire, and critique the strategies used to develop the performance, and reflect on and evaluate their performances in the ensemble.

ASSESSMENT

Performance 30%

- A live performance of maximum 6-8 minutes.
- A part-test video

Performance & Analysis 40%

- A live performance of maximum 6-8 minutes.
- A part-test video
- A multimodal or written discussion of the key musical elements of the repertoire, and critique of the strategies used to improve and refine performance skills.

Performance & Evaluation (externally assessed) 30%

- A live performance of maximum 6-8 minutes.
- Part-test video
- A multimodal or written evaluation of your learning journey as a performer during this course.

Note: Recommendation by Music Teacher required.

It is strongly recommended that students are supported by a private instrumental /voice teacher.

*Must be taken in conjunction with Music Performance Solo.

Music Performance Solo

Length	Full Year (10 credits)
Curriculum Area	Arts
Prerequisites	Stage 1 Music and minimum AMEB Grade 3 or equivalent skills.

SKILLS REQUIRED

Students who choose this subject should have already developed their performance skills to an intermediate level, at minimum. They require knowledge of the musical elements and the technical requirements of their main instrument. They need to be able to undertake analytical, critical and reflective writing.

SUBJECT DESCRIPTION

This subject is for students who love to perform and want to develop their skills as a solo performer.

In this subject, students develop and apply their musical skills and understanding through three separate performances for instrument(s) and/or voice. They study the stylistic features and conventions of their repertoire, refine their technical skills, and develop their stage presence and audience engagement.

Students analyse their repertoire, investigate performance techniques, then reflect on and evaluate their performances as a soloist.

ASSESSMENT

Performance 30%

- A live performance of maximum 6-8 minutes.

Performance & Analysis 40%

- A live performance of maximum 6-8 minutes.
- A multimodal or written discussion of the key musical elements of the repertoire, and critique of the strategies used to improve and refine your performance skills.

Performance & Evaluation (externally assessed) 30%

- A live performance of maximum 6-8 minutes.
- A multimodal or written evaluation of your learning journey as a performer during this course.

Note: Recommendation by Music Teacher required.

It is strongly recommended that students are supported by a private instrumental /voice teacher.

*Must be taken in conjunction with Music Performance Ensemble.

Outdoor Education

Length	Full Year (20 credits)
Curriculum Area	Health and Physical Education
Prerequisites	Stage 1 Outdoor Education

SKILLS REQUIRED

Students should enjoy spending time in the outdoors doing activities such as camping and bushwalking. Students should have an interest in environmentally sustainable practise, as well as be motivated to develop a variety of outdoor skills in nature.

SUBJECT DESCRIPTION

Outdoor Education means learning in and for the outdoors. It provides students with opportunities to experience personal growth and to develop social skills, self-confidence, and teamwork skills. They will evaluate and reflect on their own learning progression and skills development, and work with others in groups. The learning experiences are intended to enable students to develop an appreciation of their place in, and their impact on environments. They will develop knowledge and apply planning and risk management skills for outdoor journeys.

Focus Area 1: Conservation and sustainability

Focus Area 2: Human connections with nature

Focus Area 3: Personal and social growth and development

ASSESSMENT

AT1: About Natural Environments 20%

Students investigate ecosystems to understand environmental systems and human impacts, drawing on historical, cultural, and personal perspectives. They analyse human–environment interactions through observation and data, and evaluate management strategies to recommend actions that support conservation and sustainability.

AT2: Experiences in Natural Environments 50%

Students plan, lead, and facilitate an outdoor activity or journey, applying leadership styles, planning, risk assessment, decision-making, and interpersonal skills. Through self and peer-assessment and reflective practice, they evaluate their skill development.

AT3: Connections with Natural Environments (External) 30%

Students apply the skills and knowledge gained through participating in, leading, or facilitating outdoor activities to reflect on their personal connections with nature, supporting personal growth and development and promoting environmental sustainability.

Note: A subject levy will be applied to cover the cost of camps and activities. Students participate in outdoor activities for a minimum of 9 days in the field. Students undertake at least two journeys. Each journey has a duration of at least 3 days in the field, and must provide opportunities to build self-reliance (under indirect supervision).

Physical Education

Length	Full Year (20 credits)
Curriculum Area	Health and Physical Education
Prerequisites	Successful completion of Stage 1 Physical Education

SKILLS REQUIRED

Use of digital technology to collect and present application of knowledge.

Collection of data through various methods including GPS and Heart Rate monitors and other Game Performance Assessment Instrumentation (GPAI).

Analysis of quantitative and qualitative data to evaluate participation and performance in physical activity.

SUBJECT DESCRIPTION

Learning is delivered through an integrated approach where opportunities are provided for students to undertake, and learn through physical activities (e.g. sports, theme based games, laboratories, and fitness and recreational activities). Students explore movement concepts and strategies to promote and improve participation and performance outcomes. The use of technology is integral to the collection of data. It is used as primary evidence to support

student learning outcomes.

ASSESSMENT

Diagnostics

30%

Motor Patterns in Movement

Using Skill Classification and Biomechanical principles students will carry out a performance comparison.

Physiological Demands in Sport

Students practically investigate the interplay of Energy Systems and acute responses and Chronic adaptations to High Intensity Interval Training.

Self-Improvement Portfolio

40%

Students undertake a personal journey of improvement through the physical activity of Archery. Students design and implement strategies such as plans, programs, approaches, and/or tactics, to improve.

Group Dynamics Task

30%

Students will work with a smaller group within the class during a badminton competition. Each student generates a portfolio of information about themselves and their group that is pertinent to their coaching role they are undertaking.

Note: There is no examination or separate practical assessments for moderation.

Physics

Length	Full Year (20 credits)
Curriculum Area	Science
Prerequisites	B Grade or higher in Stage 1 Physics and Mathematics Methods

SKILLS REQUIRED

Students who choose this subject should have an interest in natural phenomena, from the subatomic world to the microcosmos. They should be able to think critically and apply their knowledge in various forms and formats. Students should enjoy completing practical experiments, presenting data and analysing results. Students need to be aware that this is a content rich subject that requires constant revision of concepts to gain a competent understanding and a subject that requires strong mathematics skills to rearrange and apply many formulae.

SUBJECT DESCRIPTION

The course consists of the following three topics:

Topic 1: Motion and Relativity

Students will learn to explain concepts related to motion and use many different equations to perform calculations related to projectile motion, uniform circular motion and momentum. They will learn about the concepts and calculations related to relativity (objects moving at close to the speed of light) and why time, length and mass are not absolute values.

Topic 2: Electricity and Magnetism

Students will learn about the forces and effects of Electric and Magnetic fields. Students will complete several practicals to gain hands-on experience and will learn to describe the theory of these effects. Students will learn about how these two phenomena interact and how this is applied in a variety of different technologies.

Topic 3: Light and Atoms

What is light? As you delve into this fascinating question you will discover that light has some remarkable properties. Students will learn to describe these concepts and complete relevant calculations. The unit finishes with learning about the many different sub-atomic particles that make up matter and applying this knowledge to balance equations.

ASSESSMENT

Investigations Folio 30%

The Investigations Folio is made up of:

- two practical investigations, which include the presentation of practical reports (each a max. of 1500 words).
- one investigation, with a focus on science as a human endeavour (examining a recent discovery, innovation, issue, or advancement in science).

Skills and Applications Tasks 40%

These consist of three tests completed under direct supervision.

External Examination 30%

A 2-hour exam at the end of the year covering all aspects of the course.

Politics, People and Power

Length	Full Year (20 credits)
Curriculum Area	Humanities
Prerequisites	Nil

Students analyse political events using historical, legal, cultural, philosophical, geographical, and economic perspectives. They investigate human rights, equality, welfare, poverty, and global challenges, developing the skills needed to participate as active, informed citizens.

SKILLS REQUIRED

Students should have an interest in political systems, global issues, and how societies make decisions. They will need:

- Strong analytical and research skills
- The ability to evaluate evidence and perspectives
- Confidence in forming and communicating arguments
- Curiosity about local, national, and global political events
- Willingness to engage in ethical, reliable, and valid research.

SUBJECT DESCRIPTION

Stage 2 Politics, Power and People is an in-depth study of how power operates in society, focusing on political structures, ideologies, institutions, and events. Students explore cooperation, conflict, crises, and the political intricacies of governments, including the Australian political system and global contexts.

ASSESSMENT

Assessment Type 1: **50%**

Folio – at least three tasks

Assessment Type 2: **20%**

Sources Analysis – two tasks

Assessment Type 3: **30%**

Investigation, one task externally assessed

Psychology

Length	Full Year (20 credits)
Curriculum Area	Science
Prerequisites	B Grade or higher in Stage 1 Psychology or another Stage 1 Science

SKILLS REQUIRED

Students who choose this subject should have an interest in psychology and how human behaviours are affected by psychological principles. They should be able to think critically and have the ability to apply their knowledge in various forms and formats. Students need to be aware that this is a content rich subject, which requires constant revision of these concepts to gain a competent understanding of the work covered.

SUBJECT DESCRIPTION

The course consists of five topics:

Topic 1: Psychology of the Individual

Students study the different theories of personality, how personalities are assessed, and types of personality disorders.

Topic 2: Psychological Health and Wellbeing

Students study the influence of social media and stress on mental health, the importance of sleep, and mental health disorders.

Topic 3: Organisational Psychology

Students study what organisational psychology is and how it is used in society.

Topic 4: Social Influence (Examinable Topic)

Students will study why people are obedient and conform, how attitudes form and change, why people are prejudiced and discriminate, and impression management.

Topic 5: Psychology of Learning (Examinable Topic)

In this topic students will study classical and operant conditioning, observational learning, and personal differences in learning.

ASSESSMENT

Investigation Folios 30%

The Investigations Folio is made up of:

- one practical investigation, which includes the presentation of practical reports.
- one investigation, with a focus on science as a human endeavour

Skills and Applications 40%

These consist of two tests done under direct supervision, an in-depth study into social media and mental health and a case study for organisational psychology.

External Examination 30%

A 2-hour exam at the end of the year covering the topics of Social Influence, Psychology of Learning and Science Inquiry Skills.

Society and Culture

Length	Full Year (20 credits)
Curriculum Area	Humanities
Prerequisites	Nil

SKILLS REQUIRED

Students who choose this subject should have an interest in contemporary issues in our world, a natural curiosity, and a desire to learn more about how social developments influence 21st Century society. They should be comfortable researching and using evidence to create arguments. They should be comfortable sharing their opinion in front of others, and collaborating with others.

SUBJECT DESCRIPTION

Students learn about the ways in which societies constantly change and are affected by social, political, historical, environmental, economic, and cultural factors. They develop the skills to critically analyse a range of viewpoints about peoples, societies, and issues. They also develop skills of empathy and an awareness of perspectives that may challenge their own.

Students learn inquiry skills and how to collaborate effectively with others. They have the opportunity to explore topics of personal interest as well as the set topics the whole class studies. Because the subject's focus is informed by the world around us, topics for study may change from year to year to take advantage of current, relevant issues.

This focus on 'current affairs' ensures that the learning is as topical and 'now' as possible.

ASSESSMENT

Folio 50%

This is exploration of and response to key social events and issues. It may take the form of presentations, podcasts, advocacy tasks, essays, feature articles, or other opportunities for discussion and analysis.

Interaction 20%

This is group inquiry that involves some sort of tangible action in the community. It requires collaboration with peers and members of the community, and seeks to address an issue in the community by positively affecting it.

Investigation 30%

This is 2000-word independent study on a topic of the student's choosing, marked by the SACE Board.

Visual Art

Length	Full Year (20 credits)
Curriculum Area	Arts
Prerequisites	Stage 1 Visual Art (recommended)

SKILLS REQUIRED

Students who choose this subject should have an appreciation for learning and writing about the work of other artists as well as developing their own practical skills. Students will need to explore a variety of media and techniques in the production of their own self-directed folio of work and final works. Students are also required to research and analyse the work of others in an investigation task.

Students need to be self-motivated and driven as the subject requires out of class work to complete all required practical and written components.

SUBJECT DESCRIPTION

In Stage 2 Visual Art, students will continue to build on their skills to interpret and engage with visual art and create meaningful and unique works of art.

They will develop their knowledge, understanding and skills by;

- Interacting with works of art from practicing contemporary and historical artists.
- Responding to artworks for specific audiences, purposes and contexts.
- Exploring with a range of media, techniques and art forms.

- Students will develop an understanding of how Visual Art is explored by using a combination of visual, written, and practical application skills.

ASSESSMENT

Folio (internally assessed) 40%

Students explore a topic of their choice, developing their own ideas and artistic voice. Students document their ideas, experiments and research in an A3 format folio. Students include explorations with media and techniques, as well as their sources of inspiration. The folio is a place to document the development of final work/s submitted in the practical assessment. Maximum of 40 pages.

Practical (internally assessed) 30%

Students create and submit final artworks and a final written statement that explains their concept and the development of their ideas.

Visual Study (externally assessed) 30%

Students select a genre, topic or art movement of their choice to investigate. Through 'visual research' students analyse the work of others and produce their own experiments in response to a group of artists. Students submit a maximum of 2000 words across 20 pages.

Workplace Practices

Length	Full Year (20 credits)
Curriculum Area	Interdisciplinary
Prerequisites	Nil

SKILLS REQUIRED

Students will need to be self-reflective about their strengths and weaknesses in relation to how they think and work, and will need to think critically about future work pathways that best suit their skills. They should be interested in exploring careers and the implications of workplace developments in the 21st Century.

SUBJECT DESCRIPTION

Students will focus on the transferable skills required in the future world of work. As part of this course students will complete up to 60 hours of work experience. As preparation for this, students will investigate employment opportunities and application processes, along with safe and sustainable workplace practices.

They may explore concepts such as:

- National trends in specific work industries
- Key frameworks such as Awards, Trade Unions, grievance procedures, Fairwork processes, and the relationship between businesses and government
- Employability skills and job-seeking processes
- 21st Century work changes – career trends, automation, AI

ASSESSMENT

Folio 25%

Allows students to explore key concepts stated in subject description. This may include presentations, reports, multimodal tasks.

Performance 25%

Students participate in up to 60 hours of Vocational and Education Training (VET) or Work Placement, documenting their experience.

Reflection 20%

Students critically reflect and evaluate their work placement experience.

Investigation 30%

A practical or issues-based investigation of 2000 words, assessed externally by the SACE Board.

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