



# MERCEDES COLLEGE

COMPASSION LOYALTY JUSTICE INTEGRITY RESPONSIBILITY MUTUAL RESPECT

## **Year 12 SACE (Stage 2)**

Curriculum Handbook 2016

(Updated April 2016)

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## INTRODUCTION

The SACE is designed to enable students to:

- ◆ develop the capabilities to live, learn, work, and participate successfully in a changing world
- ◆ plan and engage in a range of challenging, achievable, and manageable learning experiences, taking into account their goals and abilities
- ◆ build their knowledge, skills, and understanding in a variety of contexts, for example, schools, workplaces, and training and community organisations
- ◆ gain credit for their learning achievements against performance standards.

As part of the SACE students will:

- ◆ receive credits for many different forms of education and training (such as academic subjects, learning a trade, TAFE, vocational training and community service) provided they are recognised by the SACE Board
- ◆ be able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken
- ◆ receive A-E grades in every Stage 1 subject and A+ to E- grades in Stage 2 subject.
- ◆ be expected to gain and demonstrate essential skills and knowledge for their future, focusing on communication, citizenship, personal development, work and learning
- ◆ have 30 per cent of their work in every Stage 2 subject externally assessed. This will be done in various ways, including exams, practical performances and presentations
- ◆ have outside moderators check the school-assessed parts of Stage 2 subjects to ensure consistent grading across the State
- ◆ to gain the new certificate students must earn 200 credits. Ten credits are equivalent to one semester or six months' study in a particular subject or course.

Some elements of the SACE are compulsory. These are:

- ◆ a Personal Learning Plan at Stage 1 (usually undertaken in Year 10), worth 10 credits
- ◆ at least 20 credits towards literacy from a range of English/English as a Second Language studies at Stage 1
- ◆ at least 10 credits towards numeracy from a range of mathematics studies at Stage 1
- ◆ a major project of extended studies called the Research Project at Stage 2, worth 10 credits
- ◆ completion of at least 60 additional credits in Stage 2 subjects and courses.

Students can then choose from a wide range of subjects and courses to earn the remaining credits to gain the SACE. These include subjects and courses from either Stage 1 or Stage 2. The subjects offered will enable students to complete the compulsory units and patterns of particular subjects as required by the SACE Board of South Australia.

# SACE STRUCTURE AT MERCEDES COLLEGE

## Stage 1

At Mercedes we have prepared our Stage 1 curriculum offerings to harmonise with the aims of the SACE. Apart from the 40 compulsory credits as part of the SACE, students at Mercedes will also complete 10 credits of compulsory Religious Education.

Students will then have a free choice of another 70 credits at Stage 1.

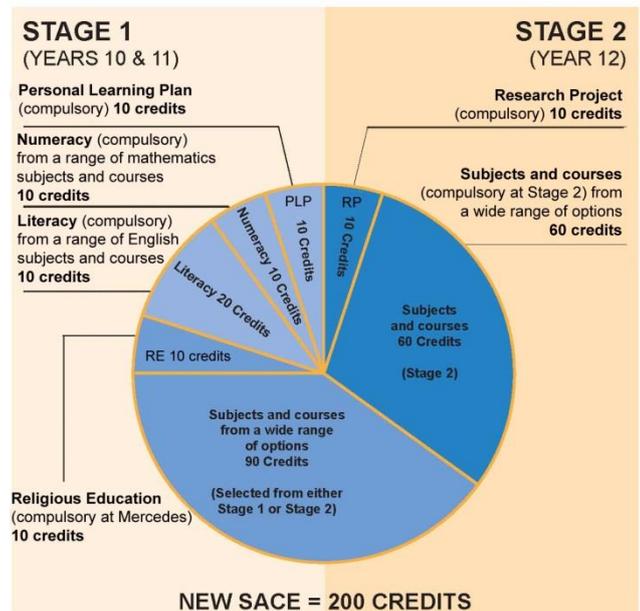
*Note that 10 credits is equivalent to one semester of full-time study.*

## Stage 2

All students will complete the compulsory Research Project. The Research Project is offered in two options with Option B requiring a written statements and available for use in the calculation of the Australian Tertiary Admissions Rank (ATAR).

To maximise the opportunities for university entrance, students at Mercedes will choose 4 full-year Stage 2 subjects (80 credits) and will complete Research Project Option B. Although no specific subjects are required, students are strongly advised to consider pre-requisite guidelines from tertiary institutions. In particular, English and Mathematics are often identified as recommended or required Stage 2 subjects.

At Stage 2, students are able to undertake one IB Diploma subject for 20 SACE credits. This option attracts an IB Course fee (details can be obtained from the IB Diploma Coordinator).



## SUBJECT SELECTION

In selecting your subjects you should:

- ◆ consider how much satisfaction and enjoyment you obtain from various subjects. You are more likely to do well in those you like;
- ◆ be realistic in choosing your course or career. Your ability and attitude to study are unlikely to change significantly. Choosing a course within your capabilities may well be the key to your success in the future;
- ◆ liaise fully and carefully with the Careers Counsellor so that you ensure the course selected will enable you to be prepared for your selected career choices
- ◆ consider how well you have coped with the subject (or related one) in the past;
- ◆ seek advice from your teachers and take their recommendations seriously;
- ◆ check your copy of the Tertiary Entrance Booklet to see what the pre-requisites and recommended subjects are for any career in which you are interested;
- ◆ check with the SACE Coordinator to ensure that your selected subjects fit the required pattern to enable you to gain the SACE and a TER (Tertiary Entrance Rank) for University entrance if that is your chosen pathway; and a TAFE entry score if that is your preferred option for post-school studies.

You should also be aware of Vocational Studies (VET) subjects that may be able to incorporate casual or part-time work or community learning.

Having chosen your subjects as carefully as possible, you must then start attuning yourself to the need to make maximum use of time, both at school and at home. Many people are available to give you help and support, but in the final analysis, your success in your studies depends on you and the amount of effort, time and priority you give to your studies.

Selection of subjects is not as simple as it may appear. Poorly selected subjects may adversely affect the course structure and possible post-secondary pathways a student moves into.

Likewise, a change of course(s) may also change a student's directions and in some instances, prevent a student from pursuing a chosen career.

Students and parents should avail themselves of **ALL** sources of information in order to make considered decisions.

## SENIOR SCHOOL CURRICULUM OUTLINE

Subject Name	Year	SACE			IB
		10	11	12	11/12
Religious Education		✓	✓	✓	✓
Accounting			✓	✓	
Arts		✓	✓	✓	✓
Business and Enterprise			✓	✓	
Business Management					✓
Chinese (Background Speakers)			✓	✓	✓
Design		✓	✓	✓	
Drama / Theatre		✓	✓	✓	✓
Economics			✓	✓	✓
English		✓	✓		✓
English Communications				✓	
English Studies				✓	
English as a Second Language		✓	✓	✓	✓
French		✓	✓	✓	✓
Geography		✓			
History		✓	✓	✓	✓
Indonesian		✓	✓	✓	✓
Legal Studies			✓	✓	
Mathematics:		✓			
Essential / General Mathematics					
Specialist Mathematics			✓	✓	✓
Mathematical Studies			✓	✓	✓
Mathematical Methods				✓	
Mathematical Applications			✓	✓	✓
Music		✓	✓	✓	✓
Nutrition			✓	✓	
Outdoor Education			✓	✓	
Physical Education		✓	✓	✓	
Science:		✓			
Biology			✓	✓	✓
Chemistry			✓	✓	✓
Physics			✓	✓	✓
Psychology			✓	✓	✓
STEP		✓			
Society and Culture			✓	✓	
Spanish <i>ab initio</i>					✓
Theory of Knowledge					✓
Tourism Studies			✓	✓	
Work Place Practices			✓	✓	

# ASSESSMENT IN SACE

## PERFORMANCE STANDARDS

The performance standards describe five levels of achievement that are reported with the grades A to E (Stage One) or A+ to E- (Stage Two) at the student's completion of study of a subject.

Each level of achievement describes the knowledge, skills, and understanding that teachers refer to in deciding how well a student has demonstrated his or her evidence of learning.

During the teaching and learning program the teacher gives students feedback on, and makes decisions about, the quality of their learning, with reference to the performance standards.

Students can also refer to the performance standards to identify the knowledge, skills, and understanding that they have demonstrated and those specific features that they still need to demonstrate to reach their highest possible level of achievement.

At the student's completion of study of a subject, the teacher makes a decision about the quality of the student's learning, demonstrated through the set of assessments, by:

- ◆ referring to the levels of achievement described in the performance standards
- ◆ assigning a grade based on the level that gives the best overall description of the student's evidence of learning.

## ASSESSMENT GUIDELINES

### Tests, Assignments and Examinations Undertaken during Lesson/Formal Examinations

The setting of assignments, projects etc., is an important part of the learning process and provides students with the opportunity to research issues in depth and respond creatively to aspects of the topic being studied.

#### **You must not during a test, class assignment, or examination:**

- ◆ Have in your possession any book or notes (apart from the materials listed and permitted for that task), or have any other means that would improperly help you in your work.
- ◆ Have in your possession any electronic device apart from allowed calculators. (This includes mobile telephones and electronic dictionaries).
- ◆ Directly or indirectly help any other student.
- ◆ Permit any other student to copy from or otherwise use your papers or materials.
- ◆ Directly or indirectly accept help from any other student.
- ◆ Use the papers or materials of any other student.
- ◆ Be guilty of any breach of good order or propriety that could adversely affect the work or performance of yourself or any other student.

The teacher will inform all students of permitted materials, notes or books for any tests, assignments or examinations and if any special conditions apply. An infringement of these conditions will be considered a breach of rules.

On occasions students choose to stay away when tests have been set. The conscientious students are possibly disadvantaged because they are present for all tests - difficult or otherwise. The following guidelines are aimed at discouraging avoidance and rewarding the conscientious. It is also in line with SACE Board and IBO policy.

1. Adequate notice must be given prior to summative tests and teachers must take into account other pressures, e.g. drama productions, camps, etc.
2. Tests are to be given only on one day - (they may sit for the test on another day if absent but the result will not be counted).

3. Each subject area will adhere to SACE Board /IBO published guidelines for their own subject to ensure that when students have a genuine reason for missing a test they are not disadvantaged.

### **Sighting of Assessment Work during Development**

You must conform to the requirements at each stage of development of your work as prescribed by SACE BOARD and the IBO or by your teacher, and present your work during these developmental stages in accordance with the stated requirements.

### **Clear Referencing or Acknowledgement of Work That Is Not Your Own**

You must clearly reference and/or acknowledge the ideas or exact words used in your assessment work that are from another person. If this is not done, you are copying or plagiarizing that person's work. Each subject/faculty may have specific guidelines for referencing as to SACE Board and the IBO and these must be adhered to in submitted work.

### **Identification of Your Own Work Presented for Assessment in Another Subject**

You must identify this material clearly in all assessments, identifying yourself as the author of the words and ideas and not just use them across subjects or different assessment tasks.

### **Assessment Specifications**

The specifications for assessment tasks or assessment components are included in the 'Assessment' section of the curriculum statements published by SACE Board and the IBO available at the College from the relevant coordinators and teachers. They provide detailed and clear instructions on the format, type, length, and structure of assessment tasks. You must be aware of and follow these specifications and guidelines so that breaches of rules do not occur.

### **Guidelines for submission of assessment tasks**

All work must be submitted by the due date in accordance with the procedures set out in the task or as directed by the teacher for collection.

All work presented for assessment must be your own without undue assistance from any other source. If the work cannot be verified by the teacher as your own by reference to drafts, class preparation or personal discussions then it cannot be accepted as a valid assessment item.

Where deadlines are stated and set on any work for assessment, it must be handed up by the notified deadline or a zero score or work not completed grade will be awarded.

Discounting for lateness may not be used, asked for or expected. Late work can only be marked as a form of feedback, only at the discretion of the teacher.

Extensions to deadlines must be negotiated between the teacher and the student before the day of the deadline, and the new negotiated date must be agreed and then recorded by both the teacher and the student.

Discounting for lateness will not be used, asked for or expected. Late work can only be marked as a form of feedback, and the at the discretion of the subject teacher.

### **Valid reasons for extending deadlines for the Senior School are:**

- ◆ Illness or accident – supported by documentation from a parent/guardian, a doctor's certificate or a phone call from an independent student. (Defined as a student living without parental or guardian support or an overseas student).
- ◆ Family or personal emergencies – supported as for illness or accident.
- ◆ Extra curricula/school involvements – supported by a note from the teacher/organizer/coordinator concerned, and negotiated in advance of the deadline.
- ◆ If an unreasonable number of deadline clashes occur, discussions with the appropriate Year Level Coordinator and/or Head of Senior School may result in resetting the deadline for the entire class. This may involve considering the variety of subject patterns that students are studying.

- ◆ If students are involved in studies outside the school, for example Voc. Studies at TAFE or at other schooling institutions/registered training providers.

**General notes for consideration:**

If a student is absent on the deadline/submission day, the work may be submitted on their behalf by another person/student in accordance with the listed requirements, or at the Senior School Office where it will be registered and recorded.

Work may be submitted on the date of return from absence if this has been negotiated with the teacher, and if it is not too late for a SACE Board deadline. (This submission must be supported by a legitimate explanation as above). Repeated absences and/or requests for extensions on due dates will be investigated by the Year Level Coordinator and/or the Head of Senior School. This will ensure that no unfair advantage is taken and that fairness and equal opportunity are maintained.

If there is a genuine and longstanding reason why required work cannot be maintained or completed then this should be discussed with the individual subject teacher, the Year Level Coordinator, the SACE or IB Diploma Coordinator, and the College Psychologist who will advise you about SACE Board and IBO special provisions.

# ACCOUNTING

## Subject Description

The study of Accounting encompasses the successful management of financial affairs in business. It gives students opportunities to learn the practical skills needed to manage their own financial affairs and to develop an understanding of the ethical considerations that affect financial decision-making in contemporary society.

Students acquire knowledge and skills related to the accounting process for organisation and business applications. They understand the processes involved in generating, recording, classifying, analysing, interpreting, and reporting accounting information as a basis for planning, control, and effective decision-making. They learn how to interpret the financial information of an accounting entity and how to convey this information to interested users.

Accounting enables students to participate effectively and responsibly in a changing social, legal, and economic environment. Students develop skills in critical thinking, problem-solving, and the use of information and communication technologies. These skills enable them to apply accounting information in financial decision-making. An understanding of accounting concepts in financial management and decision-making helps students to develop skills in, and an appreciation of, active and responsible citizenship.

## Learning Requirements

In this subject, students are expected to:

1. identify various accounting entities and the main users of financial information
2. recognise, understand, record, report, and communicate financial information in a manner appropriate to the identified needs of the user
3. understand and apply the process required to maintain financial information in order to report the results of business activity
4. recognise that accounting concepts and standards determine the responsibilities and obligations of accounting entities to report financial information
5. apply identified accounting concepts and standards to generate financial reports
6. analyse and critically interpret financial and non-financial information for decision-making and problem-solving
7. recognise that social, legal, and ethical issues both influence and are influenced by business and accounting decisions.

## Content

Stage 2 Accounting is a 20-credit subject. Students are required to study the following three sections:

- Section 1: The Environment of Accounting
- Section 2: Financial Accounting
- Section 3: Management Accounting.

## **Assessment**

The following assessment types enable students to demonstrate their learning in Stage 2 Accounting:

### ***School-based Assessment (70%)***

- Assessment Type 1: Skills and Applications Tasks (50%)
- Assessment Type 2: Report (20%)

### ***External Assessment (30%)***

- Assessment Type 3: Examination (30%).

Students should provide evidence of their learning through seven to ten assessments, including the external assessment component. Students undertake:

- five to eight Skills and Applications tasks
- one Report
- one Examination.

## **Further details**

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

**Humanities Area of Study Coordinator:** Mrs. Stephanie Ray

# BIOLOGY

## Subject Description

Learning and working in Biology enables us to understand the structure and function of living things and how these living things interact with other members of their own species, with other species, and with their environments. In Biology, students learn about the cellular and overall structures and functions of a range of organisms, such as how those organisms gain nutrition and reproduce and how they live in a variety of ecological habitats. In Biology, students have the opportunity to engage with the work of classical and modern biologists and to join in and initiate debates about how biology impacts on our lives, society, and the environment.

Through Biology, students increase their own knowledge of biological principles and concepts; they also develop the ability to use that knowledge to identify questions, issues, opportunities, and challenges and to acquire new knowledge through their own investigations. Students develop the skills and abilities to explain biological phenomena and to draw evidence-based conclusions from investigations of biology-related issues. In this way students develop biological literacy skills that will assist them in the pursuit of various career pathways. Students of Biology are better informed about the ways in which daily life is affected by biological phenomena, which contributes to their ability to live and work as reflective citizens.

In all biological undertakings, research scientists and people engaged in recreation and career pathways use an inquiry approach in their pursuits. They gather information, evaluate evidence, synthesise new knowledge, and apply their learning to related ideas and issues. Students undertaking Biology apply these approaches to develop their knowledge, skills, and understanding of biology.

## Learning Requirements

In this subject, students are expected to:

1. identify and formulate questions, hypotheses, concepts, and purposes that guide biological investigations
2. design and conduct individual and collaborative biological investigations
3. manipulate apparatus and use technological tools and numeracy skills to obtain, represent, analyse, interpret, and evaluate data and observations from biological investigations
4. select and critically evaluate biological evidence from different sources and present informed conclusions and personal views on social, ethical, and environmental issues
5. communicate their knowledge and understanding of biological concepts using appropriate biological terms and conventions
6. demonstrate and apply biological knowledge and understanding of concepts and interrelationships to a range of contexts and problems, including by presenting alternative explanations.

## Content

Stage 2 Biology is a 20-credit subject in which the topics are prescribed.

The Stage 2 Biology subject outline is organised around the following four themes:

- Macromolecules
- Cells
- Organisms
- Ecosystems.

The themes are arranged as a hierarchy. Each theme is divided into the following six threads:

- Organisation
- Selectivity
- Energy Flow
- Perpetuation
- Evolution
- Human Awareness.

## **Assessment**

The following assessment types enable students to demonstrate their learning in Stage 2 Biology:

### ***School-based Assessment (70%)***

- Assessment Type 1: Investigations Folio (40%)
- Assessment Type 2: Skills and Applications Tasks (30%)

### ***External Assessment (30%)***

- Assessment Type 3: Examination (30%).

Students will provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:

- at least three practical investigations and at least one issues investigation for the folio
- at least three skills and applications tasks
- one examination.

At least one investigation or skills and applications task should involve collaborative work.

### **Further details**

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

**Area of Study Coordinator:** Dr. Nicholas Head

# BUSINESS AND ENTERPRISE

## Subject Description

Business and Enterprise focuses on the successful management of business and enterprise issues in personal, business, and social contexts. Students learn about the interrelationship between business, enterprise, and technology. They take a holistic approach to business, enterprise, and technology and their impacts locally, nationally, and globally.

Students develop an understanding of how the use of technology has created new and rapidly changing opportunities in many aspects of work and social living. They are able to appreciate how businesses influence local, regional, national, and global systems and institutions in the construction and operation of economic, social, technological, and environmental frameworks.

The study of Business and Enterprise enables students to develop an understanding of business and enterprise cultures and technological systems as they operate in and affect the global environment. Students have the opportunity to engage with innovations and ideas, as well as to reflect on current issues in business and enterprise and to make informed decisions. They also make and evaluate decisions about the allocation and management of resources to develop solutions that meet the needs of individuals, organisations, and communities. Students evaluate the impacts and effects of business, enterprises, and technology on the economy and the environment, and on the well-being and lifestyles of individuals and communities.

## Learning Requirements

In this subject, students are expected to:

1. understand the nature, role, and structure of business and enterprise, locally, nationally, and globally
2. understand the relationship between business theory and practice, and recognise and explain the conventions that apply in small business
3. communicate in ways that are suitable for the business environment and for the purpose and audience, including by the appropriate use of information and communication technologies
4. apply relevant business ideas and concepts such as business planning, product development, financial management, and marketing
5. assess current trends, opportunities, and issues that have an impact on business and enterprise
6. evaluate the economic, ethical, social, and environmental implications and consequences of business and enterprise practices in different contexts.

## Content

Stage 2 Business and Enterprise is a 20 credit subject providing students with the opportunity to undertake a theoretical and/or practical application of business practice. It consists of one core topic and a choice of two out of seven option topics.

The core topic provides knowledge and understanding of business concepts and techniques and of the functions and processes of business organisations.

### Core Topic: The Business Environment

#### Option Topics

1. People, Business, and Work
2. Business and the Global Environment
3. Business and Finance
4. Business, Law, and Government
5. Business and Technology
6. Business and Marketing

## 7. Business Research Task/Practical Application

### **Assessment**

The following assessment types enable students to demonstrate their learning in Stage 2 Business and Enterprise:

#### ***School-based Assessment (70%)***

- Assessment Type 1: Folio (30%)
- Assessment Type 2: Practical (20%)
- Assessment Type 3: Issues Study (20%)

#### ***External Assessment (30%)***

- Assessment Type 4: Report (30%).

Students will provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:

- four to six assessments for the Folio
- two Practicals
- one Issues Study
- one Report.

### **Further details**

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

**Area of Study Coordinator:** Mrs. Stephanie Ray.

# CHEMISTRY

## Subject Description

The study of Chemistry offers students opportunities to consider the use that human beings make of the planet's resources and the impact of human activities on the environment. An understanding of chemistry, and the application of this understanding, helps students to appreciate the factors that influence the pursuit of science and to make informed decisions about modifying and interacting with nature.

Scientific inquiry commonly involves teams of people with diverse skills and knowledge. Chemists can contribute to such teams through their study of the properties, uses, means of production, and reactions of natural and processed materials. Chemists also make a critical study of the social and environmental impact of materials and chemical processes. Their skills in observation, and in designing and performing experiments, make an important contribution to advances in scientific theories.

Through the study of chemistry, students develop an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers. As a way of knowing, students can use chemistry to explore and explain their experiences of phenomena around them.

## Learning Requirements

In this subject, students are expected to:

1. demonstrate and apply knowledge and understanding of chemical concepts and interrelationships
2. formulate questions, manipulate apparatus, record observations in practical chemical activities, and design and undertake chemistry investigations
3. demonstrate an understanding of how knowledge of chemistry can be used to make informed conclusions or decisions, taking into account social and environmental contexts
4. develop possible solutions to a variety of problems in chemistry in new or familiar contexts
5. critically analyse and evaluate chemical information and procedures from different sources
6. communicate in a variety of forms using appropriate chemical terms and conventions.

## Content

Stage 2 Chemistry is a 20-credit subject in which the topics are prescribed.

The subject is organised so that each intended student learning is related to a key idea or concept. Within the study of these chemical ideas and concepts, students develop their chemistry investigation skills through practical investigations and other learning activities.

## Topics and Subtopics

### ***Topic 1: Elemental and Environmental Chemistry***

- |     |                    |     |                    |
|-----|--------------------|-----|--------------------|
| 1.1 | The Periodic Table | 1.4 | Acid Rain          |
| 1.2 | Cycles in Nature   | 1.5 | Photochemical Smog |
| 1.3 | Greenhouse Effect  | 1.6 | Water Treatment    |

### ***Topic 2: Analytical Techniques***

- |     |                     |     |                     |
|-----|---------------------|-----|---------------------|
| 2.1 | Volumetric Analysis | 2.3 | Atomic Spectroscopy |
| 2.2 | Chromatography      |     |                     |

### ***Topic 3: Using and Controlling Reactions***

- |     |                          |     |                      |
|-----|--------------------------|-----|----------------------|
| 3.1 | Measuring Energy Changes | 3.4 | Rate of Reaction     |
| 3.2 | Fuels                    | 3.5 | Chemical Equilibrium |
| 3.3 | Electrochemistry         | 3.6 | Chemical Industry    |

3.7 Metal Production

**Topic 4: Organic and Biological Chemistry**

4.1 Systematic Nomenclature

4.2 Physical Properties

4.3 Alcohols

4.4 Aldehydes and Ketones

4.5 Carboxylic Acids

4.6 Amines

4.7 Esters

4.8 Amides

4.9 Proteins

4.10 Triglycerides

4.11 Carbohydrates

**Topic 5: Materials**

5.1 Polymers

5.2 Silicates

5.3 Cleaning Agents

**Assessment**

The following assessment types enable students to demonstrate their learning in Stage 2 Chemistry:

**School-based Assessment (70%)**

- Assessment Type 1: Investigations Folio (40%)
- Assessment Type 2: Skills and Applications Tasks (30%)

**External Assessment (30%)**

- Assessment Type 3: Examination (30%).

Students will provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:

- at least three practical investigations and at least one issues investigation for the investigations folio
- at least three skills and applications tasks
- one examination.

At least one investigation or skills and applications task should involve collaborative work.

**Further details**

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

**Area of Study Coordinator:** Dr. Nicholas Head

# CHINESE (BACKGROUND SPEAKERS)

## Subject Description

The subject outline for Stage 1 and Stage 2 locally assessed languages at background speakers level is designed for students with a cultural and linguistic background in Chinese. Students, typically, will have been born in a country where Chinese is a major language of communication and a medium of instruction, and will have had more than 1 year's education in that country or in a wholly Chinese-speaking environment.

In locally assessed languages at background speakers level, students develop and apply linguistic and intercultural knowledge, understanding, and skills. They interact with others to exchange and explain information, opinions, and ideas; create texts to express ideas, opinions, and perspectives on contemporary issues; and analyse, evaluate, and respond to a range of texts. Students examine relationships between language, culture, and identity and reflect on the ways in which culture influences communication.

Students develop and explain their ideas, opinions, and perspectives on prescribed themes and contemporary issues, through their study of texts. They analyse and evaluate texts from linguistic and cultural perspectives, reflecting on how languages work as a system and the ways in which culture is expressed through language. Students compare and contrast texts, and analyse and evaluate the ways in which texts convey their message and have an impact on their audience.

The language to be studied and assessed is the modern standard or official version of Chinese. Throughout the Chinese-speaking communities, Modern Standard Chinese is also known as Mandarin, Guoyu, Huayu, Hanyu, Zhongwen, and Zhongguohua.

For the purpose of this subject outline, Modern Standard Chinese is Putonghua, both in the spoken form and in the written form. Texts, questions, and tasks in the written form will be in simplified characters, but responses can be in either simplified characters or full-form (complex) characters. The system of romanisation used in this subject outline is Hanyu Pinyin.

## Learning Requirements

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:

1. interact with others to exchange and explain information, opinions, and ideas in Chinese
2. create texts in Chinese to express ideas, opinions, and perspectives on contemporary issues
3. analyse, evaluate, and respond to texts that are in Chinese
4. examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

Meeting these learning requirements will involve using the macro skills of listening, speaking, reading, and writing, either individually or in combination, and being able to move between Chinese and English.

## Content

Stage 2 Chinese at background speakers level is a 20-credit subject organised round four prescribed themes and a number of prescribed contemporary issues. These themes have been selected to enable students to extend their understanding of the interdependence of language, culture, and identity. The themes and contemporary issues are intended to be covered across Stage 1 and Stage 2.

There are four prescribed themes:

- China and the World
- Modernisation and Social Change
- The Overseas Chinese-speaking Communities
- Language in Use in Contemporary China.

The themes have a number of prescribed contemporary issues. The placement of issues under one or more of the themes is intended to provide a particular perspective or perspectives on each of the issues.

## **Assessment**

The following assessment types enable students to demonstrate their learning in Stage 2 locally assessed languages at background speakers level:

### ***School-based Assessment (70%)***

- Assessment Type 1: Folio (50%)
- Assessment Type 2: In-depth Study (20%)

### ***External Assessment (30%)***

- Assessment Type 3: Examination (30%).

Students should provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:

- three to five assessments for the folio
- one oral presentation in [Language], one written response to the topic in [Language], and one reflective response in English for the in-depth study
- one oral examination
- one written examination.

Teachers ensure a balance of macro skills, and of knowledge, skills, and topics across the set of assessments.

## **Further details**

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

**Area of Study Coordinator:** Mrs. Emily Putland

# CREATIVE ARTS

## Subject Description

In Creative Arts, students have opportunities for specialised study within and across those arts disciplines that are offered as subjects within the SACE — that is, Dance, Drama, Music, and Visual Arts. In their study of Creative Arts, students have opportunities to make connections with vocational education and training (VET) courses.

By working productively within or across the performing, visual, screen, and literary arts, students learn to synthesise aspects of various arts disciplines, as well as maintain the integrity of those disciplines. Students actively participate in the development and presentation of creative arts products. These may take the form of, for example, musicals, plays, concerts, visual artefacts, digital media, film and video, public arts projects, community performances, presentations and installations, and vocal groups or other ensembles.

Focused study of the work of creative arts practitioners provides students with in-depth knowledge of the nature of their work and their roles and responsibilities within the creative arts. Students build a personal aesthetic by working in the creative arts and appraising creative arts products. By analysing and evaluating creative arts products in different contexts and from various perspectives, students gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.

## Learning Requirements

In this subject, students are expected to:

1. demonstrate knowledge and understanding of concepts specific to relevant creative arts disciplines
2. investigate and critically analyse the nature and processes of working productively in the creative arts
3. demonstrate knowledge of working creatively, within or across art forms, through an exploration of creative arts media, materials, techniques, processes, and technologies
4. apply practical skills, techniques, and processes to work creatively and productively for a purpose
5. work productively to develop, present, and evaluate their creative arts product(s)
6. communicate and critically reflect on personal creative arts ideas, processes, products, and opinions
7. evaluate creative arts products, with reference to processes, outcomes, and contexts.

## Content

Stage 2 Creative Arts is an opportunity for teachers, in negotiation with students, to tailor a program to meet local needs or interests in a way that cannot be met solely through any other subject in the Arts Learning Area or another subject offered within the SACE. It is an opportunity to focus on an aspect, or to combine aspects, of one or more SACE subjects in the creative arts, within a single subject.

The following areas of study are covered:

- Creative Arts Process
- Development and Production
- Concepts in Creative Arts Disciplines
- Creative Arts in Practice.

## **Assessment**

The following assessment types enable students to demonstrate their learning in Stage 2 Creative Arts:

### ***School Assessment (70%)***

- Assessment Type 1: Product (50%)
- Assessment Type 2: Investigation (20%)

### ***External Assessment (30%)***

- Assessment Type 3: Practical Skills (30%).

The number and associated weightings of the assessment types for the school assessment component are prescribed.

The names and details of the assessment types for the school assessment component are recommended, and may be varied.

The assessment type and weighting for the external assessment component are prescribed.

For a 20-credit subject, it is recommended that students provide evidence of their learning through five assessments, including the external assessment component. Students:

- develop and present two creative arts products
- undertake two investigations
- undertake one practical skills assessment.

## **Further details**

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

**Area of Study Coordinator:** Ms. Luisa Stocco

# DRAMA

## Subject Description

Telling stories and representing our humanity to each other are basic human activities. They are the essence of drama. Students learn by participating in creative problem-solving; generating, analysing, and evaluating ideas; developing personal interpretations of texts; learning to set goals and working collaboratively to achieve them; rehearsing, workshopping, and improvising solutions; as well as presenting their product or performance.

Students have the opportunity to develop their curiosity and imagination, creativity, individuality, personal identity, self-esteem, and confidence. They also have opportunities to improve their skills in experimentation, communication, self-discipline, collaboration, teamwork, and leadership. Students learn to acknowledge and respect diversity and different perspectives on the world.

Drama is a dynamic, collaborative process stemming from experimentation that involves intuition and analysis. Students analyse texts and other materials, performances, and their own learning. Drama enables students to acquire the skills and understanding to generate creative and imaginative solutions to the challenge of staging theatrical works. Drama values the exploration of all forms of learning, integrating the creative with the physical and the intellectual. As students experience diverse perspectives and challenge their own imaginations, they have the opportunity to develop confidence in the validity of their own ideas.

Drama involves working collaboratively to manipulate words and images to create meaning that is shared with an audience. The exploration of drama through participating, viewing, and critiquing is an important part of the process of achieving an artistic and socially and culturally relevant production. It provides the context through which students may gain insights into the world in which they live, while reflecting on their own lives. Drama is used to express shared beliefs, record experiences, present concepts, and explore opinions and feelings. It encompasses historical, cultural, and community diversity, while informing and nourishing empathy and humanity.

The study of Drama allows students the opportunity to explore a range of world theatre traditions, including contemporary and Indigenous Australian theatre, as well as theatrical work from diverse cultural and community groups. It allows students to examine drama in the social, political, cultural, and economic life of local and global communities, in the past and present, and to consider its possible role in the future.

## Learning Requirements

In this subject, students are expected to:

1. develop, communicate, and apply knowledge and skills in conceiving, developing, creating, interpreting, evaluating, and presenting dramatic works
2. demonstrate and communicate knowledge and understanding of the theories, concepts, skills, techniques, and technologies of drama
3. respond to performed drama and dramatic texts in an analytical and reflective manner, using arts-specific terminology
4. work both independently and collaboratively to achieve dramatic outcomes
5. apply knowledge, understanding, and analysis of the interdependent nature of drama and dramatic elements
6. investigate, integrate, analyse, and evaluate information, concepts, and ideas to communicate for dramatic purposes
7. communicate and articulate ideas to an audience, through a variety of forms and methods.

## Content

Stage 2 Drama is a 20-credit subject based on the following four areas of study:

- Group Analysis and Creative Interpretation
- Review and Reflection
- Interpretative Study
- Presentation of Dramatic Works.

## **Assessment**

The following assessment types enable students to demonstrate their learning in Stage 2 Drama:

### ***School-based Assessment (70%)***

- Assessment Type 1: Group Presentation (20%)
- Assessment Type 2: Folio (30%)
- Assessment Type 3: Interpretative Study (20%)

### ***External Assessment (30%)***

- Assessment Type 4: Performance (30%).

Students will provide evidence of their learning through six to eight assessments, including the external assessment component. Students undertake:

- one group presentation
- one report and at least two reviews for the folio
- one interpretative study
- one performance or one presentation.

## **Further details**

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

**Area of Study Coordinator:** Mr. Anthony Kelly

# ECONOMICS

## Subject Description

The study of Economics enables students to understand how an economy operates, the structure of economic systems, and the way in which economic systems function. Central to the study of economics is the economic problem and the related concepts of scarcity, opportunity cost, and interdependence. Economic systems are continually evolving in response to the economic problem to determine what goods and services to produce, how these goods and services are produced, and for whom they are produced.

By studying Economics, students develop an understanding of different economic systems and institutions, and learn to assess the degree to which these systems and institutions help satisfy people's needs and wants. Students become aware that economic decisions are not value free and have outcomes that may be inconsistent with social, moral, and ethical values.

Students of Economics define, research, analyse, evaluate, and apply economic models that are expressed in graphical and/or diagrammatic form. They make forecasts about economic change and evaluate issues for individuals and groups in local, national, and global settings. They learn how some of these issues affect their lives and how they can use the knowledge and skills of economics to inform their participation in society.

Economics provides students with concepts, models, and skills to analyse and predict the workings of an economic system and to evaluate the impact of interdependence at local, national, and global levels. Knowledge of economics helps students assess when markets are best able to serve the public interest and when collective or government action is necessary. The study of Economics helps students make better choices as consumers of goods and services, as contributors to the economy, and as well-informed citizens

## Learning Requirements

In this subject, students are expected to:

1. know, understand, communicate, and apply economic concepts, principles, models, and skills
2. explain the role of economic systems in dealing with the economic problem of scarcity
3. evaluate the effects of interdependence on individuals, business, and governments locally, nationally, and globally
4. evaluate and explain the way in which economic decisions involve costs and benefits
5. critically analyse and evaluate economic issues and events (past and current) using economic models and the skills of economic inquiry
6. critically analyse and evaluate the impact of economic change locally, nationally, and globally.

## Content

Stage 2 Economics is a 20-credit subject. It consists of skills in economics developed in the following five key areas of study:

- Key Area 1: The Economic Problem
- Key Area 2: Microeconomics
- Key Area 3: Macroeconomics
- Key Area 4: Globalisation
- Key Area 5: Poverty and Inequality.

## **Assessment**

The following assessment types enable students to demonstrate their learning in Stage 2 Economics:

### ***School-based Assessment (70%)***

- Assessment Type 1: Folio (40%)
- Assessment Type 2: Skills and Applications Tasks (30%)

### ***External Assessment (30%)***

- Assessment Type 3: Examination (30%).

Students should provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:

- at least two directed assessments for the Folio
- at least two Skills and Applications tasks
- one Examination.

## **Further details**

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

**Area of Study Coordinator:** Mrs. Stephanie Ray

# ENGLISH STUDIES

## Subject Description

Students who complete 20 credits of Stage 2 English Studies with a C grade or better will meet the literacy requirement of the SACE.

Subjects in the English Learning Area have a common focus on the exploration and development of English skills, strategies, knowledge, and understanding, for a variety of purposes. This is achieved through reading, viewing, writing, composing, listening, speaking, and using information and communication technologies (ICTs) in appropriate ways and for different purposes. Students are encouraged to read, consider, and appreciate a wide range of texts in various forms and media.

These subjects develop students' confidence and competence in using the English language, and in understanding how texts are constructed for particular purposes and audiences. The term 'text' is used to refer to either a written text or a film and the term 'reader' to a reader, a listener, or a viewer.

The study of English helps students to develop their personal and social identity through reading and composing texts. Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts.

The study of English also involves exploring, responding to, and composing texts in, and for a range of, personal, social, cultural, and workplace contexts. Some texts and contexts will be familiar to the student and some will be unfamiliar.

## Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. analyse texts, demonstrating depth of understanding through the identification of the structural, conventional, and stylistic features used by authors
2. understand that the interpretation of texts is influenced by the interplay between what the author presents in the text, the context in which the text was generated, and what the reader, viewer, or listener brings to the text
3. compare and contrast the ways in which texts are constructed
4. use evidence to develop and support critical reasoning in the form of sustained argument
5. compose texts that engage the reader, viewer, or listener
6. express ideas clearly and accurately in a range of appropriate forms.

## Content

Stage 2 English Studies is a 20-credit subject that consists of a text study and a text production study.

Students read a range of extended texts and a number of shorter texts. They analyse texts from a variety of contexts, including the past, the present, and everyday experience.

English Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, and learn to construct logical and convincing arguments.

Students compose responses that show the depth and clarity of their understanding. By focusing on the creativity and craft of the authors, students can develop strategies to enhance their own skills in composing texts and put into practice the techniques they have observed. Students extend their ability to sustain a reasoned critical argument by developing strategies that allow them to weigh alternative opinions against each other.

English Studies helps students to extend the scope of their reading and viewing. It enriches their personal development by encouraging them to explore texts from a range of cultural and critical

perspectives. It encourages interest in many kinds of texts, and in making connections between texts and personal and cultural experience.

## **Assessment**

The following assessment types enable students to demonstrate their learning in Stage 2 English Studies:

### ***School-based Assessment (70%)***

- Assessment Type 1: Shared Studies (30%)
- Assessment Type 2: Individual Study (20%)
- Assessment Type 3: Text Production (20%)

### ***External Assessment (30%)***

- Assessment Type 4: Examination (30%).

Students will provide evidence of their learning through ten to twelve assessments, including the external assessment component. Students undertake:

- four to six responses to shared studies
- one critical essay for the individual study
- two written texts and two oral texts for text production
- one examination.

## **Further details**

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

**Area of Study Coordinator:** Mrs. Tracey Corrigan

# ENGLISH COMMUNICATIONS

## Subject Description

Students who complete 20 credits of Stage 2 English Communications with a C grade or better will meet the literacy requirement of the SACE.

Subjects in the English Learning Area have a common focus on the exploration and development of English skills, strategies, knowledge, and understanding, for a variety of purposes. This is achieved through reading, viewing, writing, composing, listening, speaking, and using information and communication technologies (ICTs) in appropriate ways and for different purposes. Students are encouraged to read, consider, and appreciate a wide range of texts in various forms and media.

These subjects develop students' confidence and competence in using the English language, and in understanding how texts are constructed for particular purposes and audiences. The term 'text' is used to refer to either a written text or a film and the term 'reader' to a reader, a listener, or a viewer.

The study of English helps students to develop their personal and social identity through reading and composing texts. Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts.

The study of English also involves exploring, responding to, and composing texts in, and for a range of, personal, social, cultural, and workplace contexts. Some texts and contexts will be familiar to the student and some will be unfamiliar.

## Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. demonstrate clear and accurate communication skills through reading, viewing, writing, listening, speaking, and using a range of ICTs
2. analyse the relationship between audience, purpose, and form in a range of communication modes across a number of contexts
3. display knowledge and understanding of the stylistic features and conventions of texts and the ways in which the language in texts is used to represent ideas, relationships, values, and interests
4. clarify and articulate their own ideas and values through critical engagement with texts and language
5. compose and evaluate texts to demonstrate understanding of the conventions of a variety of textual forms and the purposes for which texts may be used.

## Content

Stage 2 English Communications is a 20-credit subject.

In English Communications students read a range of educational, vocational, and cultural texts. Students develop knowledge of sociocultural, political, and situational influences on the construction and interpretation of texts. Their exposure to a range of perspectives on complex issues requires them to clarify and support their opinions and conclusions.

Students learn to recognise the conventions of different text types for different purposes, audiences, and contexts. They use this learning in composing their own texts and in commenting on the texts they read. Students consider the powerful role that language plays in communication between individuals, groups, and organisations. There is a focus on the ways in which language defines, shapes, and reflects the relationships between people. Students come to appreciate that clear and effective writing and speaking should display a depth of understanding, engagement, and imagination for a range of purposes, audiences, and contexts. Students also learn that the complex language demands of workplace, further study, and personal development require them to constantly extend their range of language skills.

Through their reading of a wide range of texts students learn to recognise the extent to which the author of a text follows the conventions of the text type. They learn to recognise and evaluate ideas and concepts in literature, popular culture, and media by detecting bias or the use of incorrect evidence. Students also consider the many ways in which a text is interpreted by the reader, and use this knowledge when composing their own texts.

Reading a variety of texts helps students to develop an understanding of the diversity of cultures and perspectives, including Indigenous, that make up Australian society. English Communications develops students' literacy skills in a broad range of contexts, enabling them to accept increased responsibility for making decisions about their own learning in the negotiated parts of this subject.

## **Assessment**

The following assessment types enable students to demonstrate their learning in Stage 2 English Communications:

### ***School-based Assessment (70%)***

- Assessment Type 1: Text Analysis (20%)
- Assessment Type 2: Text Production (20%)
- Assessment Type 3: Communication Study (30%)

### ***External Assessment (30%)***

- Assessment Type 4: Folio (30%).

Students will provide evidence of their learning through ten assessments, including the external assessment component. Students undertake:

- three responses for text analysis — two written and one oral
- three assessments, one of which is a supervised written assessment, for text production
- one comparative piece on one of five categories of communication, and one practical application, for the communication study
- one response to an example of communication, and produce one text and an accompanying writer's statement.

## **Further details**

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

**Area of Study Coordinator:** Mrs. Tracey Corrigan

# ENGLISH AS A SECOND LANGUAGE STUDIES

## Subject Description

Students who complete 20 credits of Stage 2 English as Second Language Studies, with a C grade or better will meet the literacy requirement of the SACE.

The subject outline for English as a Second Language is designed for students for whom English is an additional language or dialect. These students have had diverse experiences in English and one or more of a wide variety of other languages. This diversity, along with the personal, educational, and cultural backgrounds of students, is acknowledged in this subject outline.

English as a Second Language students need to develop competence in making choices in English that are accurate and appropriate for a range of texts and contexts. Contexts become more formal and academic as students progress from Stage 1 to Stage 2. The subject outline for English as a Second Language is based on an understanding of the importance of considering language in a broad cultural context and in a more specific situational context.

A cultural context is one in which meaning is derived from knowledge of the values, beliefs, history, and expected behaviour of a particular cultural group. A situational context is the immediate environment in which a text is constructed. The situational context can be seen to consist of three aspects: field, tenor, and mode.

*Field* refers to what is going on in the context: the content. In English as a Second Language the fields are the various issues and ideas studied in increasingly technical ways.

*Tenor* refers to the degree of formality of the context, as shaped by the relationships, status, degree of contact, and emotional involvement of people in the context.

*Mode* refers to the medium of communication. It can vary from mainly oral language, to a combination of oral and written language, to mainly written language. The use of information and communication technologies (ICTs) also has a bearing on the role that language plays in a text.

English as a Second Language supports the development of students' language as they use different configurations of field, tenor, and mode. Students develop the ability to reflect critically as they make choices in language when engaging with a wide range of texts, issues, and perspectives.

## Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. know, understand, and reflect on the relationship between contexts and texts
2. demonstrate clear and accurate language skills, which reflect increasing complexity, when reading, viewing, listening, speaking, writing, and composing
3. locate, record, analyse, synthesise, and evaluate ideas, information, and opinions from a range of written, oral, visual, and multimedia texts
4. compose coherent and cohesive texts in a variety of text types for social, creative, and academic purposes
5. exchange opinions and convey information and experiences in a range of formal and informal situations for a variety of purposes and contexts.

## Content

Stage 2 English as Second Language Studies is a 20-credit subject.

Students examine and analyse texts and contexts that they use and respond to in an English-speaking environment for social and academic purposes.

While learning how to interact with other people and use language appropriately, students become critically aware of the language choices they make in the contexts in which they operate.

Students work, both independently and collaboratively, to solve problems by using contextual clues to predict and confirm the meaning of a text. They learn when and how to use a strategy such as asking questions to monitor their understanding of texts.

## Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 English as Second Language Studies:

### ***School-based Assessment (70%)***

- Assessment Type 1: Issue Analysis (20%)
- Assessment Type 2: Text Production (20%)
- Assessment Type 3: Investigation (30%)

### ***External Assessment (30%)***

- Assessment Type 4: Examination (30%).

Students should provide evidence of their learning through seven assessments, including the external assessment component. Students undertake:

- two assessments for the issue analysis
- two assessments for text production
- two assessments for the investigation
- one examination.

## Further details

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

**Area of Study Coordinator:** Mrs. Voula Papapetros

# FRENCH (CONTINUERS)

## Subject Description

In locally assessed languages at continuers level students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness, and understanding of other languages and cultures in relation to their own. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language.

Students develop and apply linguistic and intercultural knowledge, understanding, and skills by:

- interacting with others to exchange information, ideas, opinions, and experiences in French
- creating texts in French for specific audiences, purposes, and contexts to express information, feelings, ideas, and opinions
- analysing a range of texts in French to interpret meaning
- examining relationships between language, culture, and identity, and reflecting on the ways in which culture influences communication.

Students develop an understanding of how French is used effectively and appropriately by using various combinations of the skills of listening, speaking, viewing, reading, and writing for a range of purposes in a variety of contexts. Students explore a range of prescribed themes and topics from the perspectives of diverse individuals and groups in the French -speaking communities and in their own community.

Note - continuers level is for students who will have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge.

## Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:

1. interact with others to exchange information, ideas, opinions, and experiences in French
2. create texts in French to express information, feelings, ideas, and opinions
3. analyse texts that are in French to interpret meaning
4. examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

## Content

Stage 2 French at continuers level is organised round three prescribed themes and a number of prescribed topics and suggested subtopics. These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity. The themes, topics, and subtopics are intended to be covered across Stage 1 and Stage 2.

The language to be studied and assessed is modern standard French.

There are three prescribed themes:

- The Individual
- The French-speaking Communities
- The Changing World.

## **Assessment**

The following assessment types enable students to demonstrate their learning in Stage 2 locally assessed languages at continuers level:

### ***School-based Assessment (70%)***

- Assessment Type 1: Folio (50%)
- Assessment Type 2: In-depth Study (20%)

### ***External Assessment (30%)***

- Assessment Type 3: Examination (30%).

Students should provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:

- three to five assessments for the folio
- one oral presentation in French, one written response to the topic in French, and one reflective response in English for the in-depth study
- one oral examination
- one written examination.

## **Further details**

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

**Area of Study Coordinator:** Mrs. Emily Putland

# INDONESIAN (CONTINUERS)

## Subject Description

In locally assessed languages at continuers level students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness, and understanding of other languages and cultures in relation to their own. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language.

Students develop and apply linguistic and intercultural knowledge, understanding, and skills by:

- interacting with others to exchange information, ideas, opinions, and experiences in Indonesian
- creating texts in Indonesian for specific audiences, purposes, and contexts to express information, feelings, ideas, and opinions
- analysing a range of texts in Indonesian to interpret meaning
- examining relationships between language, culture, and identity, and reflecting on the ways in which culture influences communication.

Students develop an understanding of how Indonesian is used effectively and appropriately by using various combinations of the skills of listening, speaking, viewing, reading, and writing for a range of purposes in a variety of contexts. Students explore a range of prescribed themes and topics from the perspectives of diverse individuals and groups in the Indonesian -speaking communities and in their own community.

Note - continuers level is for students who will have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge.

## Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:

1. interact with others to exchange information, ideas, opinions, and experiences in Indonesian
2. create texts in Indonesian to express information, feelings, ideas, and opinions
3. analyse texts that are in Indonesian to interpret meaning
4. examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

## Content

Stage 2 Indonesian at continuers level is organised round three prescribed themes and a number of prescribed topics and suggested subtopics. These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity. The themes, topics, and subtopics are intended to be covered across Stage 1 and Stage 2.

The language to be studied and assessed is the standard version of Indonesian.

There are three prescribed themes:

- The Individual
- The Indonesian-speaking Communities
- The Changing World.

## **Assessment**

The following assessment types enable students to demonstrate their learning in Stage 2 locally assessed languages at continuers level:

### ***School-based Assessment (70%)***

- Assessment Type 1: Folio (50%)
- Assessment Type 2: In-depth Study (20%)

### ***External Assessment (30%)***

- Assessment Type 3: Examination (30%).

Students should provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:

- three to five assessments for the folio
- one oral presentation in Indonesian, one written response to the topic in Indonesian, and one reflective response in English for the in-depth study
- one oral examination
- one written examination.

## **Further details**

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

**Area of Study Coordinator:** Mrs. Emily Putland

# LEGAL STUDIES

## Subject Description

Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. Legal Studies provides students with a sound understanding of the structures of the Australian legal system and demonstrates how that system responds and contributes to social change while acknowledging tradition. By analysing the Australian legal system, students consider how diverse groups in society, including Indigenous Australians, influence and are influenced by the legal system.

Legal Studies provides insight into law-making and the processes of dispute resolution and administration of justice. Students evaluate the merits of the adversary system of trial and other forms of dispute resolution systems and processes; in addition, students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgments about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

An informed citizenry is essential in any effective parliamentary democracy. Civic literacy involves an appreciation of the principles, procedures, and interconnections of the Australian legal system. It develops in an individual the confidence to become involved in decision-making within the legal system. Through civic literacy, an individual gains a capacity for socially responsible action by developing social and legal awareness of how active citizenship can improve society. By examining the system of constitutional government in Australia, students recognise the rights and responsibilities of individuals, groups, and institutions. Through the examination of their own values and attitudes, students have an opportunity to reflect critically on values inherent in the Australian legal system.

## Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. display knowledge and understanding of the influences that have shaped the Australian legal system
2. know and understand legal principles, processes, and structures
3. recognise how the Australian legal system responds to cultural diversity
4. demonstrate civic literacy through active inquiry into the legal system
5. evaluate how the changing global community influences the Australian legal system
6. evaluate the ways in which legal issues shape and are shaped by society now, and how they may do so in the future
7. communicate informed observations and opinions on contemporary legal issues and debates, using legal terminology and appropriate acknowledgment of sources.

## Content

Stage 2 Legal Studies is a 20-credit subject that consists of the following four topics:

- Topic 1: The Australian Legal System
- Topic 2: Constitutional Government
- Topic 3: Law-making
- Topic 4: Justice Systems.

A study of the four topics provides an exploration of the Australian legal system from the local level to its global connections. Students examine the key concepts of parliamentary democracy, constitutional government, and participation. Central to this understanding is the concept that law-making and

dispute resolution are social forces that can affect individuals or groups; generate social, economic, or technological change; and cause conflict or inequity within society.

The Australian legal system is constantly evolving and has strengths and weaknesses. Students critically analyse the Australian legal system and explore the different legal perspectives and priorities held by diverse cultural and interest groups. This includes the extent to which the legal system influences and is influenced by the Indigenous peoples of Australia.

A study of the four topics provides opportunities for informed citizenship. The role and influence of the individual in shaping the Australian legal system are explored. Students should be encouraged to seek information from a variety of sources, including the media, government bodies, community groups, and legal bodies, and through participation with, and visits to, relevant locations and organisations.

## **Assessment**

The following assessment types enable students to demonstrate their learning in Stage 2 Legal Studies:

### ***School-based Assessment (70%)***

- Assessment Type 1: Folio (50%)
- Assessment Type 2: Inquiry (20%)

### ***External Assessment (30%)***

- Assessment Type 3: Examination (30%).

Students should provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:

- six to eight assessments for the folio
- one inquiry
- one examination.

## **Further details**

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

**Area of Study Coordinator:** Mrs. Stephanie Ray

# MATHEMATICAL APPLICATIONS

## Subject Description

Mathematics is a diverse and growing field of human endeavour. Mathematics makes a unique contribution to the understanding and functioning of today's complex society. By facilitating current and new technologies and institutional structures, mathematics plays a critical role.

Individuals require many aspects of mathematics in order to function adequately as members of society. The unprecedented changes that are taking place in the world will profoundly affect the future of today's students. The effective use of technology and the processing of large amounts of quantitative data are becoming more important. Mathematics is increasingly relevant to the workplace and in everyday life. The study of mathematics provides students with the abilities and skills to thrive now and in the future.

Mathematics is much more than a collection of concepts and skills; it is a way of approaching new challenges by investigating, modelling, reasoning, visualising, and problem-solving, with the goal of communicating to others the relationships observed and problems solved.

Mathematics enables students to identify, describe, and investigate the patterns and challenges of everyday living. It helps students to analyse and understand the events that have occurred and to predict and prepare for events to come so they can more fully understand the world and be knowledgeable participants in it.

Mathematics is a universal language that is communicated in all cultures. It is appreciated as much for its beauty as for its power. Mathematics can be seen in patterns in nature and art, in the proportions in architecture, in the form of poetry, and in the structure of music. Mathematics describes systematic, random, and chaotic behaviour; it is about relationships, exploration, intuition, and strategy.

Stage 2 Mathematical Applications enables students to appreciate, experience, and understand mathematics as a growing body of knowledge in contemporary situations. It gives relevance and meaning to their world and the world of enterprise. The subject provides opportunities for students to experience and learn the mathematical processes associated with investigating, modelling, and solving problems drawn from real or realistic contexts.

## Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. understand mathematical concepts and relationships
2. identify, collect, and organise mathematical information relevant to investigating and solving problems taken from social, scientific, economic, or historical contexts
3. recognise and apply the mathematical techniques needed when analysing and solving a problem in context
4. make informed use of electronic technology to provide numerical results and graphical representations
5. interpret results, draw conclusions, and reflect on the reasonableness of these in the context of a problem
6. communicate mathematical reasoning and ideas using appropriate language and representations
7. work both independently and cooperatively in planning, organising, and carrying out mathematical activities.

## Content

To make it accessible to as many students as possible, and to encourage flexibility in program construction, Stage 2 Mathematical Applications has been divided into four topics over two semesters. Each topic has equal weighting.

- Semester One
  - Share Investments
  - Statistics and Working with Data
- Semester Two
  - Investment and Loans
  - Mathematics and Small Business

## Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Mathematical Applications:

### ***School-based Assessment (70%)***

- Assessment Type 1: Skills and Applications Tasks (30%)
- Assessment Type 2: Folio (40%)

### ***External Assessment (30%)***

- Assessment Type 3: Examination (30%).

Students will provide evidence of their learning through ten to twelve assessments, including the external assessment component. Students undertake:

- at least four skills and applications tasks
- at least two investigations for the folio in each semester
- two examinations, one at the end of each semester.

## Further details

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

**Area of Study Coordinator:** Mr. Luke Borda

# MATHEMATICAL METHODS

## Subject Description

Mathematics is a diverse and growing field of human endeavour. Mathematics makes a unique contribution to the understanding and functioning of today's complex society. By facilitating current and new technologies and institutional structures, mathematics plays a critical role.

Individuals require many aspects of mathematics in order to function adequately as members of society. The unprecedented changes that are taking place in the world will profoundly affect the future of today's students. The effective use of technology and the processing of large amounts of quantitative data are becoming more important. Mathematics is increasingly relevant to the workplace and in everyday life. The study of mathematics provides students with the abilities and skills to thrive now and in the future.

Mathematics is much more than a collection of concepts and skills; it is a way of approaching new challenges by investigating, modelling, reasoning, visualising, and problem-solving, with the goal of communicating to others the relationships observed and problems solved.

Mathematics enables students to identify, describe, and investigate the patterns and challenges of everyday living. It helps students to analyse and understand the events that have occurred and to predict and prepare for events to come so they can more fully understand the world and be knowledgeable participants in it.

Mathematics is a universal language that is communicated in all cultures. It is appreciated as much for its beauty as for its power. Mathematics can be seen in patterns in nature and art, in the proportions in architecture, in the form of poetry, and in the structure of music. Mathematics describes systematic, random, and chaotic behaviour; it is about relationships, exploration, intuition, and strategy.

Mathematical Methods examines what has happened and what is happening in the world by looking at mathematics as a creative human response to the external environment through the study of contemporary situations and case studies.

## Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. understand fundamental mathematical concepts, demonstrate mathematical skills, and apply routine mathematical procedures
2. plan courses of action after using mathematics to analyse data and other information elicited from the study of situations taken from social, scientific, economic, or historical contexts
3. think mathematically by posing questions, making and testing conjectures, and looking for reasons that explain the results
4. make informed and critical use of electronic technology to provide numerical results and graphical representations
5. communicate mathematically and present mathematical information in a variety of ways
6. work both individually and cooperatively in planning, organising, and carrying out mathematical activities.

## Content

Stage 2 Mathematical Methods is a 20-credit subject that consists of the following four topics:

- Topic 1: Working with Statistics
- Topic 2: Algebraic Models from Data — Working from Observation
- Topic 3: Calculus — Describing Change
- Topic 4: Linear Models — Managing Resources.

Although the topics are presented separately, their interrelationships are made clear to students in relevant contexts involving mathematical, physical, and social phenomena. Each topic consists of a number of subtopics.

A problems-based approach is integral to the development of the mathematical models and associated key ideas in each topic. Through key questions, teachers develop the key concepts and processes that relate to the mathematical models required to address the problems posed. This form of presentation is designed to help teachers convey concepts and processes to their students in relevant social contexts. The material for the external examination will be based on key questions and key ideas outlined in the four topics; the applications described in the considerations for developing teaching and learning strategies may provide useful contexts for examination questions.

## Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Mathematical Methods:

### ***School-based Assessment (70%)***

- Assessment Type 1: Skills and Applications Tasks (45%)
- Assessment Type 2: Folio (25%)

### ***External Assessment (30%)***

- Assessment Type 3: Examination (30%).

Students will provide evidence of their learning through nine to twelve assessments, including the external assessment component. Students undertake:

- at least six skills and applications tasks
- at least two investigations for the folio
- one examination.

## Further details

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

**Area of Study Coordinator:** Mr. Luke Borda

# MATHEMATICAL STUDIES

## Subject Description

Mathematics is a diverse and growing field of human endeavour. Mathematics makes a unique contribution to the understanding and functioning of today's complex society. By facilitating current and new technologies and institutional structures, mathematics plays a critical role.

Individuals require many aspects of mathematics in order to function adequately as members of society. The unprecedented changes that are taking place in the world will profoundly affect the future of today's students. The effective use of technology and the processing of large amounts of quantitative data are becoming more important. Mathematics is increasingly relevant to the workplace and in everyday life. The study of mathematics provides students with the abilities and skills to thrive now and in the future.

Mathematics is much more than a collection of concepts and skills; it is a way of approaching new challenges by investigating, modelling, reasoning, visualising, and problem-solving, with the goal of communicating to others the relationships observed and problems solved.

Mathematics enables students to identify, describe, and investigate the patterns and challenges of everyday living. It helps students to analyse and understand the events that have occurred and to predict and prepare for events to come so they can more fully understand the world and be knowledgeable participants in it.

Mathematics is a universal language that is communicated in all cultures. It is appreciated as much for its beauty as for its power. Mathematics can be seen in patterns in nature and art, in the proportions in architecture, in the form of poetry, and in the structure of music. Mathematics describes systematic, random, and chaotic behaviour; it is about relationships, exploration, intuition, and strategy.

Mathematical Studies allows students to explore, describe, and explain aspects of the world around them in a mathematical way. It focuses on the development of mathematical skills and techniques to facilitate this exploration. It places mathematics in relevant contexts and deals with relevant phenomena from the students' common experiences as well as from scientific, professional, and social contexts.

The coherence of the subject comes from its focus on the use of mathematics to model practical situations, and on its usefulness in such situations. Modelling, which links the three mathematical areas to be studied, is made more practicable by the use of electronic technology.

## Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. understand fundamental mathematical concepts, demonstrate mathematical skills, and apply routine mathematical procedures
2. use mathematics as a tool to analyse data and other information elicited from the study of situations taken from social, scientific, economic, or historical contexts
3. think mathematically by posing questions, making and testing conjectures, and looking for reasons that explain the results
4. make informed and critical use of electronic technology to provide numerical results and graphical representations
5. communicate mathematically and present mathematical information in a variety of ways
6. work both individually and cooperatively in planning, organising, and carrying out mathematical activities.

## Content

Stage 2 Mathematical Studies is a 20-credit subject that consists of the following three topics:

- Topic 1: Working with Statistics
- Topic 2: Working with Functions and Graphs Using Calculus
- Topic 3: Working with Linear Equations and Matrices.

A problems-based approach is integral to the development of the mathematical models and associated key ideas in each topic. Through key questions, teachers develop the key concepts and processes that relate to the mathematical models required to address the problems posed. This form of presentation is designed to help teachers convey concepts and processes to their students in relevant social contexts. The material for the external examination will be based on key questions and key ideas outlined in the four topics; the applications described in the considerations for developing teaching and learning strategies may provide useful contexts for examination questions.

## Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Mathematical Studies:

### ***School-based Assessment (70%)***

- Assessment Type 1: Skills and Applications Tasks (45%)
- Assessment Type 2: Folio (25%)

### ***External Assessment (30%)***

- Assessment Type 3: Examination (30%).

Students will provide evidence of their learning through nine to twelve assessments, including the external assessment component. Students undertake:

- at least six skills and applications tasks
- at least two investigations for the folio
- one examination.

## Further details

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

**Area of Study Coordinator:** Mr. Luke Borda

# SOCIETY AND CULTURE

## INTRODUCTION

In Society and Culture students explore and analyse the interactions of people, societies, cultures, and environments. Using an interdisciplinary approach, students analyse the structures and systems of contemporary societies and cultures.

Students learn about the ways in which societies constantly change and are affected by social, political, historical, environmental, economic, and cultural factors. They investigate the ways in which people function in groups and communicate in and across cultural groups. Students develop the skills and experience to understand how individual and group involvement can influence change, and to consider the consequences of a range of possible social actions. Through their study of Society and Culture, students develop the ability to influence their own future, by acquiring skills, values, and understanding that enable them to participate effectively in contemporary society.

Society and Culture gives students critical insight into the significance of factors such as gender, ethnicity, racism, class, and power structures that affect the lives and identities of individuals and groups. They develop the skills to critically analyse a range of viewpoints about peoples, societies, and issues; understand diversity within and across societies; and extend their awareness of the connections between, and the interdependence of, societies and cultures. Students use inquiry processes to explore concepts of society and culture in Australian (local and national) and global contexts. They choose and explore a range of primary and secondary sources and evaluate different viewpoints and perspectives. Students learn to challenge their own thinking and develop skills in presenting opinions supported by evidence.

Students develop their skills in collaborative and independent thinking and inquiry by investigating the causes and consequences of a broad range of social issues and actions. They communicate informed opinions in a range of ways.

Students have the opportunity to build intercultural understanding by exploring the history, knowledge, and contemporary cultures of different peoples.

## LEARNING REQUIREMENTS

In this subject, students are expected to:

1. demonstrate knowledge and understanding of a range of contemporary social and cultural issues in Australian and global contexts
2. demonstrate skills in analysing how and why social change occurs
3. independently analyse a range of sources and perspectives
4. work collaboratively to analyse, and reflect on, a contemporary social or cultural issue and share their learning with others
5. demonstrate knowledge and understanding of connections between societies and cultures
6. communicate informed ideas and opinions about social and cultural issues and societies.

## CONTENT

- The Australian Identity
- Refugee and Migrant Experiences
- Effect of Media on Australian Culture
- Individual Investigation

## ASSESSMENT

- **Assessment Type 1:** Sources Analysis
- **Assessment Type 2:** Group Activity
- **Assessment Type 3:** Investigation.

**Area of Study Coordinator:** Mrs. Stephanie Ray

# SPECIALIST MATHEMATICS

## Subject Description

Mathematics is a diverse and growing field of human endeavour. Mathematics makes a unique contribution to the understanding and functioning of today's complex society. By facilitating current and new technologies and institutional structures, mathematics plays a critical role.

Individuals require many aspects of mathematics in order to function adequately as members of society. The unprecedented changes that are taking place in the world will profoundly affect the future of today's students. The effective use of technology and the processing of large amounts of quantitative data are becoming more important. Mathematics is increasingly relevant to the workplace and in everyday life. The study of mathematics provides students with the abilities and skills to thrive now and in the future.

Mathematics is much more than a collection of concepts and skills; it is a way of approaching new challenges by investigating, modelling, reasoning, visualising, and problem-solving, with the goal of communicating the relationships observed and problems solved.

Mathematics enables students to identify, describe, and investigate the patterns and challenges of everyday living. It helps students to analyse and understand the events that have occurred and to predict and prepare for events to come so they can more fully understand the world and be knowledgeable participants in it.

Mathematics is a universal language that is communicated in all cultures. It is appreciated as much for its beauty as for its power. Mathematics can be seen in patterns in nature and art, in the proportions in architecture, in the form of poetry, and in the structure of music. Mathematics describes systematic, random, and chaotic behaviour; it is about relationships, exploration, intuition, and strategy.

Specialist Mathematics enables students to experience and understand mathematics as a growing body of knowledge for creative use in application to an external environment — a view of mathematics that students are likely to find relevant to their world. This subject deals with phenomena from the students' common experiences, as well as from scientific, professional, and social contexts.

Students can gain from Specialist Mathematics the insight, understanding, knowledge, and skills to follow pathways that will lead them to become designers and makers of technology. The subject provides pathways into university courses in mathematical sciences, engineering, computer science, physical sciences, and surveying. Students envisaging careers in other related fields, including economics and commerce, may also benefit from studying this subject.

## Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. understand fundamental mathematical concepts, demonstrate mathematical skills, and apply mathematical procedures in routine and non-routine contexts
2. practise mathematics by analysing data and any other relevant information elicited from the study of situations taken from social, scientific, economic, or historical contexts
3. think mathematically through inquiry, evaluation, and proof
4. make informed and critical use of electronic technology to provide numerical results and graphical representations, and to refine and extend mathematical knowledge
5. communicate mathematically, and present mathematical information in a variety of ways
6. work both individually and cooperatively in planning, organising, and carrying out mathematical activities.

## Content

Stage 2 Specialist Mathematics is a 20-credit subject that consists of the following five topics:

- Topic 1: Trigonometric Preliminaries
- Topic 2: Polynomials and Complex Numbers
- Topic 3: Vectors and Geometry
- Topic 4: Calculus
- Topic 5: Differential Equations.

A problems-based approach is integral to the development of the mathematical models and associated key ideas in each topic. Through key questions, teachers develop the key concepts and processes that relate to the mathematical models required to address the problems posed. This form of presentation is designed to help teachers convey concepts and processes to their students in relevant social contexts.

Mathematics is a key enabling science for the technologies that are driving the new global economy. Much of the power of computers derives from their ability, in the hands of mathematically knowledgeable people, to harness the subject in new and creative ways.

Specialist Mathematics presents three traditional topics, complex numbers, vectors and geometry, and the calculus of trigonometric functions, in a way that promotes their fundamental concepts as a paradigm for models of interacting quantities. The aim is to provide students with an appreciation of certain mathematical ideas that are both elegant and profound, and at the same time to allow them to understand how this kind of mathematics enables computers to model, for example, chemical, biological, economic, and climatic systems.

Specialist Mathematics presents ideas that are new to the student, and gives a new emphasis to familiar ones, by featuring the modelling capabilities of the topics presented.

## Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Specialist Mathematics:

### ***School-based Assessment (70%)***

- Assessment Type 1: Skills and Applications Tasks (45%)
- Assessment Type 2: Folio (25%)

### ***External Assessment (30%)***

- Assessment Type 3: Examination (30%).

Students should provide evidence of their learning through nine to twelve assessments, including the external assessment component. Students undertake:

- at least six skills and applications tasks
- at least two investigations for the folio
- one examination.

## Further details

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

**Area of Study Coordinator:** Mr. Luke Borda

# MODERN HISTORY

## Subject Description

Students of History have the opportunity to make sense of an increasingly complex and rapidly changing world by connecting the past and the present.

History involves the investigation of human experience over time. By studying past events, actions, and phenomena, students gain an insight into human nature and the ways in which individuals and societies function. History encourages inquiry into the activities of people in order to gain an understanding of their motivations and the effects of actions in particular places at particular times; make comparisons; and draw conclusions.

History builds understanding through the investigation of historical concepts and ideas such as change and continuity; historical empathy; power and its distribution; the causes and resolution of conflicts; and rules and rulers. Students have the opportunity to explore social relationships; how people in society treat each other; the influence of individuals on decision-making; the influence and control of governments over individuals; who and which institutions make rules and who interprets them; and who enforces the rules and who resists them.

By gaining historical perspectives, students are able to see change and continuity in a wider context. They develop an understanding of how and why events happened in the past and how they, as citizens in society, can influence the future.

The study of history provides students with an opportunity to question accepted historical narratives by researching and reviewing sources within a framework of inquiry and critical analysis.

## Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. demonstrate knowledge and understanding of people, places, events, and ideas in the history of selected periods and places since c. 1500
2. formulate hypotheses and/or focusing questions and apply them to explain historical concepts
3. apply the skills of historical inquiry, including critical analysis
4. construct reasoned historical arguments based on a critical understanding of evidence from sources
5. reflect on the short-term and long-term impacts of individuals, events, and phenomena
6. evaluate why individuals and groups acted in certain ways at particular times
7. communicate informed and relevant arguments using subject-specific language and conventions.

## Content

Stage 2 Modern History is a 20-credit subject that consists of:

- *a thematic study*

The thematic study requires students to undertake a critical analysis of a period, phenomenon, or event. The analysis may involve comparison of people, ideas, and events within one or more case studies.

- *a depth study*

The depth study requires students to undertake an analysis that leads to an appreciable depth of involvement in the processes of historical inquiry; this is also known as depth-in-discipline analysis. Through this approach, students gain detailed knowledge of the topic under investigation.

- *an essay.*

The purpose of the essay is for each student to engage in the process of inquiry into a historical question of personal interest and to apply the concepts and skills of historical study. Each student formulates a hypothesis and/or focusing question(s) in order to analyse an aspect of history and construct a reasoned historical argument supported by evidence from up to five sources.

Students choose a topic for inquiry developed from any of the eleven topics described in the Thematic Study and Depth Study, or from any other area of interest relevant to modern history since c. 1500, to formulate the hypothesis and/or focusing questions(s) for the essay.

## **Assessment**

The following assessment types enable students to demonstrate their learning in Stage 2 Modern History:

### ***School-based Assessment (70%)***

- Assessment Type 1: Folio (50%)
- Assessment Type 2: Essay (20%)

### ***External Assessment (30%)***

- Assessment Type 3: Examination (30%).

Students will provide evidence of their learning through six to eight assessments, including the external assessment component. Students undertake:

- six assessments for the folio
- one essay
- one examination.

## **Further details**

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

**Area of Study Coordinator:** Mrs. Stephanie Ray

# MUSIC

## Subject Description

Music is human expression in sound. It is an integral part of life, transcending social and cultural boundaries and reflecting the health, vitality, and spiritual well-being of society.

Music is a unique body of knowledge and skills that enable students to merge historical and cultural perspectives with contemporary social practices. Students benefit from the opportunity to develop their practical and creative potential, oral and written skills, and capacity to make informed interpretative and aesthetic judgments. Through their study of and participation in music, students draw together their cognitive, affective, and psychomotor skills, and strengthen their ability to manage work and learning and to communicate effectively and sensitively.

By engaging in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies, students come to appreciate the value of working collaboratively. Participating in musical activities heightens students' awareness of the social function and value of music and engenders an appreciation of, and respect for, cultural diversity.

The study of Music enables students to:

- work individually and/or collaboratively in presenting musical works for performance as a performer, conductor, tutor, event manager, composer, arranger, or audio engineer, or in creating or assembling a musical instrument
- understand and use processes associated with the preparation of musical works for performance, including effective rehearsal techniques, building a strong personal technique, understanding the demands and conventions of chosen genres and styles, (including emotions and feelings as part of musical interpretation), managing performance anxiety, taking risks, experimenting, judging, and evaluating
- develop practical skills through in-depth exploration, application, and refinement within music studies, including solo and/or ensemble performance skills and the application of theoretical understanding, aural awareness, and music technology skills to creating or recreating musical works
- develop theoretical knowledge, including musical terminology and concepts that can be used to understand and analyse a range of musical styles, critique performances, or create new arrangements and/or compositions
- draw on knowledge and appreciation of the musical approaches, styles, values and attitudes, and media and technologies in music to develop a personal aesthetic by which to evaluate and respond to musical works
- gain knowledge and skills from an investigation into one or more areas of music practice to deepen their understanding and appreciation of the important part that music plays in shaping and framing the intellectual, social, and cultural life of communities past and present.

Stage 2 Music comprises **two** of the following three options.

## MUSICIANSHIP

### Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. understand and use musical notation and terminology
2. demonstrate an understanding of the relationship between theoretical notation and sound
3. recognise and identify rhythm, pitch, tonality, and harmony
4. harmonise short melodies appropriate to the style

5. create and develop an arrangement, writing appropriately for instruments and/or voices
6. present a score and a recording of an arrangement.

## **Content**

Stage 2 Musicianship is a 10-credit subject. The following three areas of study must be covered:

- Theory, Aural Recognition, and Musical Techniques
- Harmony
- Arrangement.

## **Assessment**

The following assessment types enable students to demonstrate their learning in Stage 2 Musicianship:

### **School-based Assessment (70%)**

- Assessment Type 1: Skills Development (30%)
- Assessment Type 2: Arrangement (40%)

### **External Assessment (30%)**

- Assessment Type 3: Examination (30%).

Students will provide evidence of their learning through five assessments, including the external assessment component. Students undertake:

- two skills development assessments
- one arrangement and a statement
- one examination.

## **MUSIC IN CONTEXT**

### **Learning Requirements**

In this subject, students are expected to:

1. place examples of music in their historical and cultural context
2. recognise stylistic features of the music
3. investigate musical works and use analytical skills to communicate findings
4. read, understand, and write about musical elements of a score, transcription, chart, or recording of a musical work
5. explore and discuss aspects of music, including style, era, composer, genre, cultural function, and performance practice.

## **Content**

Stage 2 Music in Context is a 10-credit subject that consists of two compulsory sections:

- Section 1: Topics
- Section 2: Investigation.

## **Assessment**

The following assessment types enable students to demonstrate their learning in Stage 2 Music in Context:

### **School-based Assessment (70%)**

- Assessment Type 1: Skills Development (30%)
- Assessment Type 2: Investigation (40%)

## **External Assessment (30%)**

- Assessment Type 3: Examination (30%).

Students will provide evidence of their learning through three assessments, including the external assessment component.

## **SOLO PERFORMANCE**

### **Learning Requirements**

In this subject, students are expected to:

1. demonstrate accuracy, musical skills, and technique as a solo performer
2. present a repertoire of contrasting works for instrument or voice
3. demonstrate musicianship in interpretation by presenting musically sensitive performances
4. engage a public audience.

### **Content**

Stage 2 Solo Performance is a 10-credit subject that develops students' skills on a chosen instrument or their voice, and the application of these skills, musical understanding, and aesthetic awareness in a solo performance.

Students also develop skills in preparing and presenting public performances, aural perception and musical sensitivity, and awareness of style, structure, and historical conventions in solo performance.

Solo Performance gives students the opportunity to extend their technical and performance skills on their chosen instrument or their voice, and to use this expertise as a means of developing musical expression.

Solo Performance not only results in musical outcomes but also encourages the development of personal characteristics such as confidence and the ability to communicate sensitively and work cooperatively.

Students who undertake this subject are assumed to have attained a performance standard that reflects at least 3 years of development on their instrument. Students without this background may have difficulty in successfully meeting the performance standards for this subject. However, this may not necessarily apply to voice students.

### **Assessment**

The following assessment types enable students to demonstrate their learning in Stage 2 Solo Performance:

#### **School-based Assessment (70%)**

- Assessment Type 1: First Performance (30%)
- Assessment Type 2: Second Performance (40%)

#### **External Assessment (30%)**

- Assessment Type 3: Final Performance (30%).

Students will provide evidence of their learning through three assessments, including the external assessment component.

### **Further details**

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

**Area of Study Coordinator:** Mr. Anthony Kelly

# NUTRITION

## Subject Description

Good nutrition is integral to a healthy and active life, and it is important that accurate information on nutrition is made available to individuals and communities. Students of Nutrition are presented with up-to-date scientific information on the role of nutrients in the body as well as on social and environmental issues related to nutrition.

Students integrate scientific knowledge and skills gained in their study of nutrition and apply them to designing and carrying out investigations that explore the links between food, health, and diet-related diseases. In practical investigations, students formulate and test hypotheses by collecting, presenting, analysing, and evaluating empirical data in order to describe trends and clarify theoretical concepts related to nutrition. This acquired knowledge helps students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes, so that they may participate fully in their communities.

Using the literature on nutrition, students critically examine factors that influence food choices and reflect on local, national, Indigenous, and/or global issues related to the study of nutrition. The exploration of short-term and long-term strategies to address these issues should allow students to become more discriminating and informed as consumers who are aware of their rights and responsibilities.

Students investigate methods of food production and distribution that affect the quantity and quality of food, and consider the ways in which these methods and associated technologies influence the health of individuals and communities.

Students work individually and collaboratively to reflect on the nature of work in research sciences and, in particular, the field of nutrition. The study of Nutrition encourages students to think about the role of nutrition in their own futures and, more broadly, about its importance in social, economic, and cultural development in Australia and the rest of the world.

## Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. identify and formulate questions, hypotheses, and purposes that guide nutrition investigations and their design
2. design, safely conduct, and evaluate investigations, and apply knowledge and problem-solving skills to individual and collaborative practical tasks
3. select and use evidence to analyse, compare, and evaluate strategies for the prevention and management of disorders related to diet and lifestyle, and to make recommendations for promoting good health
4. communicate knowledge and understanding of nutrition, using the terms and conventions of the language of nutrition to suit particular purposes and contexts
5. critically evaluate and apply knowledge and understanding of nutrition to identify and explain decisions based on ethical, personal, social, environmental, and/or economic factors that influence the diet and lifestyle choices of individuals and communities
6. demonstrate knowledge and understanding of, and respect for, varying cultural influences on diet and lifestyle decisions.

## Content

Students undertake the study of all four core topics and one option topic.

### *Core Topics*

- Core Topic 1: The Fundamentals of Human Nutrition

- Core Topic 2: Diet, Lifestyle, and Health
- Core Topic 3: Food Selection and Dietary Evaluation
- Core Topic 4: Food, Nutrition, and the Consumer

#### *Option Topics*

Teachers choose one of the following option topics in consultation with students:

- Option Topic 1: Global Nutrition and Ecological Sustainability
- Option Topic 2: Global Hunger.

### **Assessment**

The following assessment types enable students to demonstrate their learning in Stage 2 Nutrition:

#### **School Assessment (70%)**

- Assessment Type 1: Investigations Folio (40%)
- Assessment Type 2: Skills and Applications Tasks (30%)

#### **External Assessment (30%)**

- Assessment Type 3: Examination (30%).

Students should provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:

- one issues investigation and at least three practical investigations for the investigations folio
- at least two skills and applications tasks
- one examination.

At least one practical investigation must involve collaborative work and at least one must give the opportunity for students to design the method. Each practical investigation must come from a different core topic.

Students complete an issues investigation related to one of the core and/or option topics.

**Area of Study Coordinator:** Dr. Nicholas Head

# OUTDOOR EDUCATION

## Subject Description

Outdoor Education is the study of the human connection to natural environments through outdoor activities. Students develop their sense of self-reliance and build relationships with people and natural environments. Outdoor Education focuses on the development of awareness of environmental issues through observation and evaluation.

By participating in outdoor activities, students develop knowledge and skills and reflect on their personal, group, and social development. They gain an understanding of ecology, environmental sustainability, cultural perspectives (including Indigenous perspectives about land), and physical, emotional, and spiritual health. Through outdoor journeys, students increase their effectiveness as members of a group and develop skills in leadership, self-management, group management, planning and evaluating, personal reflection, assessing and managing risks, managing safety, and minimising environmental impacts for sustainable futures.

The study of Outdoor Education also gives students opportunities to achieve good health and develop personal skills. Students reflect critically on environmental practices and are introduced to employment options in the outdoor and environmental fields.

## Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. demonstrate skills in planning and implementing human-powered outdoor journeys, or journeys that use natural forces
2. investigate, critically analyse, and communicate information about the natural environment and outdoor journeys in a variety of ways and contexts
3. demonstrate initiative, self-reliance, leadership, and a sense of responsibility towards other people in a natural environment
4. evaluate, choose, and apply personal and group risk and safety management practices
5. identify and apply the appropriate skills to minimise the impact of human-powered journeys, or journeys that use natural forces, on natural environments
6. investigate, critically analyse, and reflect on the activities and strategies needed to achieve the sustainable use of natural environments, including, for example, Indigenous perspectives
7. reflect on the personal, group, social, and environmental outcomes of participation in an outdoor journey.

## Content

Stage 2 Outdoor Education is a 20-credit subject consisting of the following six topics:

- Environmental Studies
- Planning and Management Practices
- Outdoor Journeys
- Sustainable Environmental Practices
- Leadership and Planning
- Self-reliant Expedition.

## Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Outdoor Education:

### School-based Assessment (70%)

- Assessment Type 1: Folio (20%)
- Assessment Type 2: Group Practical (30%)
- Assessment Type 3: Individual Practical (20%)

### External Assessment (30%)

- Assessment Type 4: Investigation (30%).

Students will provide evidence of their learning through eight to ten assessments, including the external assessment component.

Students undertake:

- at least four outdoor studies for the folio
- two outdoor journeys for the group practical
- one self-reliant expedition for the individual practical
- one investigation.

### Further details

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

**Area of Study Coordinator:** Mr. Peter Thornton

# PHYSICAL EDUCATION

## Subject Description

In Physical Education, students study human physical activity and its place in the lives of individuals and groups of people. Students examine the practical application of human physical skills and analyse the personal, community, and global issues that surround the role of human physical activity in society.

Students learn mainly through physical activity in a way that promotes immediate as well as long-term benefits to themselves and society. Physical Education is an experiential subject in which students explore their physical capacities and investigate the factors that influence performance. They explore and analyse associated performance, health, and lifestyle issues.

Students acquire an understanding of human functioning and physical activity and an awareness of the community structures and practices that influence participation in physical activity. They develop skills in communication and investigation and the ability to apply knowledge to practical situations. Students gain enjoyment from skilled performance in individual and group activities.

## Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. achieve a level of proficiency in performance of human physical activities with reference to specific skill criteria
2. critically analyse and evaluate the personal, community, and/or global implications of physical activity
3. demonstrate knowledge and understanding of exercise physiology, the biomechanics of human movement, and skills acquisition, and communicate using appropriate terminology
4. demonstrate knowledge and understanding of physical education concepts relevant to physical activities
5. apply and reflect on principles and issues related to physical performance and activity and skills acquisition
6. demonstrate initiative, self-reliance, collaborative skills, leadership, and effective interpersonal skills.

## Content

Stage 2 Physical Education is a 20-credit subject that consists of the following two key areas of study and related key concepts.

### *Practical Skills and Applications*

- Centrally developed practical 1
- Centrally developed practical 2
- Centrally developed practical 3 or negotiated practical

### **Principles and Issues**

- Exercise Physiology and Physical Activity
- The Acquisition of Skills and the Biomechanics of Movement
- Issues Analysis.

## **Assessment**

The following assessment types enable students to demonstrate their learning in Stage 2 Physical Education:

### **School-based Assessment (70%)**

- Assessment Type 1: Practical (50%)
- Assessment Type 2: Folio (20%)

### **External Assessment (30%)**

- Assessment Type 3: Examination (30%).

Students will provide evidence of their learning through seven to ten assessments, including the external assessment component.

Students undertake:

- three practicals
- three to six assessments for the folio
- one examination.

### **Further details**

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

**Area of Study Coordinator:** Mr. Stuart Wuttke

# PHYSICS

## Subject Description

Learning about and working in physics gives people an understanding of the processes that direct the universe and the world, so that they may appreciate and respect them. Through exploring the processes that shape the universe, physicists debate and advance understanding of its workings and of the ways in which actions may affect the future of the Earth. In Physics, students have the opportunity to engage with the work of classical and modern physicists and to join in and/or initiate debates about how physics affects their own lives, society, and the environment.

Students develop their knowledge of the principles and concepts of physics and the ability to use that knowledge to formulate questions and hypotheses and identify opportunities and challenges. They also acquire new knowledge through their investigations. Students develop the skills and abilities to observe, record, and explain the phenomena of physics, and to draw evidence-based interpretations from investigations of issues related to physics. In this way they develop literacy skills in physics that support career pathways, including those that are related to physics, and help them to live and work as informed and reflective citizens in a world shaped by physics and technology.

## Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. identify and formulate questions, hypotheses, concepts, and purposes that guide investigations in physics
2. design and conduct collaborative and individual investigations in physics using appropriate apparatus and safe working practices and by observing, recording, and interpreting the phenomena of physics
3. represent, analyse, interpret, and evaluate investigations in physics through the use of technology and numeracy skills
4. select, analyse, and critically evaluate the evidence of physics from different sources, and present informed conclusions or decisions on contemporary physics applications
5. communicate knowledge and understanding of the concepts and information of physics using appropriate physics terms and conventions
6. demonstrate and apply knowledge and understanding of physics to a range of applications and problems.

Conceptual knowledge and understanding in Stage 2 Physics are supported through inquiry and communication about the phenomena of physics. Students undertake investigations to develop their knowledge and understanding. Data and information, including observations, from these investigations provide the evidence on which decisions are made.

Students may carry out their investigations individually and/or collaboratively.

## Content

Stage 2 Physics is a 20-credit subject that is organised into four sections, as shown in the table below. Each section is divided into four topics. Each topic includes one application, which is an integral part of the subject outline. The sections and topics are presented in suggested teaching order. Physics investigation skills are integrated throughout the teaching and learning program.

*Section 1: Motion in Two Dimensions*

*Section 2: Electricity and Magnetism*

*Section 3: Light and Matter*

*Section 4: Atoms and Nuclei*

*Section 1: Motion in Two Dimensions*

**Topic 1:** Projectile Motion

*Application:* Projectiles in Sport

**Topic 2:** Uniform Circular Motion

*Application:* The Banking of Road Curves

**Topic 3:** Gravitation and Satellites

*Application:* Weather and Communication Satellites

**Topic 4:** Momentum in Two Dimensions

*Application:* Spacecraft Propulsion

*Section 2: Electricity and Magnetism*

**Topic 1:** Electric Fields

*Application:* Photocopiers and Laser Printers

**Topic 2:** The Motion of Charged Particles in Electric Fields

*Application:* The Use of Electric Fields in Cyclotrons

**Topic 3:** Magnetic Fields

*Application:* The Moving-coil Loudspeaker

**Topic 4:** The Motion of Charged Particles in Magnetic Fields

*Application:* The Use of Magnetic Fields in Cyclotrons

*Section 3: Light and Matter*

**Topic 1:** Electromagnetic Waves

*Application:* Laser Airborne Depth Sounder (LADS)

**Topic 2:** The Interference of Light

*Application:* Compact Discs and DVDs

**Topic 3:** Photons

*Application:* The Use of X-rays in Medicine

**Topic 4:** Wave Behaviour of Particles

*Application:* Electron Microscopes

*Section 4: Atoms and Nuclei*

**Topic 1:** The Structure of the Atom

*Application:* Lasers

**Topic 2:** The Structure of the Nucleus

*Application:* The Production of Medical Radioisotopes

**Topic 3:** Radioactivity

*Application:* Positron Emission Tomography (PET)

**Topic 4:** Nuclear Fission and Fusion

*Application:* Fission Nuclear Power

## Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Physics:

*School-based Assessment (70%)*

- Assessment Type 1: Investigations Folio (40%)
- Assessment Type 2: Skills and Applications Tasks (30%)

*External Assessment (30%)*

- Assessment Type 3: Examination (30%).

Students will provide evidence of their learning through eight to ten assessments, including the external assessment component.

Students will undertake:

- at least three practical investigations and at least one issues investigation for the folio
- at least three skills and applications tasks
- one examination.

## Further details

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

**Area of Study Coordinator:** Dr. Nicholas Head

# PSYCHOLOGY

## Subject Description

Psychology sits between the life sciences and the humanities, with two consequences. First, psychology can, as a discipline, emphasise connections to either the sciences or the humanities. Second, it draws teachers and students whose backgrounds and interests lie both in the humanities and in the sciences.

Since most of the dominant paradigms in psychology in the last hundred years have been scientific ones, this subject emphasises the construction of psychology as a scientific enterprise. Psychology is based on evidence gathered as a result of planned investigations following the principles of the scientific method. The study of Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (that is, observation, experimentation, and experience), this subject allows students to develop useful skills in analytical and critical thinking and in making inferences.

The distinctive benefits of studying Psychology derive from its subject matter. In general, the skills learnt through Psychology are parallel to those learnt in other science subjects: how to be a critical consumer of information; how to identify psychological processes at work in everyday experiences; how to apply knowledge to real-world situations; how to investigate psychological issues; and how to be an effective communicator.

Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It does this through the systematic study of behaviour, the processes that underlie it, and the factors that influence it. Through such study, students come to better understand themselves and their social worlds.

Psychology also addresses the ways in which behaviour can be changed. It offers a means of liberation for both individuals and societies. It can help not only individuals who are in distress but also those who seek a more satisfying and fulfilling life. It offers a means for making society more cohesive, creative, and equitable; that is, psychology offers ways of intervening to advance the well-being of individuals, groups, and societies.

However, every change also holds the possibility of harm. The ethics of research and intervention are therefore an integral part of Psychology.

The inquiry approach to Psychology enables students to define the scope of their learning by identifying investigable questions, designing their research using scientific approaches, collecting data, and analysing and critiquing their findings. The issues that arise during investigations are informed by the application of key scientific ideas, skills, concepts, and understanding.

## Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. explain the factors that cause psychological differences and similarities between people and give examples of how these factors affect the behaviour of themselves, others, and groups of people
2. analyse the behaviour of themselves, others, and groups of people in different contexts in a way that recognises the values of independence and interdependence
3. demonstrate an understanding of ethical research by undertaking and evaluating guided investigations
4. make informed decisions about issues, events, and situations in society by applying relevant psychological principles and ethics and by presenting particular points of view, giving examples of the thinking and reasoning behind them
5. demonstrate organisation and critical reflection in the application of psychological principles, taking into account ethical considerations

6. search for, evaluate, and organise psychological information and use appropriate terms effectively to communicate key ideas, understanding, processes, and values in a range of contexts
7. undertake a variety of roles while working as a member of a team to achieve individual and shared goals.

In addition, students need to understand that psychological evidence, theories, and principles address four levels of explanation of human behaviour — the biological, basic processes, person, and sociocultural levels. The biological level of explanation addresses the influence on behaviour of factors such as hormones, neurotransmitters, brain structures and genetic inheritance. The basic processes level of explanation addresses the role of processes such as perception, cognition, and emotion that are common across individuals. The person level of explanation addresses individual differences between people, focusing on attributes such as intelligence and personality that combine basic psychological processes. The sociocultural level of explanation addresses the influence of other people and the cultural context in shaping behaviour.

These levels of explanation of behaviour are nested hierarchically because they relate to different scales of analysis (even though no level of explanation is more important than another). For example, the biological level of explanation is on a smaller scale of analysis than the basic processes level of explanation, which in turn is on a smaller scale of analysis than the person level of explanation. These nested levels of explanation complement each other so that a complete explanation of a given psychological phenomenon requires an explanation from all four perspectives. Students demonstrate an understanding of these levels of explanation by identifying them in everyday experiences.

## Content

Stage 2 Psychology consists of the following six topics:

- Introduction to Psychology
- Social Cognition
- Learning
- Personality
- Psychobiology of Altered States of Awareness
- Healthy Minds.

## Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Psychology:

### School-based Assessment (70%)

- Assessment Type 1: Investigations Folio (30%)
- Assessment Type 2: Skills and Applications Tasks (40%)

### External Assessment (30%)

- Assessment Type 3: Examination (30%).

Students will provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:

- one individual investigation and at least one group investigation for the folio
- at least four skills and applications tasks
- one examination.

Students will be provided with assessment opportunities in a range of supervised settings (e.g. classroom, laboratory, and field).

## Further details

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

**Area of Study Coordinator:** Dr. Nicholas Head

## RELIGIOUS EDUCATION

*"We should be as the compass that goes round its circle without stirring from its centre - our centre is God, from whom all our actions should spring." (Catherine McAuley)*

The faith formation of young people is the outcome of the inter-relationship between them, their families and the Church of which the school is a part. This inter-relationship takes place within Australia and World culture. The ethos or pervading spirit or character of Mercedes College, underpinned by the Mercy Keys of Compassion, Loyalty, Justice, Integrity, Responsibility, and Mutual Respect, is critical in the faith formation of our students. This formation takes place in a context where people live out personally and communally the values of the Gospels. This formation incorporates a number of mutually informing components.:

- Liturgy
- Religious Education classroom programme
- Support for justice in all of school life
- Retreats and reflection days
- Outreach or community service
- The formation of the spirituality of the students
- Prayer
- Everyday experience

**Crossways** Foundation Document states that the basis of our teaching in Catholic schools is based on "Religious Education supporting the integration of faith, life and culture".

"The mission of the Church, its entire work, is evangelisation - that is, to proclaim and live the reign of God. This is shaped through Word, sacrament, witness and service. Evangelisation happens in the context of the interpersonal relationship between the universal Church, Australian church, the local Church and other agencies including Catholic schools. Partnerships between families, parishes and Catholic schools need to be understood in light of this **communio**.

"Students come from a variety of cultural backgrounds and live in diverse family structures. Students are influenced by global and cultural forces, including those of the mass media, internet and entertainment industry. Students are affected by socio-economic factors, politics and health and employment issues. One of the most important challenges for evangelisation and education is to make meaningful connections with the worlds of the

"The fundamental task of the Catholic school is to create a synthesis between culture, faith and life ... by integration all the different aspects of human knowledge through the subjects taught, in the light of the Gospel."

"The Catholic school, in partnership with parents and families, educates the whole person, taking into account the students' intellectual, moral, spiritual, religious, physical and social development. In nurturing the intellectual faculties, the Catholic school develops a capacity for sound judgement and introduces the students to the cultural heritage handed down to them by former generations. The Catholic school promotes values drawn from the Tradition in order to prepare students for more active participation in the world. Hence, education in the Catholic school is understood as both a work of love and a service to society."

"The Key Learning Area of Religious Education makes a critical contribution to the life and learning of the Catholic school. The purpose of Religious Education is to deepen students' understanding of the Tradition and to develop an appreciation of its significance in their lives, so that they may participate effectively in the life of the Church and wider society." (**Crossways**, Religious Education Framework for SA Catholic Schools)

In Year 12 assessment can take many forms including tests, research assignments, oral reports, co-operative/ group learning tasks, worksheets, bookwork and creative expression. Assessment in Year 12 follows a student/teacher negotiated model so that students can be assessed in a manner that best suits their own learning style.

**Area of Study Coordinator:** Mrs. Helen Ayliffe

## RELIGIOUS STUDIES (10 CREDIT)

**Religious Studies** is offered as a SACE accredited (10 credit) subject as an alternative to the school – based Religious Education programme.

The course is structured for three lessons per week in Terms 1, 2 and 3. Students will also be involved in activities shared with the Religious Education students including:

- *3 Seminar Days with Guest speakers*
- *3 -Day (2 night) Retreat*
- *Scheduled Masses, Liturgies and prayer services*

### Subject Description

A study of religion and spirituality forms a vital foundation for the study of a society. This is of particular importance in a culturally diverse society. An appreciation of the nature of national and global multicultural society is enriched by an understanding of religion and its influence on human behaviour, and the shaping of personal and group identity. Religions and spiritualities are living and dynamic, and students explore the ways in which religious adherents participate in, and respond to, current social and moral debates, and issues in communities such as those in Australia.

Students develop an understanding of different religious perspectives on events or practices, and examine a range of definitions of religion drawn from a variety of sources. These definitions of religion are evaluated in terms of how they lead to a particular understanding of religion.

Students study diverse religious and spiritual beliefs and value systems in Australian society and around the world, and explore how such a study can contribute to greater personal and interpersonal understanding; the development of skills in relating to people of different religious positions; and an appreciation of, and respect for, the different ways in which people think, feel, and act.

This subject outline emphasises an open approach to the study of religion and spirituality that encourages students to empathise with adherents within and across religious and spiritual traditions, and with adherents who have different beliefs and understanding within the same religion.

There is also an emphasis on understanding religious positions on ethical and social justice issues.

### Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. demonstrate knowledge and understanding of diverse religious beliefs, perspectives, and experiences within and across traditions
2. critically evaluate definitions of religion and spirituality
3. investigate and analyse how religion and spirituality in Australia have an impact on, and are influenced by, sociocultural, historical, and/or political events and attitudes
4. explore and reflect on the personal and social significance of religions and spirituality in traditional and contemporary societies
5. investigate and report on a range of religious and spiritual phenomena
6. analyse religious and spiritual ideas, concepts, and issues presented in selected sources
7. investigate, apply, and communicate knowledge and understanding of religions and spiritualities in local and global contexts.

### Content

#### ***Core - Understanding Religion***

- What is religion? What is spirituality?
- What are the key phenomena that make up religion?
- Why study religion and spirituality?
- How are secular culture and religious culture linked?

### ***Option Topic - Christianity***

- Historical Background
- Religious World View
- Sacred Texts and Sacred Stories
- Religious Beliefs
- Religious Practice and Religious Ethics
- Contemporary Traditions Globally and in Australia

### **Assessment**

#### ***School Assessment (70%)***

- Assessment Type 1: Sources Analysis (25%)

Students will undertake **one** sources analysis assessment. Students apply their knowledge and understanding of religion and/or spirituality to sources, stimuli, and structured questions that illustrate an aspect of religion, spirituality, or a religious issue in a local and/or global context

A sources analysis assessment should be a maximum of 800 words if written or a maximum of 5 minutes if oral, or the equivalent in multimodal form.

- Assessment Type 2: Written Assignments (20%)

Students undertake **one** written assignment on either the core topic or an option topic. The written assignment should be a maximum of 1000 words and can be:

- a discursive essay in response to a set question
- an article for a religious publication
- a description and analysis of a particular religious or spiritual phenomenon or experience
- a written discussion of religious perspectives on a particular issue or topic
- a report analysing and explaining some of the ways in which religion and/or spirituality in Australia impact on, and are influenced by, sociocultural, historical, and/or political events and attitudes.

- Assessment Type 3: Practical Activity (25%)

Students undertake at least one practical activity based on any topic they have studied. Practical activities may include, for example, visits to sites of religious significance, conduct of surveys or questionnaires, participation in religious rituals, observation of participants, or interviews about religious beliefs, perspectives, or experiences.

Students then use the information gathered to consider and explain aspects of religion or spirituality. Students may negotiate the form of presentation of their practical activity.

Each student's presentation should be a maximum of 800 words if written or a maximum of 5 minutes if oral, or the equivalent in multimodal form.

#### ***External Assessment (30%)***

- Assessment Type 4: Investigation (30%).

Students choose a religious or spiritual phenomenon or a religious issue linked to Australian or global society for investigation. Students should undertake preliminary background research into the phenomenon or issue before seeking more contemporary and contextual information through the use of, for example, interviews, questionnaires, and current media sources.

Students collect, plan, and organise their materials to produce a comprehensive and integrated written report on their investigation. The report should be a maximum of 1000 words.

Students are expected to maintain a folio that verifies that the work is their own. It should contain documents that outline the processes of preliminary data collection, sources, and background materials. The folio is not submitted as part of the external assessment process.

**Area of Study Coordinator:** Mrs. Helen Ayliffe

# RESEARCH PROJECT

## Subject Description

Stage 2 Research Project is a compulsory 10-credit subject undertaken at Stage 2. Students must achieve a C– grade or better to complete the subject successfully and gain their SACE.

Students enrol in either Research Project A or Research Project B. At Mercedes, all students are enrolled in Research Project B as it may contribute to a student’s Australian Tertiary Admissions Rank (ATAR). Research Project A is not a Tertiary Admissions Subject.

Students choose a research question that is based on an area of interest to them. They explore and develop one or more capabilities in the context of their research.

The term ‘research’ is used broadly and may include practical or technical investigations, formal research, or exploratory inquiries.

The Research Project provides a valuable opportunity for SACE students to develop and demonstrate skills essential for learning and living in a changing world. It enables students to develop vital planning, research, synthesis, evaluation, and project management skills.

The Research Project enables students to explore an area of interest in depth, while developing skills to prepare them for the further education, training, and work. Students develop their ability to question sources of information, make effective decisions, evaluate their own progress, be innovative, and solve problems.

## Learning Requirements

In this subject, students are expected to:

1. generate ideas to plan and develop a research project
2. understand and develop one or more capabilities in the context of their research
3. analyse information and explore ideas to develop their research
4. develop specific knowledge and skills
5. produce and substantiate a research outcome
6. evaluate their research.

## Content

The content of Research Project B consists of:

- developing the capabilities
- applying the research framework.

In Research Project B students choose a research question that is based on an area of interest. They identify one or more capabilities that are relevant to their research.

Students use the research framework as a guide to developing their research and applying knowledge, skills, and ideas specific to their research question. They choose one or more capabilities, explore the concept of the capability or capabilities, and how it/they can be developed in the context of their research.

Students synthesise their key findings to produce a research outcome, which is substantiated by evidence and examples from the research. They evaluate the research processes used, and the quality of their research outcome.

## Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Research Project B:

### ***School Assessment (70%)***

- Assessment Type 1: Folio (30%)

The folio is a record of the student's research. Students develop a research question and then select and present evidence of their learning from the planning and development stages of the research project. There are three parts to the folio:

- o proposal
- o research development
- o discussion.

- **Assessment Type 2: Research Outcome (40%)**

Students synthesise their key findings (knowledge, skills, and ideas) to produce a research outcome.

The research outcome is substantiated by evidence and examples from the research, and shows how the student resolved the research question.

Evidence of the research outcome must be:

- o a maximum of 2000 words if written

or

- o a maximum of 12 minutes for an oral presentation

or

- o the equivalent in multimodal form.

### **External Assessment (30%)**

- **Assessment Type 3: Evaluation (30%).**

For this assessment type, students:

- o explain the choice of research processes used (e.g. qualitative and quantitative research, practical experimentation, fieldwork) and evaluate the usefulness of the research processes specific to the research question
- o evaluate decisions made in response to challenges and/or opportunities
- o evaluate the quality of the research outcome
- o organise their information coherently and communicate ideas accurately and appropriately.

Students prepare a written summary of the research question and research outcome, to a maximum of 150 words. This summary is assessed.

Students must present their evaluation in written form to a maximum of 1500 words (excluding the written summary).

The evaluation can include visual material (e.g. photographs and diagrams), integrated into the written text.

### **Further details**

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

**Key Contact:** Mr Adrian Chiarolli (*Director of Curriculum and Learning*)

# TOURISM

## Subject Description

Tourism has developed from interdisciplinary origins for the purpose of meeting a range of practical and strategic needs of individuals, industry, and communities. It has a maturing body of knowledge, discourse, and skills, with a growing basis of published research.

In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry, and the complex economic, social, cultural, and environmental impacts and interactions of tourism activity. Students also develop an understanding of tourism from the perspectives of host, tourism operator, and traveller. They investigate tourism locally, nationally, and globally and learn that tourism, as the world's largest industry, is more than an economic phenomenon. Tourism has an impact, directly and indirectly, on many aspects of people's lives and on the environment. Students' understanding of the sustainable management of tourism is central to this subject.

Students consider the ever-changing nature of tourism and how it responds to challenges, opportunities, and realities such as globalisation, economic crises, security issues, environmental needs, world events, and technological developments. Students explore tourism as a business and its impact on the economy.

Tourism presents opportunities and benefits, as well as problems and threats, to people and the environment. For example, as a people-oriented industry, tourism provides many jobs and can revitalise local economies and cultures. At the same time it may have a negative impact on the well-being of many people in the host community and threaten to change their cultural and environmental heritage. Students identify and investigate tourism trends, developments, or contemporary issues. They apply their knowledge, skills, and understanding about tourism to form personal opinions, make informed recommendations, form reasoned conclusions, and predict future options.

## Learning Requirements

In this subject, students are expected to:

1. understand and explain tourism knowledge, including the diverse nature of tourists, tourism, and the tourism industry
2. understand and apply tourism concepts and models, including sustainable tourism and cultural sustainability, and evaluate their application in different contexts — local, national, and global
3. investigate, analyse, and evaluate viewpoints and information about tourism trends, developments, and/or contemporary issues
4. apply practical tourism skills in different contexts
5. interpret, critically analyse, and evaluate different perspectives and different sources of information about tourism to develop informed opinions, conclusions, and recommendations
6. communicate information about tourism in different contexts for particular audiences and purposes, using appropriate terminology, forms, and acknowledgment of sources.

## Content

Stage 2 Tourism is a 20-credit subject.

The content of the subject consists of themes and topics (listed below) and practical tourism skills (as described in the sections on the capabilities, literacy, and numeracy).

An in-depth understanding of the themes forms a core of knowledge and underpins the development of the topics. Teachers develop a teaching and learning program that best suits the needs of their students based on a combination of themes and topics, incorporating the development and demonstration of relevant practical tourism skills.

Programs will cover each of the four themes and should include three topics. Teachers, for example, may develop a program in which the themes are incorporated in three topics. Alternatively, the themes may be developed independently before the topics are studied.

## **Themes**

- Operations and Structures of the Tourism Industry
- Travellers' Perceptions, and the Interaction of Host Community and Visitor
- Planning for and Managing Sustainable Tourism
- Evaluating the Nature of Work in the Tourism Industry

## **Topics**

- Applications of Technology in Tourism
- The Economics of Tourism
- Establishing a Tourism Venture
- Indigenous People and Tourism
- Management of Local Area Tourism
- The Impacts of Tourism
- Marketing Tourism
- Special Interest Tourism
- Responsible Travel
- The Role of Governments and Organisations in Tourism
- Tourism Industry Skills
- Negotiated Topic

## **Assessment**

The following assessment types enable students to demonstrate their learning in Stage 2 Tourism:

### ***School-based Assessment (70%)***

- Assessment Type 1: Folio (20%)
- Assessment Type 2: Practical Activity (25%)
- Assessment Type 3: Investigation (25%)

### ***External Assessment (30%)***

- Assessment Type 4: Examination (30%).

Students will provide evidence of their learning through six to eight assessments, including the external assessment component. Students undertake:

- at least two assessments for the folio
- at least two practical activities
- one investigation
- one examination.

Students will provide evidence of their learning in different forms, including written, oral, or multimodal. At least one assessment should involve collaborative work. Where students undertake an assessment as part of a group, the conditions of assessment regarding individual or collective assessment judgments should be clearly communicated.

## **Further details**

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

**Area of Study Coordinator:** Mrs. Stephanie Ray

# VISUAL ARTS - ART

## Subject Description

The broad area of Art encompasses both artistic and crafting methods and outcomes. The processes of creation in both art and craft include the initiation and development of ideas, research, analysis, and exploration, experimentation with media and technique, and resolution and production of practical work.

Visual Arts engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasises visual thinking and investigation and the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions. An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts, and opinions, provide observations of their lived or imagined experiences, and represent these in visual form.

Through the initiation and development of ideas, problem-solving, experimentation, and investigation in a diversity of media, processes, and techniques, students demonstrate a range of technical skills and aesthetic qualities.

By analysing other practitioners' works of art or design, students gain knowledge and understanding of their styles, concepts, content, forms, and conventions, and learn to respond to these works in informed ways. A range of approaches to the interpretation of works of art or design from different cultures and contexts is used to explore the messages and meanings that these works communicate.

Of particular interest in this subject are past and present influences that impact on the visual arts: local and global events, social and political values, different perspectives provided by the diversity of cultural groups, and the styles, aesthetic values, and philosophies of individuals and groups of practitioners of particular times and places.

## Learning Requirements

In this subject, students are expected to:

1. conceive, develop, and make work(s) of art or design that reflect individuality and the development and communication of a personal visual aesthetic
2. demonstrate visual thinking through the development and evaluation of ideas and explorations in technical skills with media, materials, and technologies
3. apply technical skills in using media, materials, and technologies to solve problems and resolve work(s) of art or design
4. communicate knowledge and understanding of their own works and the connections between their own and other practitioners' works of art or design
5. analyse, interpret, and respond to visual arts in cultural, social, and/or historical contexts
6. develop inquiry skills to explore visual arts issues, ideas, concepts, processes, techniques, and questions.

## Content

Stage 2 Visual Arts — Art is a 20-credit subject where the following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context.

## **Assessment**

The following assessment types enable students to demonstrate their learning in Stage 2 Visual Arts - Art:

### ***School-based Assessment (70%)***

- Assessment Type 1: Folio (30%)
- Assessment Type 2: Practical (40%)

### ***External Assessment (30%)***

- Assessment Type 3: Visual Study (30%).

Students will provide evidence of their learning through four to six assessments, including the external assessment component. Students produce:

- one folio
- two or three practical works, including a practitioner's statement for two practical works
- one larger visual study.

## **Further details**

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

**Visual Arts Area of Study Coordinator:** Mrs. Luisa Stocco

# VISUAL ARTS - DESIGN

## Subject Description

The broad area of Design encompasses communication and graphic design, environmental design, and product design. It emphasises a problem-solving approach to the generation of ideas or concepts, and the development of visual representation skills to communicate resolutions.

Visual Arts engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasises visual thinking and investigation and the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions. An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts, and opinions, provide observations of their lived or imagined experiences, and represent these in visual form.

Through the initiation and development of ideas, problem-solving, experimentation, and investigation in a diversity of media, processes, and techniques, students demonstrate a range of technical skills and aesthetic qualities.

By analysing other practitioners' works of art or design, students gain knowledge and understanding of their styles, concepts, content, forms, and conventions, and learn to respond to these works in informed ways. A range of approaches to the interpretation of works of art or design from different cultures and contexts is used to explore the messages and meanings that these works communicate.

Of particular interest in this subject are past and present influences that impact on the visual arts: local and global events, social and political values, different perspectives provided by the diversity of cultural groups, and the styles, aesthetic values, and philosophies of individuals and groups of practitioners of particular times and places.

## Learning Requirements

In this subject, students are expected to:

1. conceive, develop, and make work(s) of art or design that reflect individuality and the development and communication of a personal visual aesthetic
2. demonstrate visual thinking through the development and evaluation of ideas and explorations in technical skills with media, materials, and technologies
3. apply technical skills in using media, materials, and technologies to solve problems and resolve work(s) of art or design
4. communicate knowledge and understanding of their own works and the connections between their own and other practitioners' works of art or design
5. analyse, interpret, and respond to visual arts in cultural, social, and/or historical contexts
6. develop inquiry skills to explore visual arts issues, ideas, concepts, processes, techniques, and questions.

## Content

Stage 2 Visual Arts — Design is a 20-credit subject where the following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context.

## **Assessment**

The following assessment types enable students to demonstrate their learning in Stage 2 Visual Arts - Design:

### ***School-based Assessment (70%)***

- Assessment Type 1: Folio (30%)
- Assessment Type 2: Practical (40%)

### ***External Assessment (30%)***

- Assessment Type 3: Visual Study (30%).

Students will provide evidence of their learning through four to six assessments, including the external assessment component. Students produce:

- one folio
- two or three practical works, including a practitioner's statement for two practical works
- one larger visual study.

## **Further details**

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

**Visual Arts Area of Study Coordinator:** Mrs. Luisa Stocco

**Design Technology Area of Study Coordinator:** Mr. James Burdon

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