



**MERCEDES  
COLLEGE**

.....  
Compassion  
Loyalty  
Justice  
Integrity  
Responsibility  
Mutual Respect

# South Australian Certificate of Education (SACE)

## Year 12 (Stage 2)

## Curriculum Handbook

## 2023

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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.

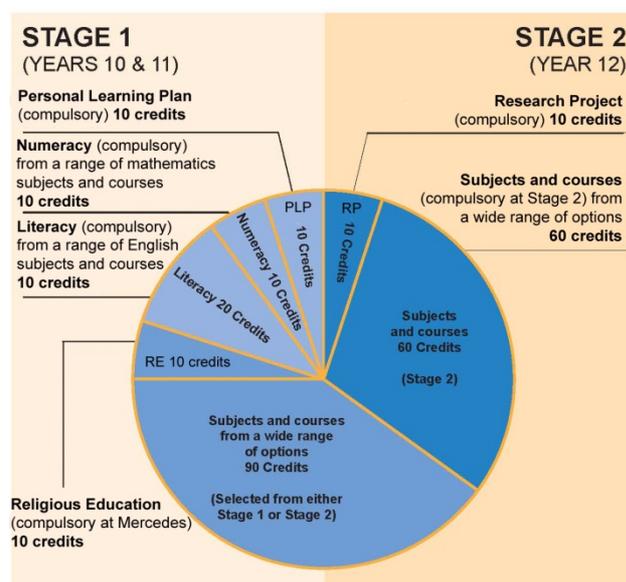
Students will then have a free choice of another 70 credits at Stage 1.

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).

## Religious Education

Our founder, Catherine McAuley once said, *'We should be shining lamps, giving light to all around us'*.

The Mercy Keys of Compassion, Integrity, Justice, Loyalty, Mutual Respect and Responsibility, underpin the faith journey of our students.

### Our Mission

As a Catholic school in the Mercy tradition and inspired by the Gospels, we work in partnership with families enabling students to flourish in all aspects of their humanity and thus contribute to a better and more peaceful world.

### Our Vision

To be a sustainable, internationally-minded world-class school, providing a holistic educational experience for our students within a unique culture and community where we honour traditions and live the Mercy Keys.

At Mercedes College, we celebrate our Catholic identity, Christian tradition, Mercy spirit and heritage, by participating critically and authentically in faith contexts and wider society.

As such, the College offers two alternative pathways for students undertaking Religious Education:

- **Faith and Life** is a school-specific subject (non SACE)
- **Spiritualities, Religion and Meaning** is a SACE-accredited (10-credit or 20-credit) subject

## 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.

## 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 lessons or scheduled exam periods

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.

### Absences

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 IB policy.

- ◆ Adequate notice must be given prior to summative tests and teachers must take into account other pressures, e.g. drama productions, camps, etc.
- ◆ 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).
- ◆ 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.

### Academic Integrity – Sighting assessment during development

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

## **Academic Integrity – Referencing and Acknowledge 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 IB and these must be adhered to in submitted work.

## **Academic Integrity – 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 IB 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.

## **Deadlines**

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.

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 IB special provisions.

# ACCOUNTING

## **Subject Description**

Accounting is the language of business and is used to tell the financial story of an entity. Accounting helps business owners to understand their business so that they can make informed decisions. The practice of accounting is used to record, report, analyse, and communicate past events, current activities, and potential challenges and opportunities.

In Stage 2 Accounting, students develop and extend their understanding of the underpinning accounting concepts and conventions used to understand and classify financial transactions within a business. Through the learning in the focus area of managing financial sustainability, students develop and apply their knowledge of accounting processes to prepare and report accounting information to meet stakeholder needs. Students transfer this knowledge to scenarios and consider the influence of local and global perspectives on accounting practices.

Students analyse and evaluate accounting information to develop and propose authentic accounting advice to inform the decision-making of a variety of stakeholders. Students develop critical thinking and problem-solving skills to devise accounting solutions and apply communication skills in authentic accounting contexts.

Students examine current and emerging social trends, evolving technologies, government regulations, environmental issues, new markets, and other economic factors, as well as ethics and values, when exploring the practice of accounting. Students explore the impact accounting has had on society and possible future opportunities involving accounting.

## **Learning Requirements**

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Accounting.

In this subject, students are expected to:

1. understand and explore accounting concepts and conventions
2. apply accounting concepts and conventions to create accounting information
3. explore and interpret stakeholder needs to inform accounting information requirements
4. analyse and evaluate accounting information to manage financial sustainability
5. analyse and evaluate accounting information to develop and propose authentic accounting advice to inform decision-making
6. apply communication skills in an accounting context.

## **Content**

Stage 2 Accounting is a 20-credit subject structured around three focus areas:

- understanding accounting concepts and conventions
- managing financial sustainability
- providing accounting advice.

These focus areas provide real-world opportunities and environments in which students can develop, extend, and apply their skills, knowledge, understanding, and capabilities to study accounting practices in a range of enterprises, including, for example:

- local, national, and multinational enterprises
- small, medium, and large businesses
- public–private partnerships
- primary, secondary, and tertiary enterprises
- online enterprises
- not-for-profit organisations.

Through their study of each of the three focus areas, students develop and apply their understanding of the following underpinning learning strands:

- financial literacy
- stakeholder information and decision-making
- innovation

## **Assessment**

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

#### School Assessment (70%)

- Assessment Type 1: Accounting Concepts and Solutions (40%)
- Assessment Type 2: Accounting Advice (30%)

#### External Assessment (30%)

- Assessment Type 3: Examination (30%).

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

- four accounting concepts and solutions tasks
- one accounting advice
- one examination.

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

#### **LEARNING AREA LEADER**

Brendan Toohey

# BIOLOGY

## **Subject Description**

The study of Biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments.

Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives, society, and the environment. They apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world.

In their study of Biology, students inquire into and explain biological phenomena and draw evidence-based conclusions from their investigations into biology-related issues, developments, and innovations.

Students explore the dynamic nature of biological science and the complex ways in which science interacts with society, to think critically and creatively about possible scientific approaches to solving everyday and complex problems and challenges. They explore how biologists work with other scientists to develop new understanding and insights, and produce innovative solutions to problems and challenges in local, national, and global contexts, and apply their learning from these approaches to their own scientific thinking.

In Biology, students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges. Students also pursue scientific pathways, for example, in medical research, veterinary science, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation, and ecotourism.

## **Learning Requirements**

In this subject, students are expected to:

1. apply science inquiry skills to deconstruct a problem and design and conduct biological investigations, using appropriate procedures and safe, ethical working practices
2. obtain, record, represent, analyse, and interpret the results of biological investigations
3. evaluate procedures and results, and analyse evidence to formulate and justify conclusions
4. develop and apply knowledge and understanding of biological concepts in new and familiar contexts
5. explore and understand science as a human endeavour
6. communicate knowledge and understanding of biological concepts and information, using appropriate terms, conventions, and representations.

## **Content**

Stage 2 Biology is a 20-credit subject.

The three strands of science to be integrated throughout student learning are:

- Science inquiry skills
- Science as a human endeavour
- Science understanding

The topics for Stage 2 Biology are:

1. Topic 1: DNA and proteins
2. Topic 2: Cells as the basis of life
3. Topic 3: Homeostasis
4. Topic 4: Evolution

Students study all four topics. The topics can be sequenced and structured to suit individual groups of students.

## **Assessment**

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

School 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 assessments, including the external assessment component. Students complete:

- at least two practical investigations
- One investigation with a focus on science as a human endeavour
- At least three skills and applications tasks
- one examination (E-Examination)

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

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

#### **LEARNING AREA LEADER**

Jennifer Chan

# BUSINESS INNOVATION

## **Subject Description**

In Stage 2 Business Innovation, students are equipped with the knowledge, skills, and understandings to engage in designing, sustaining, and transforming business in the modern world. In a time when design-driven companies consistently outperform other stock market companies, Business Innovation foregrounds design thinking and assumption-based business planning tools to promote an iterative, human-centred approach to innovation and the transformation of business products, services, and processes.

Students 'learn through doing' in Business Innovation, using design thinking and assumption-based planning processes to anticipate, find, and solve problems. They learn in an environment in which risk is encouraged, where ideas are built up rather than broken down, and fear of failure is replaced with the opportunity to iterate as initial assumptions about problems, customers, or solutions are refined. Integral to this is the opportunity for students to work collaboratively in uncertain environments to identify problems or customer needs, generate and explore ideas and solutions, and make decisions based on incomplete information.

In Business Innovation, students engage with complex, dynamic, real-world problems, to identify and design, test, iterate, and communicate viable business solutions. Through design thinking and direct involvement in innovation, students not only develop but also understand and apply their critical and creative thinking skills.

Students learn to innovate and think like designers to find and solve problems that matter to specific people in a business environment characterised by change and uncertainty.

## **Learning Requirements**

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Business Innovation.

In this subject, students are expected to:

1. explore problems and generate possible solutions to meet customer problems or needs using a customer-focused approach
2. apply decision-making and project management tools and strategies in business contexts
3. create and apply business intelligence to iteratively develop and evaluate business models and plans
4. analyse and evaluate the opportunities and challenges for business posed by digital and emerging technologies
5. analyse and evaluate, social, economic, environmental, and/or ethical impacts of global and local business
6. apply communication and collaborative skills in business contexts.

## **Content**

Stage 2 Business Innovation is a 20-credit subject structured around three key contexts:

- designing business
- sustaining business
- transforming business.

Students explore at least two of these contexts. Through these contexts, students develop and apply their understanding of the following underpinning learning strands:

- innovation
- decision-making and project management
- financial literacy and information management
- global, local, and digital perspectives.

Students gain an understanding of fundamental business concepts and ideas, including:

- the nature and structure of business
- sources of finance
- forms of ownership
- legal responsibilities and requirements.

## **Assessment**

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

**School Assessment (70%)**

Assessment Type 1: Business Skills (40%)

Assessment Type 2: Business Model (30%)

**External Assessment (30%)**

Assessment Type 3: Business Plan and Pitch (30%).

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

- four business skills tasks
- one business model
- one business plan and pitch.

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

**LEARNING AREA LEADER**

Brendan Toohey

# CHEMISTRY

## **Subject Description**

In their study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.

Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of Chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

Through the study of Chemistry, students develop the skills that enable them to be questioning, reflective, and critical thinkers; investigate and explain phenomena around them; and explore strategies and possible solutions to address major challenges now and in the future (for example, in energy use, global food supply, and sustainable food production).

Students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges, and pursue future pathways, including in medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.

## **Learning Requirements**

In this subject, students are expected to:

1. apply science inquiry skills to deconstruct a problem and design and conduct chemistry investigations using appropriate procedures and safe, ethical working practices
2. obtain, record, represent, analyse, and interpret the results of chemistry investigations
3. evaluate procedures and results, and analyse evidence to formulate and justify conclusions
4. develop and apply knowledge and understanding of chemical concepts in new and familiar contexts
5. explore and understand science as a human endeavour
6. communicate knowledge and understanding of chemical concepts, using appropriate terms, conventions, and representations.

## **Content**

Stage 2 Chemistry is a 20-credit subject.

The topics in Stage 2 Chemistry provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.

The three strands of science to be integrated throughout student learning are:

- science inquiry skills
- science as a human endeavour
- science understanding.

The topics for Stage 2 Chemistry are:

- Topic 1: Monitoring the environment
- Topic 2: Managing chemical processes
- Topic 3: Organic and biological chemistry
- Topic 4: Managing resources.

Students study all four topics. The topics can be sequenced and structured to suit individual groups of students

## **Assessment**

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

### **School 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 assessments, including the external assessment component. Students complete :

- at least two practical investigations
- one investigation with a focus on science as a human endeavour at least three skills and applications tasks
- one examination.

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

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

**LEARNING AREA LEADER**

Jennifer Chan

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

**LEARNING AREA LEADER**

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**

Creative Arts is a 10-credit subject or a 20-credit subject at Stage 2.

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.

### **Creative Arts Process**

The creative arts process comprises four interrelated elements common to all creative arts programs:

- investigation
- development
- production
- reflection.

### **Recording the Creative Arts Process**

Maintaining a record of the creative arts process is integral to the study of Stage 2 Creative Arts. Students investigate a variety of creative arts products to explore different possibilities and inform their creative thinking. Students' explorations and investigations of creative arts media, materials, techniques, processes, technologies, and products should be a feature of their record. Annotated reflective comments about all stages of the creative process demonstrate evidence of the development of students' creative arts skills and thinking.

### **Development and Production**

Creative arts development and production provide opportunities for students to work productively as a member of a team, group, or ensemble to design, plan, practise, rehearse, make, create, perform, and/or present creative arts product(s).

All students have opportunities to critically reflect on their personal creative arts ideas, processes, and product(s).

### **Concepts in Creative Arts Disciplines**

In Stage 2 Creative Arts, students explore beyond the core concepts specific to creative arts discipline(s). These explorations include identification, knowledge, and understanding of applications for particular genres, styles, forms, conventions, and protocols that are recognisable within the various creative arts disciplines. As a result of their explorations, students develop detailed knowledge and more advanced use of language and terminology associated with relevant creative arts discipline(s).

Students should relate these explorations to the creative arts process and their work in creative arts production.

### **Creative Arts in Practice**

Students in Stage 2 Creative Arts learn by observing, receiving tuition from, listening to, and/or reading and talking about the work of, practitioners as they work in their particular discipline(s).

The nature and processes of working creatively can be learnt directly or indirectly from current practitioners or from practitioners of the past. Learning about the creative arts in practice may directly inform the process of development and production of, and reflection on, students' creative arts product(s).

At Mercedes College, Creative Arts at Stage 2 extends from Stage 1 Creative Arts. It is a program based on the creative process and products in the creative field of digital media, specially film and photography.

### **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 10-credit subject, it is recommended that students provide evidence of their learning through three assessments, including the external assessment component.

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

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

### **LEARNING AREA LEADER**

Loretta Bowshall

# DRAMA

## **Subject Description**

In Drama, students develop their creativity, collaboration, critical thinking and communication skills. They refine their literacy, numeracy, ethical understanding, and intercultural understanding, and develop self-belief and confidence.

In Drama, students engage in learning as practising dramatic artists. They learn to think and act as artists, and to develop as cultural leaders and creative entrepreneurs. They develop their leadership of public discussion by communicating a range of meaningful viewpoints, by refining their aesthetic understanding, and by learning the skills and processes required to present these in innovative and engaging ways.

In Drama, students develop their capacities as critical and creative thinkers, meaningful storytellers, and lifelong learners. They learn highly valuable and transferable life skills, including problem-identifying and problem-solving, collaboration skills, project-work skills, informed risk-taking, creativity and innovation skills, and applied entrepreneurial skills — including maximising viability and sustainability. Through focused practical and theoretical study, and by visualising and making real drama products, students collaborate to create valuable and viable outcomes for audiences, and analyse and evaluate artistic processes and products.

Drama is the art of enriching our understanding of human relationships, from the personal to the global. It engages others through the creation of original connections between presenters, audiences, ideas, and narratives. In Drama, students adopt individual roles from a variety of options within the dramatic fields of theatre and/or screen. They refine their understanding and internalisation of these roles to create innovative dramatic outcomes that reflect the world as it is, and imagine the world as it might be. Drama asks us to question — as individuals, as societies, and as a species — not what we do and how we do it, but also why we choose to think and do things the way we do. In asking these questions and creating dramatic ways of considering these ideas, Drama students develop their unique gifts as creative, informed, wise, productive, and interpersonally skilled artists, leaders, and collaborators.

## **Learning Requirements**

In this subject, students are expected to:

1. explore and understand dramatic theories, texts, styles, conventions, roles, and processes
2. experiment with dramatic theories, ideas, aesthetics, processes, and technologies
3. apply dramatic ideas, theories, and practice to develop dramatic outcomes collaboratively and individually
4. apply and integrate the skills of drama to create and present original and culturally meaningful dramatic products
5. analyse and evaluate dramatic theories, practice, works, styles, events, and/or practitioners from a range of personal, local, global, contemporary, and/or historical contexts.

## **Content**

Stage 2 Drama is a 20-credit subject that consists of the following two areas of dramatic study:

- Company and Production
- Exploration and Vision.

The two areas of study integrate exploring, analysing, conceiving, creating, making, and evaluating drama. They provide students with valuable collaborative learning opportunities to explore creative possibilities as artists. Students apply the dramatic process to make meaningful drama for audiences.

## **Assessment**

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

### **School assessment (70%)**

Assessment Type 1: Group Production (40%)

Assessment Type 2: Evaluation and Creativity (30%)

### **External assessment (30%)**

Assessment Type 3: Creative Presentation (30%).

Students provide evidence of their learning through three or four assessments, including the external assessment component. Students complete:

- one group production task
- one or two evaluation and creativity tasks

- one creative presentation.

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

***LEARNING AREA LEADER***

Loretta Bowshall

Sandra Lee

# ECONOMICS

## **Subject Description**

Economics is the study of how we exchange scarce resources to satisfy our needs and wants and in doing so we gain insight into human behaviour in a variety of contexts, whether as individuals, firms, governments, or other organisations. An economic system is influenced by the social and political contexts that inform decisions made by the different participants in the economy.

What happens in an economy depends on the choices that millions of people make every day when they interact with each other, with markets, with the government, and with their natural surroundings.

Through the study of Economics, students examine the most significant individual and social problems through the acquisition of analytical and problem-solving skills and the development of a logical, ordered way of looking at issues. These essential life skills promote the ability to balance different narratives, determine what assumptions matter, and build on existing knowledge.

Economics will influence how students understand markets and their importance to the prosperity and sustainability of society, but most importantly, it will develop a long-term perspective and awareness that understanding the economy requires both a solid intellectual framework and openness to new ideas.

In Economics, students explore and analyse a variety of authentic economic contexts to develop, extend, and apply their skills, knowledge, understanding, and capabilities. Students develop an understanding that economic thinking can offer insights into many of the issues faced by society.

In Stage 2 Economics, students use an inquiring, critical, and thoughtful approach to their study and further develop the ability to think like an economist. They apply their economic inquiry skills and their knowledge and understanding of economic concepts, principles, and models to analyse and respond to economic problems.

## **Learning Requirements**

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Economics.

In this subject, students are expected to:

1. understand economic concepts, principles, and models
2. apply economic concepts, principles, and models in a variety of contexts
3. apply communication skills in economic contexts
4. apply economic thinking to construct arguments and make recommendations
5. analyse a range of data and other information using economic concepts, principles, and models
6. analyse and evaluate the intended and unintended consequences of economic decisions.

These learning requirements form the basis of the:

- learning scope
- evidence of learning that students provide
- assessment design criteria
- levels of achievement described in the performance standards.

## **Content**

Stage 2 Economics is a 20-credit subject.

The skills and conceptual understandings developed in the core topic 'Thinking like an economist' are:

- economic inquiry skills
- data analysis
- microeconomics
- macroeconomics

Teachers facilitate student learning of these skills and conceptual understandings using problem-based scenarios from two or more different contexts.

The following contexts may form the basis for teachers to design scenarios for inquiry:

- firms
- macroeconomic management
- trade and globalisation

- wealth, poverty, and inequality
- the environment
- health
- sport and entertainment
- school-developed context.

### **Assessment**

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

#### **School assessment (70%)**

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

#### **External assessment (30%)**

- Assessment Type 3: Examination (30%).

Students provide evidence of their learning through five or six assessments, including the external assessment component. Students complete:

- three or four folio tasks
- one economic project
- one examination.

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

### **LEARNING AREA LEADER**

Brendan Toohey

# ENGLISH

## **Subject Description**

English is a 20-credit subject at Stage 2.

In English students analyse the interrelationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience, and context is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

## **Learning Requirements**

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 English.

In this subject, students are expected to:

1. analyse the relationship between purpose, context, and audience in a range of texts
2. evaluate how language and stylistic features and conventions are used to represent ideas, perspectives, and aspects of culture in texts
3. analyse how perspectives in their own and others' texts shape responses and interpretations
4. create and evaluate oral, written, and multimodal texts in a range of modes and styles
5. analyse the similarities and differences when comparing texts
6. apply clear and accurate communication skills.

## **Content**

In Stage 2 English students read and view a range of texts, including texts created by Australian authors. In comparing texts students analyse the relationships between language and stylistic features, text types, and contexts. Recognising and analysing the language and stylistic features and conventions of text types in literary and everyday texts influences interpretation. Through close study of texts, students explore relationships between content and perspectives and the text and its context.

In the study of English, students extend their experience of language and explore their ideas through creating their own texts, and reading and viewing the texts of others. Students consider the powerful role that language plays in communication between individuals, groups, organisations, and societies. There is a focus on ways in which language defines, shapes, and reflects relationships between people.

Students appreciate how clear and effective writing and speaking displays a depth of understanding, engagement, and imagination for a range of purposes, audiences, and contexts.

## **Responding to Texts**

Students demonstrate a critical understanding of the language features, stylistic features, and conventions of particular text types and identify the ideas and perspectives conveyed by texts. This includes how language conventions influence interpretations of texts, and how omissions and emphases influence the reading and meaning of a text. Students reflect on the purpose of the text and the audience for whom it was produced.

The evaluation of the different ideas, perspectives, and/or aspects of culture represented in texts is achieved through the analysis of purpose, context, and language features through, for example, comparing a feature article or the reporting of current events from different newspapers in diverse cultural communities. Students may also evaluate the use of language features to create meaning, and consider how their own perspectives might influence their responses.

When responding to texts, students compare and contrast the distinctive features of text types from the same or different contexts. This may be done by analysing and evaluating how different authors employ the language features, stylistic features, and conventions of texts when exploring similar themes, ideas, concepts, or aspects of culture. Students compare the contexts in which texts are created and experienced. They also consider how the conventions of text types can be challenged or manipulated.

Students focus primarily on a shared reading of a variety of texts, but may also include an independently chosen text. Texts may be treated separately or linked.

### **Creating Texts**

Students create a range of texts for a variety of purposes. By experimenting with innovative and imaginative language features, stylistic features, and text conventions, students develop their personal voice and perspectives. They demonstrate their ability to synthesise ideas and opinions, and develop complex arguments.

Accurate spelling, punctuation, syntax, and use of conventions should be evident across the range of created texts. Students benefit from modelling their own texts on examples of good practice in the same text type. In creating texts students extend their skills in self-editing and drafting.

### **Assessment**

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

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

Assessment Type 1: Responding to Texts (30%)

Assessment Type 2: Creating Texts (40%)

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

Assessment Type 3: Comparative Analysis (30%).

For a 20-credit subject, students should provide evidence of their learning through eight assessments, including the external assessment component.

Students complete:

- three responses to texts
- four created texts (one of which is a writer's statement)
- one comparative analysis.

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

### **LEARNING AREA LEADER**

Jamie Hayter

# ENGLISH LITERARY STUDIES

## **Subject Description**

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

English Literary Studies is a 20-credit subject at Stage 2.

Stage 2 English Literary 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, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts.

English Literary Studies focuses on ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences, and contexts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions.

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

## **Learning Requirements**

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 English Literary Studies.

In this subject, students are expected to:

1. understand the relationship between author, text, and context
2. analyse how ideas, perspectives, and values are represented in texts and how they are received by audiences
3. analyse and compare texts, through the identification of the structural, conventional, and language and stylistic features used by authors
4. use evidence to develop, support, and justify a critical interpretation of a text
5. develop analytical responses to texts by considering other interpretations
6. create oral, written, and/or multimodal texts that experiment with stylistic features by using and adapting literary conventions
7. express ideas in a range of modes to create texts that engage the reader, viewer, or listener.

## **Content**

### **Responding to Texts**

Through their study of literary texts, students understand how readers are influenced to respond to their own and others' cultural experiences, and how the expectations of audiences shape perceptions of texts and their significance. Students make comparisons between texts in different literary forms and mediums and from different traditions. Students observe ways in which Australian authors represent culture, place, and identity as well as ways in which perspectives in texts from other times and cultures may be read and interpreted by a contemporary Australian audience. Students observe how interpretations of texts may vary over time and develop an understanding of literary texts in their historical and cultural contexts.

There is a particular focus on how ideas, perspectives, values, attitudes, and emotions are conveyed in literary texts. Students develop an understanding of how literary conventions and stylistic features are used in texts to create meaning and effect. Through a close study of techniques in texts, students develop an understanding of ways in which language, structural, and stylistic choices communicate values and attitudes and may shed new light on familiar ideas. Students are supported to appreciate the aesthetic qualities of literary texts.

### **Shared Studies**

Among the texts chosen for shared study there must be a:

- study of three texts
- one extended prose text
- one film text
- one drama text

- study of poetry
- study of a range of short texts.

### **Comparative Text Study**

This study involves the comparative study of two texts: one from the shared studies and the other independently chosen by the student.

### **Creating Texts**

Students create texts that enable them to apply the knowledge, skills, and understanding developed through their study of literary texts in a range of forms.

Students experiment with and adapt content, medium, form, style, point of view, and language to create their own texts. Students draw on their knowledge and experience of genre and literary devices to experiment with elements of style and voice to achieve specific effects in their own texts. In their texts they understand and apply literary conventions for different audiences and contexts, and may experiment with conventions and reinterpret ideas and perspectives. In creating their own texts, students show their understanding of ways in which the expectations and values of audiences shape a text by adapting form, personal style, language, and content to engage and position the audience.

### **Assessment**

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

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

Assessment Type 1: Responding to Texts (50%)

Assessment Type 2: Creating Texts (20%)

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

Assessment Type 3: Text Study:

Part A: Comparative Text Study (15%)

Part B: Critical Reading (15%)

Students provide evidence of their learning through up to nine assessments, including the external assessment component. Students complete:

- up to five responses to texts
- two created texts
- two tasks for the text study (one comparative text study and one critical reading).

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

### **LEARNING AREA LEADER**

Jamie Hayter

# ENGLISH AS AN ADDITIONAL LANGUAGE

## **Subject Description**

English as an Additional Language is a 10-credit subject or a 20-credit subject at Stage 1, and a 20-credit subject at Stage 2.

English as an Additional Language is designed for students for whom English is a second language or an additional language or dialect. These students have had different experiences in English and one or more other languages. Students who study this subject come from diverse personal, educational, and cultural backgrounds.

Eligibility for Enrolment

English as an Additional Language in the SACE is designed for students who speak English as a second or additional language or dialect, and whose English language proficiency is restricted.

All students who want to enrol in an English as an Additional Language subject will be required to apply to their school for eligibility. (Refer to Eligibility for Enrolment Guidelines: English as an Additional Language on the SACE website.)

Students whose eligibility applications are approved for Stage 1 English as an Additional Language do not have to reapply for eligibility to enrol in Stage 2 English as an Additional Language.

## **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 analyse how language and stylistic features are used to achieve different purposes
2. comprehend and evaluate information, ideas, and opinions presented in texts
3. analyse and evaluate personal, social, and/or cultural perspectives in texts
4. respond to information, ideas, and opinions, using sustained, persuasive, and effective communication
5. create extended oral, written, and multimodal texts appropriate to different purposes, audiences, and contexts.

## **Content**

Stage 2 English as an Additional Language is a 20-credit subject.

This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis, and text creation.

Through studying a variety of oral, written, and multimodal texts, including informational and literary texts, students develop an understanding of text structures and language features. Texts could include, for example, a newspaper article, a podcast, a short story, an extract from a prose text, or a scene from a film. Students explore the relationship between the structures and features and the purpose, audience, and context of texts. Information, ideas, and opinions in texts are identified and evaluated. Personal, social, and cultural perspectives in texts are analysed and evaluated.

Students develop confidence in creating texts for different purposes in both real and imagined contexts. Students broaden their understanding of sociocultural and sociolinguistic aspects of English, through their study of texts and language. They develop skills for research and academic study.

## **Assessment**

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

School assessment (70%)

- Assessment Type 1: Academic Literacy Study (30%)
- Assessment Type 2: Responses to Texts (40%)

External assessment (30%)

- Assessment Type 3: Examination (30%).

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

- two tasks for the academic literacy study (one oral and one written)
- four tasks for the responses to texts (at least one oral and two written)
- one examination.

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

***LEARNING AREA LEADER***

Emily Putland

Voula Papapetros

# ESSENTIAL ENGLISH

## **Subject Description**

Essential English is a 20-credit subject at Stage 2.

In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts.

Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

## **Learning Requirements**

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Essential English.

In this subject, students are expected to:

1. extend communication skills through reading, viewing, writing, listening, and speaking
2. consider and respond to information, ideas, and perspectives in texts selected from social, cultural, community, workplace, and/or imaginative contexts
3. examine the effect of language choices, conventions, and stylistic features in a range of texts for different audiences
4. analyse the role of language in supporting effective communication
5. create oral, written, and multimodal texts that communicate information, ideas, and perspectives for a range of purposes.

## **Assessment**

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

### **School assessment (70%)**

- Assessment Type 1: Responding to Texts (30%)
- Assessment Type 2: Creating Texts (40%)

### **External assessment (30%)**

- Assessment Type 3: Language Study (30%)

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

- three assessments for responding to texts
- three assessments for creating texts
- one language study.

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

## **LEARNING AREA LEADER**

Jamie Hayter

# ESSENTIAL MATHEMATICS

## **Subject Description**

Essential Mathematics is a 20-credit subject at Stage 2.

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

Stage 2 Essential Mathematics prepares students with the mathematical knowledge, skills, and understanding needed for entry to a range of practical trades and vocations. In the considerations for developing teaching and learning strategies, the term 'trade' is used to suggest a context in a generic sense to cover a range of industry areas and occupations such as automotive, building and construction, electrical, hairdressing, hospitality, nursing and community services, plumbing, and retail

## **Learning Requirements**

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through learning in Stage 2 Essential Mathematics.

In this subject, students are expected to:

1. understand mathematical concepts and relationships
2. select and apply mathematical techniques and algorithms to analyse and solve problems, including forming and testing predictions
3. investigate and analyse mathematical information in a variety of contexts
4. interpret results, draw conclusions, and consider the reasonableness of solutions in context
5. make discerning use of electronic technology
6. communicate mathematically and present mathematical information in a variety of ways.

## **Content**

Stage 2 Essential Mathematics is a 20-credit subject.

In this subject students extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject.

Stage 2 Essential Mathematics consists of the following six topics:

Topic 1: Scales, plans, and models

Topic 2: Measurement

Topic 3: Business applications

Topic 4: Statistics

Topic 5: Investments and loans

Topic 6: Open topic.

Students study five topics from the list of six topics above. All students must study Topics 2, 4, and 5. Students will also study two other topics as determined by the teacher at the start of the year.

A problem-based approach is integral to the development of the computational models and associated key ideas in each topic. Through key questions teachers can develop the concepts and processes that relate to the mathematical models required to address the problems posed.

## **Assessment**

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

### **School assessment (70%)**

Assessment Type 1: Skills and Applications Tasks (30%)

Assessment Type 2: Folio (40%)

**External assessment (30%)**

Assessment Type 3: Examination (30%)

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

- four or five skills and applications tasks
- two or three folio tasks
- one examination.

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

**LEARNING AREA LEADER**

Laura Bartholomew

Pamela Alexopoulos

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

***LEARNING AREA LEADER***

Emily Putland

# GENERAL 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 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 General Mathematics 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 learning in Stage 2 General Mathematics.

In this subject, students are expected to:

1. understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques
2. investigate and analyse mathematical information in a variety of contexts
3. recognise and apply the mathematical techniques needed when analysing and finding a solution to a problem, including the forming and testing of predictions
4. interpret results, draw conclusions, and reflect on the reasonableness of solutions in context
5. make discerning use of electronic technology to solve problems
6. communicate mathematically and present mathematical information in a variety of ways.

## **Content**

Stage 2 General Mathematics consists of the following six topics:

Topic 1: Modelling with linear relationships

Topic 2: Modelling with matrices

Topic 3: Statistical models

Topic 4: Financial models

Topic 5: Discrete models

## **Assessment**

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

### **School assessment (70%)**

Assessment Type 1: Skills and Applications Tasks (40%)

Assessment Type 2: Mathematical Investigations (30%)

## **External assessment (30%)**

Assessment Type 3: Examination (30%)

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

- five skills and applications tasks
- two mathematical investigations
- one examination.

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

### ***LEARNING AREA LEADER***

Laura Bartholomew

Pamela Alexopoulos

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

***LEARNING AREA LEADER***

Emily Putland

# LEGAL STUDIES

## **Subject Description**

Legal Studies is a 20-credit subject at Stage 2.

Law is intended to facilitate fairness, justice, and harmony within communities. Legal Studies enables an understanding of the operation of the Australian legal system, its principles and processes, and prepares students to be informed and articulate in matters of the law and society.

Central to Legal Studies is an exploration of the competing tensions that arise between rights and responsibilities, fairness and efficiency, the empowered and the disempowered, and certainty and flexibility. Laws must constantly evolve in order to resolve these tensions, while also responding to changes in community values and circumstances.

Legal Studies is explored through the mechanism of asking ‘big questions’. Big questions stimulate deep thinking and engagement, and the consideration of a range of perspectives. Students must develop an argument in response to these questions, by evaluating, analysing and applying contextually appropriate legal principles, processes, evidence, and cases. Students consider a range of perspectives to make recommendations for reforms to the legal system and laws.

Students explore rights and responsibilities, sources of law, and adversarial and inquisitorial dispute resolution processes. Through Legal Studies, students examine how people, governments and institutions shape the law and how law controls, shapes, and regulates interactions between people, institutions, and government. Students develop an understanding of the ways in which they can influence democratic processes, the importance of critical and conceptual thinking, and the significance of checks and balances in providing lawful mechanisms to control the exercise of power.

Legal Studies empowers students to evaluate evidence in order to make decisions and potentially substantiated recommendations about legal principles and processes. Conceptual understanding and analysis allow transference within and across disciplines and for future learning. This skill development enables students to approach new situations and contexts with an analytical and problem-solving mindset.

The capabilities are deeply embedded in the nature of thinking, learning, and engagement with others. .

## **Learning Requirements**

The learning requirements summarise the knowledge, skills, and understanding in Legal Studies.

In this subject, students are expected to:

1. demonstrate an understanding of legal principles and processes
2. demonstrate an understanding of ways that legal systems balance competing interests or tensions
3. demonstrate civic literacy through inquiry
4. critically analyse and apply legal principles, processes, and concepts to case studies, the law, and/or issues
5. develop conceptual understanding and application to various contexts
6. communicate and evaluate legal arguments and make informed recommendations.

## **Content**

- Students develop an understanding of the tension between the following:
- competing rights and responsibilities
- fairness and efficiency
- the empowered and the disempowered
- certainty and flexibility.

The tensions invite students to consider what laws aim to achieve and why it may be difficult to find the perfect balance.

The competing tensions are also designed to allow for conceptual links across the focus areas and options, and to guide students to consider fundamental questions about laws. Some competing tensions have been aligned with specific focus areas, but teachers may choose to examine different competing tensions and how they relate to big questions.

Together with big questions, these tensions provide a rich platform for discussion and analysis.

## **Assessment**

All Stage 2 subjects have a school assessment component and an external assessment component.

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

*School assessment (70%)*

Assessment Type 1: Folio (40%)

Assessment Type 2: Inquiry (30%).

*External assessment (30%)*

Assessment Type 3: Examination

Students provide evidence of their learning through six assessments, including the external assessment component. Students complete:

- four folio tasks
- one inquiry
- one examination.

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

**LEARNING AREA LEADER**

Brendan Toohey

## **LIFE and FAITH**

This is a compulsory school-specific subject which runs for Terms 1, 2 and 3.

As this is a Non-SACE subject, it cannot be used to gain credits toward SACE and is not a tertiary admissions subject.

### ***SUBJECT OUTLINE***

Students will explore a range of topics including:

- Inner Journey- exploring the individual student's journey
- Jesus' journey- exploring the significance of Jesus of Nazareth and The Christ of Faith
- Christian Meditation and Secular Mindfulness
- Healthy and Respectful Relationships
- Religion and Spirituality in Contemporary Media
- A range of Electives exploring faith and spirituality

Students will also be involved in activities shared with the SACE Religion Studies students including:

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

### ***Assessment***

Assessment can take many forms including tests, research assignments, oral reports, co-operative/ group learning tasks, worksheets, multi-modal presentations (MP4s), reflections 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.

### ***LEARNING AREA LEADER***

Helen Ayliffe

# MATHEMATICAL METHODS

## Subject Description

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics

## Learning Requirements

The learning requirements summarise the key skills, knowledge and understanding that students are expected to develop and demonstrate through learning in Stage 2 Mathematical Methods.

In this subject, students are expected to:

1. understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques
2. investigate and analyse mathematical information in a variety of contexts
3. think mathematically by posing questions, solving problems, applying models, and making, testing, and proving conjectures
4. interpret results, draw conclusions, and determine the reasonableness of solutions in context
5. make discerning use of electronic technology to solve problems and to refine and extend mathematical knowledge
6. communicate mathematically and present mathematical information in a variety of ways.

## Content

Stage 2 Mathematical Methods is a 20-credit subject.

Stage 2 Mathematical Methods focuses on the development of mathematical skills and techniques that enable students to explore, describe, and explain aspects of the world around them in a mathematical way. 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 two mathematical areas to be studied, calculus and statistics, is made more practicable by the use of electronic technology.

The ability to solve problems based on a range of applications is a vital part of mathematics in this subject. As both calculus and statistics are widely applicable as models of the world around us, there is ample opportunity for problem-solving throughout this subject.

Stage 2 Mathematical Methods consists of the following six topics:

- Topic 1: Further Differentiation and Applications
- Topic 2: Discrete Random Variables
- Topic 3: Integral Calculus
- Topic 4: Logarithmic Functions
- Topic 5: Continuous Random Variables and the Normal Distribution
- Topic 6: Sampling and Confidence Intervals

Each topic consists of a number of subtopics. These are presented in the subject outline in two columns as a series of key questions and key concepts, side by side with considerations for developing teaching and learning strategies.

The key questions and key concepts cover the prescribed areas for teaching, learning, and assessment in this subject. The considerations for developing teaching and learning strategies are provided as a guide only.

A problem-based approach is integral to the development of the mathematical models and associated key concepts in each topic. Through key questions teachers can develop the key concepts and processes that relate to the mathematical models required to address the problems posed.

## **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 (50%)
- Assessment Type 2: Folio (20%)

External Assessment (30%)

- Assessment Type 3: Examination (30%).

Students will provide evidence of their learning through eight assessments. Students undertake:

- six skills and applications tasks
- one investigation for the folio
- one examination.

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

### **LEARNING AREA LEADER**

Laura Bartholomew

Pamela Alexopoulos

# MODERN HISTORY

## Subject Description

At Stage 2, students explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945, and consider their impact on the contemporary world.

Students investigate the political and economic interactions of nations and the impact of these interactions on national, regional, and/or international development. They consider how some nations, including some emerging nations, have sought to impose their influence and power, and how others have sought to forge their own destiny.

Through their studies, students build their skills in historical method through inquiry, by examining and evaluating the nature of sources. This includes who wrote or recorded them, whose history they tell, whose stories are not included and why, and how technology is creating new ways in which histories can be conveyed. Students explore different interpretations, draw conclusions, and develop reasoned historical arguments.

## Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Modern History.

In this subject, students are expected to:

1. understand and explore historical concepts
2. understand and explore the role of ideas, people, and events in history
3. analyse ways in which the development of the modern world has been shaped by both internal and external forces and challenges
4. analyse interactions and relationships in the modern world, and their short-term and long-term impacts on national, regional, and/or international development
5. apply the skills of historical inquiry to examine and evaluate sources and interpretations, and support arguments
6. draw conclusions and communicate reasoned historical arguments.

## Content

Stage 2 Modern History is a 20-credit subject.

Students study one topic from 'Modern nations' and one topic from 'The world since 1945', selected from the following list of topics:

Modern Nations	The world since 1945
Topic 1: Australia (1901–56)	Topic 7: The changing world order (1945– )
Topic 2: United States of America (1919–45)	Topic 8: Australia's relationship with Asia and the South Pacific Region (1945– )
Topic 3: Germany (1918–48)	Topic 9: National self-determination in South-East Asia (1945– )
Topic 4: The Soviet Union (1945-1991)	Topic 10: The struggle for peace in the Middle East (1945– )
Topic 5: Indonesia (1942–2005)	Topic 11: Challenges to peace and security (1945– )
Topic 6: China (1949–1999)	Topic 12: The United Nations and establishment of a global perspective (1945– )

In their study of a topic from 'Modern nations', students investigate the concepts of 'nation' and 'state', and the social, political, and economic changes that shaped the development of a selected nation. Through their study, they develop insights into the characteristics of modern nations, crises, and challenges that have confronted them, ways in which nations have dealt with internal divisions and external challenges, and the different paths that nations have taken.

In their study of a topic from 'The world since 1945', students investigate the political, social, and economic interactions among nations and states, and the impact of these interactions on national, regional, and/or international development. They consider how some emerging nations and states sought to impose their influence and power, and how others sought to forge their own destiny.

Students complete two historical skills assessments based on the topic they have studied from 'Modern nations', for the school assessment. They also complete an argumentative essay based on the topic from 'Modern nations', in the external examination.

Students explore relationships among nations, states, and groups, and examine some significant and distinctive features of the world since 1945, to understand the contemporary world.

Through their studies, students build their skills in historical method through inquiry, by examining and evaluating the nature of sources. This includes who wrote or recorded the sources, whose history they tell, whose stories are not included and why, and how technology is creating new spaces in which histories can be conveyed. They explore different interpretations, draw conclusions, and develop reasoned historical arguments. They explore the historical concepts of continuity and change, cause and effect, perspective and interpretation, and contestability.

### **Assessment**

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

School-based Assessment (70%)

- Assessment Type 1: Historical Skills (50%)
- Assessment Type 2: Historical Study (20%)

External Assessment (30%)

- Assessment Type 3: Examination (30%).

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

- five historical skills assessments
- one historical study
- one examination.

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

### **LEARNING AREA LEADER**

Brendan Toohey

# 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.

The following subjects are offered as Stage 2 Music options:

## **Music Studies (20 Credits)**

### **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. apply knowledge and understanding of musical elements
2. apply musical skills and techniques in developing, refining, and presenting creative works
3. apply a range of musical literacy skills, including aural perception and notation
4. deconstruct, analyse, and interpret musical works and styles and manipulate musical elements.
5. synthesise findings and express musical ideas
6. reflect on musical influences on own creative works

### **Content**

Stage 2 Music Studies is a 20-credit subject that consists of the following strands:

- Understanding Music
- Creating Music
- Responding to Music

## **Assessment**

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

School-based Assessment (70%)

- Assessment Type 1: Creative Works (40%)
- Assessment Type 2: Musical Literacy (30%)

External Assessment (30%)

- Assessment Type 3: Examination (30%).

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

- one portfolio of creative works
- three musical literacy tasks
- one examination.

## **Music Explorations (20 Credits)**

### **Learning Requirements**

In this subject, students are expected to:

1. develop and apply knowledge and understanding of musical elements in exploring and experimenting with music
2. explore and experiment with musical styles, influences, techniques, and/or production
3. apply musical literacy skills
4. analyse and discuss musical works
5. synthesise findings from exploration of and experimentation with music, and express musical ideas
6. reflect on and critique own learning within music.

### **Content**

Stage 2 Music Explorations is a 20-credit subject that consists of the following strands:

- Understanding Music
- Creating Music
- Responding to Music

## **Assessment**

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

School-based Assessment (70%)

- Assessment Type 1: Musical Literacy (30%)
- Assessment Type 2: Explorations (40%)

External Assessment (30%)

- Assessment Type 3: Creative Connections (30%).

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

- three musical literacy tasks
- one portfolio of explorations
- one creative connections task

## **Music Performance – Ensemble (10 Credits)**

### **Learning Requirements**

In this subject, students are expected to:

1. apply knowledge and understanding of style, structure, and conventions in performing musical works in an ensemble
2. apply musical skills and techniques in refining and performing musical works
3. interpret creative works and express musical ideas
4. demonstrate responsive collaboration within an ensemble
5. discuss key musical elements of the repertoire
6. critique and evaluate own learning within music.

Note: For the purposes of this subject students may perform on one or more instruments, or a combination of instrument(s) and voice.

### **Content**

Stage 2 Music Performance: Ensemble is a 10-credit subject that consists of the following strands:

- Understanding music
- Performing music
- Responding to music

### **Assessment**

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

School-based Assessment (70%)

- Assessment Type 1: Performance (30%)
- Assessment Type 2: Performance and Discussion (40%)

External Assessment (30%)

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

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

- one performance or set of performances
- one performance or set of performances and a discussion
- one performance portfolio.

## **Music Performance – Solo (10 Credits)**

### **Learning Requirements**

In this subject, students are expected to:

1. apply knowledge and understanding of style, structure, and conventions in performing musical works
2. apply musical skills and techniques in refining and performing musical works
3. interpret creative works and express musical ideas
4. develop stage presence and skills in engaging an audience
5. discuss key musical elements of their chosen repertoire
6. critique and evaluate own learning within music.

Note: For the purposes of this subject a performer is an instrumentalist and/or a vocalist, and a performance may be solo or accompanied.

### **Content**

Stage 2 Music Performance: Solo is a 10-credit subject that consists of the following strands:

- Understanding Music
- Creating Music (Performance)
- Responding to Music

## **Assessment**

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

School-based Assessment (70%)

- Assessment Type 1: Performance (30%)
- Assessment Type 2: Performance and Discussion (40%)

External Assessment (30%)

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

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

- one performance or set of performances
- one performance or set of performances and a discussion
- one performance portfolio.

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

## **LEARNING AREA LEADER**

Loretta Bowshall

# NUTRITION

## Subject Description

Nutrition is a contemporary science which immerses students in the fundamentals of human nutrition, physiology and health and promotes investigation of current and emerging trends. It is the study of dietary, lifestyle, and healthy eating patterns with specific focus on nutrients in food, how the body uses nutrients, and the relationship between diet, health and disease. Students will apply knowledge and understanding of nutrition to conduct investigations and examine scenarios. Students use technologies, scientific evidence and research to critically analyse information and make informed decisions or recommendations.

Students consider how population demographics and their food and nutrition needs will be impacted by food availability and product development. Political, economic, cultural, and ethical influences and ecological sustainability will be examined to recommend actions or develop arguments about future food needs and food ethics. Using critical literacy and numeracy skills and a deep understanding of nutrients will enable students to analyse diets that in turn improve health outcomes for individuals, community groups and/or society.

Students develop an understanding of the need to evaluate marketing of food, food systems and food quality standards, food availability and cultural influences on food selection. Through this they develop a growth in their personal and social capabilities, and ethical and intercultural understanding. Students explore the link between food systems, environmental impacts, climate change, and food sustainability. They suggest solutions to complex issues informed by current research and Australian consumer protection practices.

Students will have opportunities to investigate global and local food trends, advancement in technology, and development of new foods and food packaging. These will impact on the future health of populations through nutrition needs.

## Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Nutrition. In this subject, students are expected to:

1. apply knowledge and understanding of nutrition concepts and food ethics in diverse contexts
2. using appropriate methodologies plan and conduct nutrition investigations
3. analyse and interpret data and/or information from nutrition investigations and justify conclusions
4. apply critical and creative thinking skills in response to nutrition issues
5. explore and understand nutrition science as a human endeavour
6. communicate knowledge and understanding of nutrition concepts and nutrition literacy and numeracy

## Content

Students undertake the study of all three topics.

- Topic 1: Principles of Nutrition, physiology and health
- Topic 2: Health promotion and emerging trends
- Topic 3: Sustainable food systems

## Assessment

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

School Assessment (70%)

Assessment Type 1: Investigations Folio (30%) including:

- One design practical investigation
- One Science as a Human Endeavour (SHE) investigation

Assessment Type 2: Skills and Applications Tasks (40%) including:

- Three skills and applications tasks, one of which must be a case study

External Assessment (30%)

Assessment Type 3: Examination- using case studies

- Students provide evidence of their learning through six assessments , including the external assessment component. Students undertake:
  - One design practical investigation

- One investigation with a focus on science as a human endeavour
- Three skills and applications tasks, one must be a case study
- 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)

### ***LEARNING AREA LEADER***

Jennifer Chan

# OUTDOOR EDUCATION

## Subject Description

Through experiential learning and the study of three focus areas — conservation and sustainability; human connections with nature; and personal and social growth and development — students develop skills, knowledge, and understanding of safe and sustainable outdoor experiences in the key areas of preparation and planning, managing risk, leadership and decision-making, and self-reliance skills.

Through the study of, for example, Indigenous, Western, scientific, economic, recreational, and aesthetic perspectives of natural areas, students develop an understanding of the relationships between human actions and decisions, and ecosystems. They critically analyse these relationships to develop positive strategies to contribute to conservation and sustainability of natural environments.

Students engage in direct and personal experiences in a variety of natural environments to reflect on their study of natural areas and their potential to promote personal development, group development, health and well-being, environmental learning, sustainable living, and social justice.

The study of Stage 2 Outdoor Education provides students with opportunities to experience personal growth and to develop social skills, self-confidence, initiative, self-reliance, leadership, and collaborative skills. They evaluate and reflect on their own learning progression, including their practical outdoor skills development and their collaborative and leadership skills, as well as their relationship with and connection to nature. Students use reflective practice and processes to implement improvement strategies in building their skills and connections.

The development of their relationship with natural environments impacts positively on students' health and well-being, and fosters a lifelong connection with nature and a commitment to responsible activity when interacting with natural environments.

In the context of this subject, the term 'natural environment' refers to an ecological unit that encompasses living and non-living things occurring naturally, with minimal influence from humans. It is recognised that the natural environments where learning is intended to take place in this subject will have varying degrees of naturalness. The term 'natural environment' is also used to contrast with urban or built environments that may include green spaces or coastal areas.

## Learning Requirements

In this subject, students are expected to:

1. explore and make connections with natural environments, considering a range of perspectives
2. plan responsibilities and risk-management strategies, to participate in and lead safe and sustainable outdoor activities and journeys
3. evaluate and demonstrate reflective practice of leadership and collaborative skills, and of personal development, experiences, and connections in natural environments
4. evaluate and demonstrate reflective practice of the development and application of practical skills relevant to outdoor activities and journeys
5. understand and analyse environmental systems and issues to make decisions and recognise strategies for sustainability of natural environments.

## Content

Stage 2 Outdoor Education is a 20-credit subject that consists of three interrelated focus areas. Together, the learning through these three focus areas enables students to develop and extend the core skills, knowledge, and understanding required to be safe, active, and informed participants in natural environments. The core skills, knowledge, and understanding are integrated in each of the focus areas and developed through experiential learning in the context of activities and journeys in natural environments. Students study all three focus areas:

- Focus Area 1: Conservation and sustainability
- Focus Area 2: Human connections with nature
- Focus Area 3: Personal and social growth and development.

The interrelationship of the focus areas is shown in the diagram on the next page.

Outdoor activities might include, for example, bushwalking, canoeing, rock climbing, and surfing. Outdoor journeys involve human-powered activities between more than one site.

Students participate in outdoor activities and journeys in natural environments for a minimum total of 9 days in the field. Students undertake at least two journeys. Each journey has a duration of at least 3 days in the field, and must

provide opportunities to build self-reliance (under indirect supervision). The selected outdoor activities used across the outdoor journeys should vary. Students should have adequate previous experience in an outdoor activity when they will be under indirect supervision.

## **Assessment**

All Stage 2 Subjects have a school assessment component and an external assessment component.

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

School assessment (70%)

- Assessment Type 1: About Natural Environments (20%)
- Assessment Type 2: Experiences in Natural Environments (50%)

External assessment (30%)

- Assessment Type 3: Connections with Natural Environments (30%).

Students provide evidence of their learning through four or five assessments, including the external assessment component. Students complete:

- one or two about natural environments tasks
- two experiences in natural environments tasks
- one connections with natural environments task.

For this subject the assessment design criteria are:

- planning and application
- evaluation and reflective practice
- exploration, understanding, and analysis.

### **Assessment Type 1: About Natural Environments (20%)**

Students undertake one or two tasks.

Students develop an understanding of environmental systems and issues of past, current, or potential human impacts on natural environments through investigation of ecosystems and consideration of historical, cultural, and personal perspectives of at least one environmental area.

Students explore and analyse human interactions with natural environments through direct observation, and/or collection and analysis of data and information. They evaluate current management strategies in order to recommend and/or implement management strategies for the conservation and sustainability of a chosen environmental area.

Assessment tasks may focus on any aspect of environmental systems and human interactions, for example:

- development of ecological literacy through the study of the natural history of an area
- comparison of environmental perspectives and impacts on the environment, e.g. Indigenous, scientific, economic, Western perspectives
- exploration of the importance of the environment for human well-being, e.g. adventure therapy or nature play,
- involvement in a revegetation project
- advocacy for sustainability of a wilderness area
- propagation of an endemic plant species
- investigation, initiation, or participation in conservation strategies to support endangered animal species, e.g. artificial habitats (bat boxes, bird boxes)
- investigation or implementation of animal-control strategies, e.g. exotic and feral species control in an area
- supporting environmental groups such as Conservation International, Friends of Parks, Trees for Life, or local council initiatives, e.g. weed removal, track maintenance, cane toad management
- investigation of and involvement in sustaining the environment of local adventure activity areas — biking, climbing, kayaking, etc.

### **Assessment Type 2: Experiences in Natural Environments (50%)**

Students undertake two tasks that include documented evidence collected and annotated when planning, experiencing, and reflecting on outdoor activities or journeys in natural environments. Students may refer to this evidence to inform Assessment Type 3: Connections with Natural Environments.

Students have at least one opportunity to plan, lead, and facilitate an activity or journey (or part thereof) with consideration of appropriate leadership styles, planning, risk assessment, decision-making, and use of interpersonal

skills. Students use peer-assessment and self-assessment, together with reflective practice to evaluate development of their planning, practical skills, risk management, self-reliance, leadership, and facilitation skills.

Self-reliant activities should occur when students are ready to engage in decision-making, planning, and outdoor activities with independence.

Through experiences engaging in activities and journeys in natural environments (refer to the learning framework for minimum requirements), students develop and apply relevant planning, personal, and practical skills in:

- interpersonal relationships and collaboration — including responsible leadership and decision-making
- critical and creative thinking when planning, designing, leading, facilitating, reflecting on, analysing, and evaluating outdoor experiences
- practical outdoor activities
- observation and data collection
- sustainable practices relevant to specific environments
- risk and safety management.
- self-reliance and self-regulation.

Assessment tasks may focus on aspects of human interactions, personal growth and development of capabilities and outdoor skills, and strategies for environmental sustainability, for example:

- use and application of outdoor-industry risk-management tools
- planning for safe and sustainable outdoor activities and journeys
- self-assessment and/or peer assessment to gather evidence to support reflective practice of development of personal growth, group collaboration, and leadership skills
- design and use of skills audit of practical outdoor skills for use throughout outdoor activities and journeys to apply reflective practice, analyse and evaluate individual progression, areas for improvement, and strategies for improvement
- journal or diary of experiences, observations, personal reflections, and suggested strategies in relation to environmental sustainability and management.
- collection of information, data, and notes to capture thoughts, reflections, feelings, and observations about personal experiences in natural environments throughout and across a range of outdoor experiences.

External assessment

### **Assessment Type 3: Connections with Natural Environments (30%)**

Students undertake one task, based on their understanding of and experiences in natural environments. Students independently choose an area of interest to further explore the connections they have made.

Students may use the evidence collected in Assessment Type 2: Experiences in Natural Environments. Students may use the skills and understanding developed while participating, leading, and/or facilitating outdoor activities and journeys, and/or their own outdoor experiences. They use these skills and understanding to explore the personal connections they have made with nature to enhance their own personal growth and development, and/or strategies for environmental sustainability.

Students may, for example:

- consider their personal connections with nature and how their thinking has changed as a result of time spent in natural environments, e.g. work/life balance, potential transference to daily life, or future experiences
- explore environmental issues specific to natural environments and analyse actions to promote sustainable practices
- investigate the impact of human intervention on a wilderness area, to assess and evaluate the degree of naturalness of the area
- extend their personal and collaborative experiences in natural environments to consider potential lifelong connections and transference of learning to daily life, e.g. in recreational or professional life
- explore personal involvement and/or entrepreneurial opportunities in nature therapy, adventure therapy, adventure tourism, or education
- investigate, analyse, and evaluate park management strategies for a relatively natural environment of interest
- investigate a conservation initiative for a local or visited natural area
- investigate an environmental issue relevant to their own experience in natural environments.

The evidence should comprise a maximum of 2000 words if written, or 12 minutes if oral, or the equivalent in multimodal form (where 6 minutes is equivalent to 1000 words).

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

***LEARNING AREA LEADER***

Jackie Kerr

Peter Thornton

# PHYSICAL EDUCATION

## Subject Description

Through Physical Education, students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence

Education ‘in’ physical activity involves students making meaning of personal movement experiences. Through these movement experiences, students engage in thoughtful participation where skills of internal reflection and articulation of learning progress are developed. These movement experiences involve students in the assessment process and this in turn enhances their metacognition.

Education ‘through’ physical activity involves students using movement to strengthen their personal, intellectual, and social skill development. Such skill development allows students to engage more purposefully in physical activity. Students use physical activity contexts as the vehicle for developing the capabilities and skills necessary to reflect on and critique their learning in order to enhance participation and performance outcomes.

Education ‘about’ physical activity involves students developing an understanding of biophysical, psychological, and sociocultural domains through participation in physical activity. The biophysical domain includes learning and applying exercise physiology and biomechanical concepts. The psychological domain develops an understanding of skill acquisition and learning theory concepts. The socio-cultural domain develops knowledge and understanding of, and skills to take responsible action related to, barriers, enablers, equity, and inclusivity in physical activity. These domains are developed through the exploration of movement concepts and strategies within physical activity 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. Apply knowledge and understanding to movement concepts and strategies in physical activity using subject-specific terminology
2. Apply feedback and implement strategies to improve participation and/or performance in physical activity
3. Reflect on and evaluate participation and/or performance improvement
4. Apply communication and collaborative skills in physical activity contexts
5. Analyse and evaluate evidence related to physical activity
6. Evaluate implemented strategies and make recommendations for future directions

## Content

- Stage 2 Physical Education is a 20-credit subject that consists of the following focus areas: Focus Area 1: In movement
- Focus Area 2: Through movement
- Focus Area 3: About movement.

The focus areas provide the narrative for the knowledge, skills, and capabilities that students develop. Learning is delivered through an integrated approach where opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities. Students explore movement concepts and strategies through these physical activities to promote and improve participation and performance outcomes.

These movement concepts and strategies include:

- body awareness
- movement quality
- spatial awareness
- relationships
- executing movement
- creating space
- interactions
- making decisions.

The use of technology is integral to the collection of data such as video footage, heart rates, fitness batteries, and game statistics. Students apply their understanding of movement concepts to evaluate the data and implement strategies to improve participation and/or performance.

## **Assessment**

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

School-based Assessment (70%)

- Assessment Type 1: Diagnostics ( 30%)
- Assessment Type 2: Improvement Analysis ( 40%)

External Assessment (30%)

- Assessment Type 3: Group Dynamics Task (30%).

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

Students undertake:

- Two or three Diagnostic tasks
- An Improvement Analysis response
- Group Dynamics analysis and evaluation

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

## **LEARNING AREA LEADER**

Jackie Kerr

# PHYSICS

## Subject Description

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies, and innovations.

Through further developing skills in gathering, analysing, and interpreting primary and secondary data to investigate a range of phenomena and technologies, students increase their understanding of physics concepts and the impact that physics has on many aspects of contemporary life.

By exploring science as a human endeavour, students develop and apply their understanding of the complex ways in which science interacts with society, and investigate the dynamic nature of physics. They explore how physicists develop new understanding and insights, and produce innovative solutions to everyday and complex problems and challenges in local, national, and global contexts.

In Physics, students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges. Students also pursue scientific pathways, for example, in engineering, renewable energy generation, communications, materials innovation, transport and vehicle safety, medical science, scientific research, and the exploration of the universe.

## Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Physics.

In this subject, students are expected to:

1. apply science inquiry skills to deconstruct a problem and design and conduct physics investigations, using appropriate procedures and safe, ethical working practices
2. obtain, record, represent, analyse, and interpret the results of physics investigations
3. evaluate procedures and results, and analyse evidence to formulate and justify conclusions
4. develop and apply knowledge and understanding of physics concepts in new and familiar contexts
5. explore and understand science as a human endeavour
6. communicate knowledge and understanding of physics concepts, using appropriate terms, conventions, and representations.

## Content

The topics in Stage 2 Physics provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.

The three strands of science to be integrated throughout student learning are:

- science inquiry skills
- science as a human endeavour
- science understanding.

The topics for Stage 2 Physics are:

Topic 1: Motion and relativity

Topic 2: Electricity and magnetism

Topic 3: Light and atoms.

Students study all three topics. The topics can be sequenced and structured to suit individual groups of students.

## Assessment

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

School 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 assessments, including the external assessment component. Students complete:

- at least two practical investigations
- one investigation with a focus on science as a human endeavour
- at least three skills and applications tasks
- one examination.

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

### **LEARNING AREA LEADER**

Jennifer Chan

# POLITICS, POWER AND PEOPLE

## INTRODUCTION

Politics, Power, and People is the study of how power is distributed and exercised at all levels of society. The subject explores ideas related to cooperation, conflict, crises, and the political intricacies of a particular government. Students develop an understanding of expressions of power and politics, and the effect of these on individuals, families, schools, workplaces, communities, governments, and institutions in law, media, and the commercial world. Through an inquiry approach, students challenge their existing political understanding and move from 'right or wrong' thinking towards appreciating nuances that are 'grey'. They explore abstract ideas, then put their learning into action as they move to understand the various themes related to politics, power, and people at local, state, national, and international levels.

Students develop a broad understanding of political events and their impact through the integration of historical, legal, cultural, philosophical, geographical, and economic perspectives. Insights into these factors allow students to develop an understanding of how power is constructed in different contexts.

Students explore the themes by collaboratively critiquing political ideas and transferring their learning to other situations and cultural contexts. Case studies are integrated into the learning to provide students with the opportunity to construct knowledge and connect the contextual understanding of political structures with political theories. Students apply their understanding of elements of the Australian political system in a global context. They learn to understand why conflicts occur and the mechanisms used to negotiate and resolve these. Through the study of Politics, Power, and People, students begin to appreciate the complexity and diversity of approaches to solving global challenges related to human rights, equality, welfare, poverty, and the distribution of resources.

Students develop skills in written and oral communication, critical and creative thinking, analysis, and the ability to conduct ethical, reliable, and valid research. When equipped with these skills, students are empowered to become active citizens, voters, and participants in local, national, and international communities. They also understand how different systems of government offer varied opportunities for participation, and make informed decisions about the right to dissent and the limits of tolerance in relation to social justice, morals, and ethics.

The investigations allow students to carry out in-depth research on the theme of their choice or an area of interest. They are encouraged to use a range of investigative methods (e.g. quantitative, qualitative, or mixed), using primary and/or secondary data. Students develop critical analysis skills and convey ideas in coherent forms of communication, using political terms to articulate their understandings and justify their political reasoning.

At Stage 2, students develop their understanding of Politics, Power, and People through a compulsory theme — Making meaning from democracy: exploring Australian politics — and through two themes that are selected from the option theme section.

Students consider aspects of the democratic system — such as the historical limits of citizenship, and contemporary concerns about globalisation — from perspectives including those of the nation-state and of various media platforms.

## LEARNING REQUIREMENTS

In this subject, students are expected to:

1. understand and analyse political concepts and the interconnectedness of Australian politics and the world
2. explore political issues by synthesising information and perspectives and reflecting on the barriers to progress and solutions
3. propose solutions and make judgments, considering factors such as social climate, political structures, and perspectives
4. develop independent and collaborative communication skills in order to express the complexity of political ideas
5. reflect on their beliefs, values, and experiences concerning political ideas and concepts
6. apply inquiry skills to compare, analyse, and evaluate political issues and perspectives, using a range of evidence.

## CONTENT

Stage 2 Politics, Power, and People is a 20-credit subject that consists of:

### **Making meaning from democracy — exploring Australian political narratives**

This compulsory theme consists of five inquiry questions that focus on democracy. By exploring this concept, students gain an understanding and appreciation of the nature, strengths, and limitations of democracy.

- The five inquiry questions are:
- What is democracy?
- To what extent does Australia’s political system reflect democratic values?
- Can political participation influence political change?
- To what extent do political parties effectively represent the will of the people?
- Can an election be won without ‘playing’ politics?

### Option Themes

Option themes allow students to further develop their understanding of politics, power, and decision-making in specific areas of politics. The descriptions that follow the outline of possible option themes are not intended to be prescriptive. Teachers should use their knowledge and resources to develop suitable option themes that build on students’ interests. Teachers should guide students to consider social characteristics that may be central to the option themes, such as gender, race, ethnicity, religion, and socio-economic and professional status.

In consultation with students, teachers select **any two** of the following option themes.

- Option theme 1: The United States and the world: managing challenges
- Option theme 2: A world in existential crisis
- Option theme 3: Mediatisation of politics
- Option theme 4: Politics of the minority: making Aboriginal voices heard
- Option theme 5: The Chinese century: emergence of a new hegemon.

### ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 2 Politics, Power and People:

#### School Assessment (70%)

Assessment Type 1: Folio (50%)

Assessment Type 2: Sources Analysis (20%)

#### External Assessment (30%)

Assessment Type 3: Investigation (30%).

Students provide evidence of their learning through at least six assessments, including the external assessment component. Students undertake:

- at least three assessments for the folio (one must be collaborative)
- two source analysis assessments
- one investigation.

### LEARNING AREA LEADER

Brendan Toohey

# PSYCHOLOGY

## **Subject Description**

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 scientific inquiry. By emphasising evidence-based procedures including observation, experimentation, and experience, this subject allows students to develop useful skills in analytical and critical thinking and in making inferences.

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 also addresses the ways in which behaviour can be changed. It offers a means for making society more cohesive and equitable; that is, psychology offers ways of intervening to advance the wellbeing 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.

An inquiry approach to psychology enables students to define the scope of their learning by identifying investigable questions, deconstructing and designing their research using scientific approaches, using data, and analysing and critiquing their findings. The issues that arise during investigations should be 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. develop and apply knowledge and understanding of psychological concepts in diverse contexts
2. apply science inquiry skills to deconstruct a problem and design and conduct psychological investigations, using appropriate procedures and safe, ethical working practices
3. obtain, record, represent, analyse, and interpret the results of psychological investigations
4. evaluate ethical practices, procedures, and results, and analyse evidence to formulate and justify conclusions
5. explore and understand psychological science as a human endeavour
6. communicate knowledge and understanding of psychological concepts, using appropriate terms, conventions, and representations.

## **Content**

The topics in Stage 2 Psychology provide the framework for developing integrated programs of learning through which students extend their knowledge, skills, and understanding of the three strands of science.

The three strands of science to be integrated throughout student learning are:

- science inquiry skills
- science as a human endeavour
- science understanding.

The five topics for Stage 2 Psychology are:

- Topic 1: Psychology of the Individual
- Topic 2: Psychological Health and Wellbeing
- Topic 3: Organisational Psychology
- Topic 4: Social Influence
- Topic 5: The Psychology of Learning.

## **Assessment**

The following three topics are assessed in the school assessment (investigations folio and skills and applications tasks):

- Topic 1: Psychology of the Individual
- Topic 2: Psychological Health and Wellbeing

- Topic 3: Organisational Psychology

The following two topics are assessed in the external assessment (examination) and may also be assessed in the school assessment:

- Topic 4: Social Influence
- Topic 5: The Psychology of Learning.

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

### ***LEARNING AREA LEADER***

Jennifer Chan

# 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

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

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

- Assessment Type 3: Evaluation (30%).

For this assessment type, students:

- 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
- evaluate decisions made in response to challenges and/or opportunities

- evaluate the quality of the research outcome
- 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.

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

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

***Research Project Coordinator***

Werner Geldenhuys

# 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:

- investigate and analyse different aspects of, and issues related to, contemporary societies and cultures, in local and global contexts
- demonstrate knowledge and understanding of the nature and causes of social change
- investigate and analyse ways in which power structures operate in societies
- evaluate and use a range of sources and perspectives to communicate informed ideas about societies and social and cultural issues
- collaboratively plan, undertake, and evaluate informed social action as a result of an inquiry
- demonstrate understanding of ways in which societies and cultures are connected and interdependent.

## CONTENT

Students study three topics – One from each of the following groups

### Group 1 Topics: Culture

- Cultural Diversity
- Youth Culture
- Work and Leisure
- The Material World

### Group 2 Topics: Contemporary Challenges

- Social Ethics
- Contemporary Contexts of Aboriginal and Torres Strait Islander Peoples
- Technological Revolutions
- People and the Environment

### Group 3 Topics: Global Issues

- Globalisation
- A Question of Rights
- People and Power

## **ASSESSMENT**

The following assessment types enable students to demonstrate their learning in Stage 2 Society and Culture:

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

Assessment Type 1: Folio (50%)

Assessment Type 2: Interaction (20%)

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

Assessment Type 3: Investigation (30%).

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

- at least three assessments for the folio
- at least two assessments for the interaction
- one investigation.

## **LEARNING AREA LEADER**

Brendan Toohey

# SPECIALIST MATHEMATICS

## Subject Description

Specialist Mathematics is a 20-credit subject at Stage 2.

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus.

The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

## Learning Requirements

The learning requirements summarise the key skills, knowledge and understanding that students are expected to develop and demonstrate through learning in Stage 2 Specialist Mathematics.

In this subject, students are expected to:

1. understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques
2. investigate and analyse mathematical information in a variety of contexts
3. think mathematically by posing questions, solving problems, applying models, and making, testing, and proving conjectures
4. interpret results, draw conclusions, and determine the reasonableness of solutions in context
5. make discerning use of electronic technology to solve problems and refine and extend mathematical knowledge
6. communicate mathematically and present mathematical information in a variety of ways.

## Content

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

- Topic 1: Mathematical Induction
- Topic 2: Complex Numbers
- Topic 3: Functions and Sketching Graphs
- Topic 4: Vectors in Three Dimensions
- Topic 5: Integration Techniques and Applications
- Topic 6: Rates of Change and 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 (50%)
- Assessment Type 2: Mathematical Investigation (20%)

#### External Assessment (30%)

- Assessment Type 3: Examination (30%).

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

- six skills and applications tasks
- one mathematical investigation
- one examination.

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

#### **LEARNING AREA LEADER**

Laura Bartholomew

Pamela Alexopoulos

## SPIRITUALITIES, RELIGION AND MEANING

**Spiritualities, Religion and Meaning** is offered as a SACE accredited (10-credit or 20-credit) subject, as an alternative to the school – based Faith and Life subject.

The full-year course is structured for three lessons (10 credits) or six lessons (20 credits) per week in Terms 1, 2 and 3.

Students will also be involved in activities shared with the Faith and Life students including:

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

### **Subject Description**

Australia is a land of many spiritualities and religions. Aboriginal and Torres Strait Islander spiritualities are at least 65,000 years old, forming part of the oldest continuous cultures on the planet. Since Australia was colonised in the late 18th century, spiritualities and religions have arrived with many different groups of migrants, making this country one of the most multicultural and religiously diverse in the world.

While their definitions are widely contested, spirituality and religion both invite engagement with the transcendent, and provide meaning, purpose, and a sense of belonging. Spiritualities and religions can inform an individual's identity, as well as their interconnection with creation.

In this subject, teachers and students use one or more 'big ideas' to frame inquiry questions; to explore issues, concepts, and ideas; and to reflect on personal and shared meaning within one or more spiritualities and/or religions.

At Stage 2, students engage in reflective analysis in response to stimuli such as guest speakers, documentaries, and excursions, contextualised by one of the six big ideas. They explore a concept or issue from a spiritual and/or religious perspective, and collaborate with others to apply their learning. They engage in reflective practice to evaluate their personal and shared actions.

For a 10-credit subject, students individually explore and evaluate an existing initiative related to a local, national, or global issue related to a big idea of their choice, considering spiritual and/or religious perspectives.

For a 20-credit subject, students individually explore a local, national, or global issue related to a big idea of their choice. They develop, apply, and evaluate an initiative designed to generate or advocate for transformative social change, drawing on spiritual and/or religious principles.

### **Learning Requirements**

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Spiritualities, Religion, and Meaning.

In this subject, students are expected to:

1. apply inquiry skills to research, analyse, and evaluate spiritual and/or religious perspectives on big ideas, enduring questions, or contemporary issues
2. reflect on spiritual and/or religious concepts, experiences, and beliefs, and evaluate their contribution to a sense of personal and shared meaning
3. explore diverse spiritual and/or religious perspectives and understandings, and how these shape, and are shaped by, communities in local, national, and global contexts
4. apply spiritual or religious principles, and evaluate their efficacy for facilitating human, community, and planetary flourishing
5. refine independent and collaborative communication skills to share ideas and express informed opinions.

### **Content**

#### **Core – Overview of Religion**

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

#### **Option Topic -**

There are six option topics as follows; each one is based on a religious tradition:

- Option Topic A: Buddhism

- Option Topic B: Christianity
- Option Topic C: Hinduism
- Option Topic D: Indigenous Australian Spirituality
- Option Topic E: Islam
- Option Topic F: Judaism.

For a 10-credit subject, students study one option topic.

For a 20-credit subject, students study two option topics

Option topics are explored through 6 key ideas:

1. Historical Background
2. Religious World View
3. Sacred Texts and Sacred Stories
4. Religious Beliefs
5. Religious Practice and Religious Ethics
6. Contemporary Traditions Globally and in Australia

## **Assessment**

Stage 2 subjects have a school assessment component and an external assessment component.

The following assessment types enable students to demonstrate their learning in Stage 2 Spiritualities, Religion, and Meaning:

### **School assessment (70%)**

Assessment Type 1: Reflective Analysis (40%)

- In this assessment, students engage in reflective analysis to respond to a source or stimulus related to a big idea. A reflective analysis could include:
  - analysis of the personal and communal meaning of the source/stimulus from one or more spiritual and/or religious perspectives
  - consideration of strategies for transformative action or advocacy in response to the stimulus
  - reflection on the possible impact of personal or shared actions.

Assessment Type 2: Connections (30%)

- Students explore a concept or issue from a spiritual or religious perspective related to a big idea. They may develop a new or enriched understanding by connecting with others, e.g. peers, community members, elders, or online communities. They may also engage in other forms of research. Applying these insights, students undertake a task or activity in collaboration with others. They engage in reflective practice to evaluate the impact of their shared action and their learning about spiritual and/or religious concepts, ideas, and beliefs.

### **External assessment (30%)**

Assessment Type 3: Transformative Action (30%)

- students identify and research a local, national, or global issue related to a big idea of their choice, using primary and secondary sources.

For a 10-credit subject, students should provide evidence of their learning through four assessments, including the external assessment component. Students undertake:

- two reflective analysis tasks
- one connections task
- one transformative action (1000 words).

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

- three reflective analysis tasks
- one connections task
- one transformative action (2000 words).

## **LEARNING AREA LEADER**

Helen Ayliffe

# 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 10-credit subject or 20-credit subject at Stage 2. 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%).

For a 10-credit subject, students should provide evidence of their learning through four assessments.

For a 20-credit subject, students should provide evidence of their learning through six assessments.

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

**LEARNING AREA LEADER**

Loretta Bowshall

# 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%).

For a 10-credit subject, students should provide evidence of their learning through four assessments.

For a 20-credit subject, students should provide evidence of their learning through six assessments.

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.

**LEARNING AREA LEADER**

Loretta Bowshall

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