

Curriculum Guidelines

Year 12

Faith Lutheran College

Senior School

2018



Curriculum Guidelines - Year 12



Contents

Contacts	3
Summary of Subjects	4
Philosophy of Curriculum	5
South Australian Certificate of Education (SACE)	6 & 7
Vocational Education & Training (VET)	8 & 9
Tertiary Institutions and their Pathways	10 & 11
Year 12 Subject Selection	12
Accounting	14
Agriculture	15
Biology	16
Business & Enterprise	17
Chemistry	18
Creative Arts	19
Design & Technology	20 & 21
English	21 & 22
Food & Hospitality	23
Geography	23
German	24
Health & Physical Education	24
History	25
Information, Processing & Publishing	26
Japanese	27
LIFE	27
Mathematics	28 - 29
Music	30 - 33
Physics	34
Psychology	35
Research Project	36
VET	36
Visual Arts	37
Workplace Practices	38
Glossary	39

Contacts

[BACK TO CONTENTS](#)

Listed below are key staff who can assist you with your subject selections.

Key Staff:

Mr Daniel Amey	Head of College	damey@faith.sa.edu.au
Mrs Louise Pumpa	Senior School Curriculum Coordinator	lpumpa@faith.sa.edu.au
Mr Neil Jaensch	SACE Coordinator	njaensch@faith.sa.edu.au
Ms Trish Cirillo	Pathways Coordinator	tcirillo@faith.sa.edu.au
Mrs Dianne Sanders	VET Coordinator	dsanders@faith.sa.edu.au
Ms Sarah Ruwoldt	Year 12 Wellbeing Leader	sruwoldt@faith.sa.edu.au
Mr Nick Schmidt	Year 11 Wellbeing Leader	nschmidt@faith.sa.edu.au
Ms Judy Minge	Year 10 Wellbeing Leader	jminge@faith.sa.edu.au
Mr Joel Darling	Year 9 Wellbeing Leader	jdarling@faith.sa.edu.au
Mrs Michelle Schwarz	Year 8 Wellbeing Leader	mschwarz@faith.sa.edu.au

Key Websites:

SACE Board	www.sace.sa.edu.au
SATAC	www.satac.edu.au
Charles Darwin University	www.cdu.edu.au
Flinders University	www.flinders.edu.au
The University of Adelaide	www.adelaide.edu.au
University of South Australia	www.unisa.edu.au
TAFE SA	www.tafesa.edu.au



Summary of Subjects

[BACK TO CONTENTS](#)

Learning Area	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12	CONTACT
Agriculture	• Agriculture	• Agriculture	• Agriculture	• Agriculture	• Agricultural Systems	Bob Mitchell
Creative Arts	• Drama	• Drama	• Drama	• Creative Arts – Drama	• Creative Arts – Drama	Colin Davis
English	• English	• English	• English	• English • Essential English	• English • Essential English • English Literary Studies	Lisa Norwood
Health & PE	• Health & Physical Education	• Health & Physical Education	• Health & Physical Education	• Physical Education	• Physical Education	Ashley Clarke
Hospitality & Textiles Technology	• Food & Hospitality Textiles	• Food & Hospitality Textiles	• Food & Hospitality • D&T-Textiles	• Food & Hospitality • Material Products - Textiles	• Food & Hospitality • Material Products - Textiles	Bronwyn Young
Humanities & Social Sciences	• Business & Economics • Civics & Citizenship • History • Geography	• Business & Economics • Civics & Citizenship • History • Geography	• History • Geography	• Accounting • Ancient Studies • Business & Enterprise • Modern History • Information Processing & Publishing • Geography • Psychology • Workplace Practices	• Accounting • Ancient Studies • Business & Enterprise • Modern History • Information Processing & Publishing • Geography • Psychology • Workplace Practices	Michelle Schwarz
Languages	• Japanese • German	• Japanese • German	• Japanese • German	• Japanese • German	• Japanese • German	Kirsty Hansen
LIFE	• LIFE	• LIFE	• LIFE	• LIFE	• LIFE	Craig Chidgey
Maths	• Mathematics	• Mathematics	• Mathematics • Applied Mathematics	• Essential Mathematics A&B • General Mathematics A&B • Mathematical Methods A,B&C • Specialist Mathematics D	• Essential Mathematics • General Mathematics • Mathematical Methods • Specialist Mathematics	Michael Nokes
Music	• Music	• Music	• Music	• Music	• Music - Composing & Arranging • Music - Ensemble Performance • Music - Musicianship • Music - Music Individual Study • Music - Music Technology • Music - Performance Special Study • Music - Solo Performance	Frank Cammans
Personal Learning Plan			• Personal Learning Plan			Christine Mardle
Research Project					• Research Project	Alison McLean
Science	• Science	• Science	• Science	• Chemistry • Biology • Physics	• Chemistry • Biology • Physics	Louise Pumpa
Technologies	• Digital Technologies • Design & Technologies	• Design & Technologies	• D&T – Metal • D&T – Wood • D&T – Electronics	• Material Products – Metal • Material Products – Wood • Systems & Control Products Electronics	• Material Products (Metal/Wood) • Systems & Control Products Electronics	Jason Rosenzweig
Visual Arts	• Art	• Art	• Art • Design	• Art • Design	• Art • Design	Cherie O'Dea
VET			• Certificate II Creative Industries	• Certificate II in Construction (partial) • Certificate II Creative Industries • Certificate III in Christian Ministry • Certificate III in Fitness	• Certificate III in Fitness	Dianne Sanders

Faith College is committed to designing learning experiences that create 'world ready' students.



World Ready

The term 'world ready' describes the deeper learning attributes, capabilities and skills that Faith College is committed to developing in every graduate. It is widely accepted that deeper learning or 21st century skills include...

LIFELONG LEARNERS	<ul style="list-style-type: none">• Have a love of learning• Are curious, interested and problem-solvers• Are self-motivated and independent• Are creative and collaborative• Are analytical and reflective• Are globally aware and internationally minded
SELF-CONFIDENT AND SELF-AWARE	<ul style="list-style-type: none">• Are actively developing personal strengths and talents• Are resilient and balanced in their approach• Are developing a sense of meaning and purpose• Can see beyond self and have a care for humanity• Are able to take responsibility and ownership
COMMUNICATORS AND COLLABORATORS	<ul style="list-style-type: none">• Value teamwork• Work collaboratively• Are relational and empathetic• Are effective communicators across a range of mediums• Are developing local, national and global cultural awareness and networks
CREATORS AND INNOVATORS	<ul style="list-style-type: none">• Are flexible thinkers• Are generators of ideas and solutions• Are risk takers, willing to try new things• View failure as a learning opportunity• Are users of latest technology

South Australian Certificate of Education (SACE)

[BACK TO CONTENTS](#)

Overview:

The SACE is awarded to students on the successful completion of 200 credits of study. There are a range of compulsory subjects across Stages 1 and 2, which must be completed at a C standard in order for the certificate to be awarded. There are a range of SACE Board approved complimentary programs which can contribute towards SACE achievement, such as VET and school based apprenticeship programs. Approved Community Learning programs, such as the Australian Music Examinations Board, the Duke of Edinburgh's Award and the SA Country Fire Service can also contribute SACE credits. Further details can be found at

<https://www.sace.sa.edu.au/learning/community-learning> and the application for additional credit needs to be discussed with our College SACE Coordinator.

The following table shows what will be required as a minimum to achieve the SACE, however many students will choose to study more subjects than the minimum required at Stage 2 in order to also be eligible for an Australian Tertiary Admission Rank (ATAR). Students receive an A to E grade at Stage 1 and Stage 2 subjects are Graded A+ to E-.

Requirements	Credits	Compulsory Element at Minimum C Grade Standard
Year 10 (Stage 1)		
PLP (Personal Learning Plan)	10	Yes
Year 11 (Stage 1)		
Literacy (from a range of English subjects and courses)	20	Yes
Numeracy (from a range of mathematics subjects and courses)	10	Yes
Year 11 (Stage 1) or Year 12 (Stage 2)		
Other subjects and courses of the students choice	90	
Year 12 (Stage 2)		
Research Project	10	Yes
Other Stage 2 subjects and courses	60 or more	Yes
Total	200	

Special Provisions in Curriculum and Assessment

Students who have learning or health difficulties can apply for special provisions to complete the SACE. It is important that our SACE Coordinator is notified as soon as possible to assist in the application process which will require specific professional evidence often combined with teacher consultation and formal academic testing. Further details on special provisions in the SACE can be found at

<https://www.sace.sa.edu.au/web/special-provisions>

Students Online

Students can log in to Students Online to review their courses and results using their SACE registration number and pin at: <https://apps.sace.sa.edu.au/students-online/login.do> The student's four digit pin is set to a default code for their first access based on their birthday. The pin works as follows:

Birthday	Pin
1st January	0101
16th June	1606

Once the student has logged on for the first time they will be asked to change their pin. If a student loses their pin they will need to contact the SACE Board who will re-set the password. This request can be done through the website.

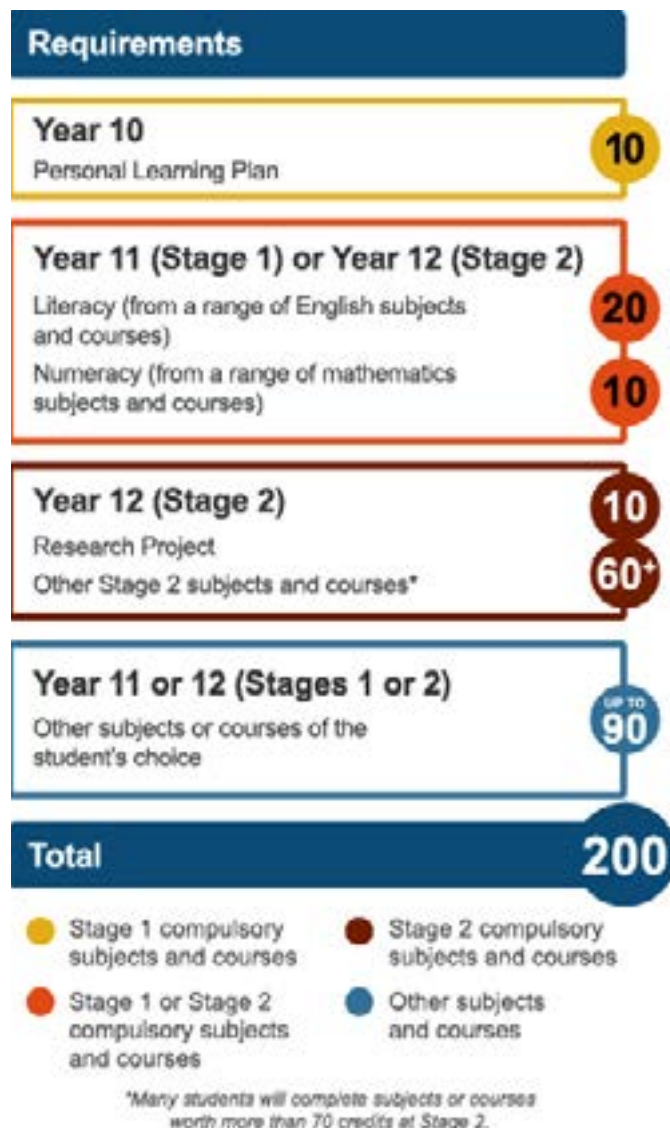
Students are encouraged to work with parents and the College for guidance regarding careers and post school pathways. The SACE provides a framework through which students can strengthen their capabilities through the five key areas of;

- Communication
- Citizenship
- Learning
- Personal Development
- Work

In order to achieve SACE, students will complete a minimum of 200 Credits of study which will enable them to achieve the SACE certificate. There are a number of compulsory elements in completing the SACE. We would encourage you to consider viewing the PowerPoint on 'Starting the SACE' which is found on the SACE Board website at <https://www.sace.sa.edu.au/schools/sace-overview/course-counselling>.

The following Learning graphic gives a breakdown of the requirements:

Achieving the credits you need



Year 12 Subject Selection

Subject selection is a wonderful opportunity for you to complement your chosen pathways beyond your senior years. When considering which subjects to select be mindful of your pathways and the requirements of entry.

Your pathways may be varied and may consist of; work, apprenticeships/traineeships or further study at a TAFE or University. University courses in particular may require subjects that you must study for entry or recommend subjects that will support your success in that degree. Discussing these options with key staff, parents, other students and researching key websites will prove very beneficial in your subject selection process.

The Curriculum Guide provides information about; the SACE, our extensive VET program, Tertiary information and the subjects offered at Faith Lutheran College.

Picture courtesy of the SACE Board of SA

Vocational Education & Training (VET)

[BACK TO CONTENTS](#)

VET is education and training that gives students skills for work. VET operates through a national training system and is delivered, assessed and certified by Registered Training Organisations. It is an excellent choice of study for many students. VET includes practical, hands-on learning and can lead to excellent jobs. Studying VET as part of SACE gives students a head-start on a qualification, which is a great way to fast-track progress towards a rewarding career.

SACE - VET can contribute up to 150 SACE credits of the 200 credits required to achieve SACE.

ATAR - Fully completed Certificate III qualifications and above can be used in the Australian Tertiary Admission Rank (ATAR) calculation.

Some VET courses are delivered at Faith, others require students to study off campus or online or as School Based Apprenticeships or Traineeships (SBATs).

School Based Apprenticeships or Traineeships (SBATs) – Students can commence an apprenticeship or traineeship which contributes towards their SACE. Students attend paid work and training for a minimum of eight hours per week while continuing to meet their SACE and Faith College commitments. SBATs convert to full-time apprenticeships once the student leaves school.

Work Placement is an integral part of VET. Faith students arrange and undertake structured work placement in many businesses in the Barossa and beyond. Successful work placements can lead on to apprenticeships and traineeships.

Application Process – Students apply for VET at the Future Pathways Office. The application process includes student interview, parent consultation and teacher reference to determine the student's suitability for VET programs.

Cost - VET tuition costs vary. Certificate II and III courses delivered at Faith cost \$200 plus any short course costs. Off-campus VET courses are more expensive, and parents pay training costs over \$600. Training costs for apprentices are the responsibility of the employer.

Short Courses

At various times during the school year, short courses will be on offer for students. These are arranged in accordance with the school timetable and are paid for by participants who choose to take part. These courses may support VET training.

- Barista
- Bar and Service of Drinks
- Forklift Licence
- Senior First Aid
- Cellar Operations – Vintage
- White Card (Construction Induction)
- Yellow Card (Vertical Lifter)



Vocational Education & Training (VET)

[BACK TO CONTENTS](#)

Examples of VET qualifications completed in the Faith VET program:

Please Note: Actual SACE credits depends on the units of competency completed.

Qualification	SACE Credits	
	Stage 1	Stage 2
VET courses delivered at Faith College		
Certificate I in Agrifood Operations	5-20	
Certificate I in Hospitality	15-35	
Units from Certificate II in Construction Pathways	20	
Certificate II in Creative Industries (Technical Theatre)	30	
Certificate III in Christian Ministry (Vetamorphus)		55
Certificate III in Fitness		95
VET courses off campus or through School Based Apprenticeships and Traineeships		
Certificate III in Agriculture		55
Certificate III in Agricultural Mechanical Technology*		140
Certificate II in Animal Studies	50	
Certificate III in Animal Studies		60
Certificate II in Automotive Servicing Technology		35
Certificate III in Beauty Services		65
Certificate III in Business		45
Certificate III in Business Administration		50
Certificate III in Cabinet Making*		150
Certificate III in Carpentry*		115
Certificate III in Early Childhood Education and Care		110
Certificate II in Electrotechnology	50	
Certificate II in Engineering	45	
Certificate III in Engineering (Fabrication)*		135
Certificate II in Hairdressing	45	
Certificate III in Hairdressing*		95
Certificate III in Hospitality	5	40
Certificate III in Individual Support		95
Certificate III in Information, Digital Media and Technology	10	85
Certificate III in Live Production and Services		70
Certificate II in Retail Make-Up and Skin Care	55	

Tertiary Information

In addition to the information in the Curriculum Guide, parents and students are encouraged to refer to the SATAC website and download the SATAC Tertiary Entrance booklet which is no longer published but available on their website. http://www.satac.edu.au/documents/teb_2018.pdf. This booklet details how students achieve a University Aggregate, Prerequisite and Assumed Knowledge subjects and other important information about SACE.

University Entry

To obtain a university aggregate and an Australian Tertiary Admission Rank (ATAR) a student must:

- qualify for the SACE.
- comply with the rules regarding precluded combinations
- comply with the rules regarding counting restrictions
- complete at least 90 credits of study in Tertiary Admissions Subjects (TAS) and Recognised Studies at Stage 2 in a maximum of three attempts
- of the 90 credits of study a minimum of 60 credits of study must be from 20 credit Tertiary Admissions Subjects (TAS) and a maximum of 30 credits can be Recognised Studies

How your university aggregate is calculated			
	60		30
	Three 20 credit scores		Final 30 credits - flexible option
<p>Your scaled scores from three 20 credit Tertiary Admission Subjects (TAS) are used.</p> <p>Normally, 10 Credit subjects do not count towards this requirement but some 10 credit subjects in the same subject area, when studied in pairs, can substitute for a 20 credit subject. These are called valid pairs.</p>		<p>Your score for the flexible option is the best 30 credits of scaled scores or scaled score equivalents from:</p> <ul style="list-style-type: none"> • The scaled score of a 20 credit TAS; • half the scaled score of one or more 20 credit TAS; • the scaled score of one or more 10 credit TAS; • scaled score equivalents for Recognised Studies to the value of 10 or the maximum of 20 credits. 	
<p>Your university aggregate is the best possible score calculated from the above options, subject to counting restrictions and precluded combinations.</p>			

Calculating the University Aggregate

The university aggregate is calculated from your Year 12 subject scaled scores. These are the numeric measures of your performance in your Tertiary Admissions Subjects (TAS) which are derived from your grades and are reported to you out of 20 for 20 credit subjects and out of 10 for 10 credit subjects. This score cannot be predicted.

Converting the University Aggregate to an Australian Tertiary Admissions Rank (ATAR)

The university aggregate (your score out of 90) is then converted to an ATAR. The ATAR is an indicator of how well a particular student has performed relative to other students on a score range of 0 – 99.95.

Prerequisite Subjects and Assumed Knowledge Subjects

Many tertiary courses require Prerequisite Subjects, subjects that you must study in Year 12 for entry into that course. The Universities may also recommend subjects to support your success in that particular course and they are referred to as Assumed Knowledge Subjects. These subjects are highly recommended for your Year 11 or Year 12 study.

Bonus Points

The three South Australian universities; Flinders University, The University of Adelaide and the University of South Australia operate two bonus schemes. These are the SA Universities Equity Scheme and the SA Language, Literacy and Mathematics Bonus Scheme. The schemes are administered by SATAC and are applied to the student's university aggregate to recalculate an adjusted ATAR for each university application.

The SA Universities Equity Scheme awards 5 bonus points for eligible students;

- they are a holder of a School Card
- they or their parents are in receipt of a Centrelink means tested income support payment
- they are the holders of a Health Care Card

The SA Language, Literacy and Mathematics Bonus Scheme awards 2 to 4 points for eligible students;

- completing a Language other than English
- completing English or English Studies
- completing Mathematical Methods or Specialist Mathematics

Bonus points are awarded to students gaining an overall grade of C- or better. An individual student can receive a maximum of 9 bonus points under both schemes.

The bonus point scheme applies to all courses offered by the three competitive universities except for the following three courses:

- Bachelor of Clinical Sciences/Doctor of Medicine at Flinders University
- Bachelor of Medicine/Bachelor of Surgery at The University of Adelaide
- Bachelor of Science (Veterinary Bioscience) at The University of Adelaide

Interstate Universities

Students from South Australia are eligible for admission to interstate universities provided that they have met the minimum entry requirements of prerequisite subjects and/or other specific selection criteria. Students that wish to apply to interstate universities must study Stage 2 English for entry.

TAFE SA Entry

Completion of the SACE can meet the Minimum Entry Requirements for most of TAFE SA courses. TAFE also consider a variety of other qualifications in its entry and selection processes and may include; auditions, interviews, presentation of portfolio and previously completed VET certificates.

Minimum Entry Requirements differ according to the level of the TAFE course; however, successful completion of 60 credits of Tertiary Admissions Subjects (TAS) or 40 credits of TAS and 20 credits of Recognised Subjects will enable entry to all TAFE courses.

Further information is available from the Careers Coordinator or visiting the TAFE SA website for the most up to date information.

Careers Education

Guest speakers, University and TAFE visits and individual counselling sessions are arranged to help students with decisions regarding subject choices and career pathways. The Careers Coordinator is available to assist with appropriate course choices and will interview every Year 12 in Term 3. Attendance at University Open Days in August is highly recommended.

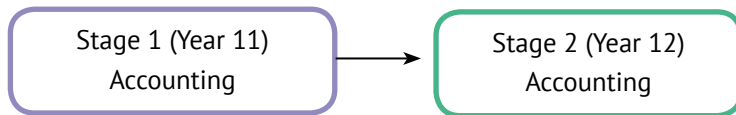
Year 12 Subject Selection

12

[BACK TO CONTENTS](#)

YEAR 12 - SACE Stage 2				
Subjects	Semester	Year	SACE Credits	Page
Accounting		✓	20	14
Agricultural Systems		✓	20	15
Biology		✓	20	16
Business & Enterprise		✓	20	17
Chemistry		✓	20	18
Drama - Creative Arts		✓	20	19
Design & Technology - Material Products (Metal/Wood)		✓	20	20
Design & Technology - Material Products (Textiles)		✓	20	20
Design & Technology - Systems & Control Products (Electronics)		✓	20	21
English		✓	20	21
English Literary Studies		✓	20	22
Essential English		✓	20	22
Food and Hospitality		✓	20	23
Geography		✓	20	23
German		✓	20	24
Physical Education		✓	20	24
Modern History		✓	20	25
Information, Processing & Publishing		✓	20	26
Japanese		✓	20	26
LIFE (Learning in Faith Education)		✓	N/A	27
Essential Mathematics		✓	20	28
General Mathematics		✓	20	28
Mathematical Methods		✓	20	29
Specialist Mathematics		✓	20	29
Music - Composing and Arranging		✓	10	30
Music - Ensemble Performance		✓	10	30
Music - Musicianship		✓	10	31
Music Individual Study		✓	10	31
Music Technology		✓	10	32
Music - Performance Special Study		✓	10	32
Music - Solo Performance		✓	10	33
Physics		✓	20	34
Psychology		✓	20	35
Research Project	✓		10	36
VET - Certificate III in Fitness		✓	95	36
Visual Arts - Art		✓	20	37
Visual Arts - Design		✓	20	37
Workplace Practices		✓	20	38





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

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

Year 12 Stage 2 Accounting Studies (Full Year)

SACE Code: 2ACG20 Credits: 20

Essential Knowledge:

No essential knowledge, but students with a satisfactory achievement of Stage 1 Accounting and competent Mathematics skills may be at an advantage.

Content:

For a 20-credit subject students complete tasks in the following areas of study:

- The Environment of Accounting
- Financial Accounting
- Management Accounting

Assessment:

Students demonstrate evidence of their learning through the following assessment types.

For a full year (20 credit) subject, students undertake:

Type 1: Skills and Applications Tasks

Type 2: Report

Type 3: Examination

School-based Assessment

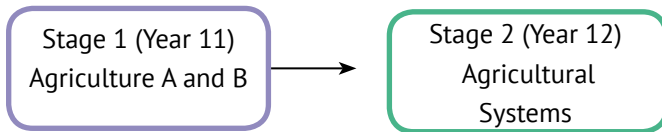
- Skills and Applications Tasks 50%
Students undertake five to eight tasks which:
 - Demonstrate an understanding of relevant accounting concepts, skills and practices
 - Select appropriate accounting techniques to solve routine, analytical and interpretative problems
- Report 20%
Students undertake an analytical response to unseen data from financial statements, under supervised conditions (of one hour in length).

External Assessment

Examination 30%

A two hour external examination that consists of a range of problem questions (practical), including short-answer and extended-response questions.

Agricultural Systems



Year 12 Stage 2 Agricultural Systems (Full Year)

SACE Code: 2ASTP20 Credits: 20

Preferred Knowledge and Skills:

It is recommended that students have completed a satisfactory pass in grade and attitude in at least one Semester of Stage 1 level Agriculture or in Stage 1 Science subject.

Content

Agriculture encompasses the primary industries and includes enterprises such as livestock, broadacre cropping, horticulture, viticulture, forestry and aquaculture. Through the study of agriculture, students develop and apply their knowledge and understanding of concepts from science, technology, economics and marketing.

Students consider the changes in agricultural practices over time. They analyse different methods of agricultural production in relation to benefits, risks and opportunities. They deepen their understanding of sustainable management of the physical and biological environments and of how agriculture impacts on their lives and their communities.

Students develop skills in critical thinking that inspire them to explore strategies and possible solutions to address major challenges now and in the future related to the global food supply. They explore and understand agricultural science as a human endeavour and are encouraged to pursue future pathways, including agriculture, horticulture, land management, agricultural practice, natural resource management, veterinary science, food and marine sciences, biosecurity and quarantine.

Topics include

1. Animal Systems
 - Animal Nutrition
 - Animal Reproduction and Breeding
 - Animal Health
2. Plant Systems
 - Plant Growth and Nutrition
 - Plant Breeding and Propagation
 - Plant Health
3. Soil and Water Systems
 - Soil quality
 - Water quality
 - Soil and Water management

Assessment

School Based Assessment

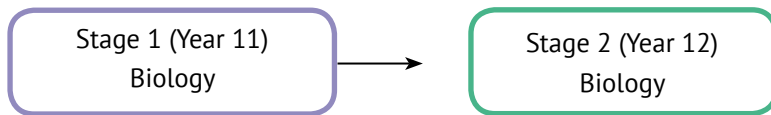
- Practicals and Reports 30%
- Applications Tasks 40%

External Assessment

- Experimental Investigation 30%

Other Information

All work is assessed by the teacher except the Experimental Investigation which is assessed by the SACE Board



Biology is the scientific study of the diversity of life and living systems, how they have evolved and how they continue to change. Knowledge and understanding provided by Biology helps us to explore and explain how the living world works, and allows us to join in and initiate debates about biological issues.

Studying Biology provides an exciting opportunity to engage with the work of classical and contemporary biologists, and to develop the skills necessary to pursue biological sciences at tertiary level. A sound grounding in Biology helps to inspire many careers, including; those associated with medical, veterinary, sports and marine science, biotechnologies, biosecurity and disease control, and conservation and eco-tourism.

Year 12 Stage 2 Biology (Full Year)

SACE Code: 2BIG20 Credits: 20

Essential Knowledge:

It is highly recommended that Stage 1 Biology A is achieved.

Preference – Stage 1 Biology A & B

Content:

The topics in Stage 2 Biology provide the framework for an integrated program and learning through which students extend their skills, knowledge, and understanding of the three strands of science

- Science Inquiry Skills
- Science as a Human Endeavour
- Science Understanding

The topics for Stage 2 Biology are:

Topic 1: DNA and Proteins

Topic 2: Cells as the Basis of Life

Topic 3 Homeostasis

Topic 4: Evolution

Assessment:

School-based Assessment

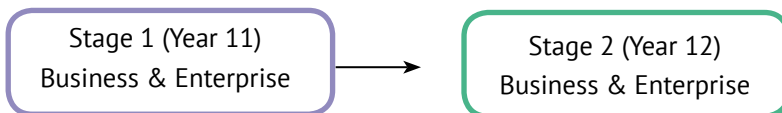
- Investigation Folio Tasks 30%
 - Practical investigations
 - An Issues Investigation
- Skills and Application Tasks 40%
 - Supervised tests

External Assessment

- Examination (3 hour) 30%

Other Information:

Investigations Folio and Skills and Application work (70%) are assessed by teacher. The Exam (30%) is assessed by the SACE Board.



Business and Enterprise focuses on the successful management of business and enterprise issues in personal, business, and social contexts. The study of Business and Enterprise enables students to develop an understanding of business and enterprise cultures and technological systems as they operate in, and affect, the global environment.

Students have the opportunity to engage with innovations and ideas, as well as reflect on current issues in business and enterprise and to make informed decisions. They also make and evaluate decisions about the allocation and management of resources to develop solutions that meet the needs of individuals, organisations, and communities.

Students have opportunities to evaluate the impacts and effects of business, enterprises and technology on the economy, the environment, and the well-being and lifestyles of individuals and communities.

Year 12 Stage 2 Business & Enterprise (Full Year)

SACE Code: 2BUE20 Credits: 20

Essential Knowledge:

No essential knowledge is required, but a satisfactory achievement of Stage 1 Business & Enterprise and an interest in business operations is an advantage.

Content:

For a 20-credit subject students complete tasks selected from the following areas of study:

- Business in Australia
- The nature and structure of business
- The business enterprise
- People, business and work
- Business and the global environment
- Business and marketing
- Business and technology

Assessment:

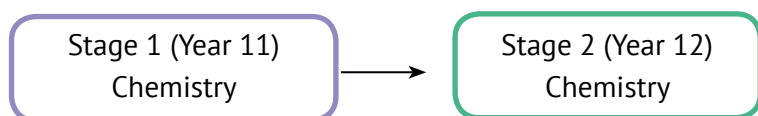
Students demonstrate evidence of their learning through the following assessment types. For a full year (20 credit) subject, students undertake:

School-based Assessment

- Folio 30%
- Practical 20%
- Issues Study 20%

External Assessment

- Report 30%



Chemistry helps people to develop an understanding of the processes that determine the behaviour of matter from the small (atoms, molecules, and ions) to larger quantities. It is a subject for students who are interested in natural and processed materials and the ways in which people obtain, manufacture and use materials in their everyday lives.

Chemistry gives students the opportunity to gain a range of employment and life skills, such as; the ability to work collaboratively to produce a successful outcome, and skills in organising and processing information.

The study of Chemistry also provides a pathway to a number of university courses and associated careers in areas, such as; biotechnology, engineering, environmental studies, medicine, pharmacy, nursing and soil science.

Year 12 Stage 2 Chemistry (Full Year)

SACE Code: 2CME20 Credits: 20

Essential Knowledge:

It is highly recommended that Stage 1 Chemistry (both units) to a 'C' standard (or better) and satisfactory completion of the Mid-Year and End of Year Chemistry Examinations is achieved.

Content:

Chemistry is the study of the properties and reactions both of elements and compounds. The Stage 2 course provides the background knowledge and skills necessary for further study and employment in Chemistry. It also provides useful background knowledge and skills for extension in other Sciences and Technologies and a more complete understanding of the environment.

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

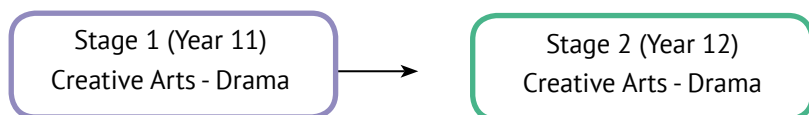
Assessment:

School-based Assessment

- Investigations Folio 40%
- Skills & Application Tasks 30%

External Assessment

- Examination 30%



Students undertake a specialised study within or across one or more Arts disciplines. They actively participate in the development and presentation of Creative Arts products. Students analyse and evaluate Creative Arts products in different contexts and from various perspectives, and 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.

Year 12 Stage 2 Creative Arts - Drama (Full Year)

SACE Code: 2CVA10 Credits: 20

Essential Knowledge:

It is highly recommended that at least one Unit at Stage 1 Creative Arts (Drama) or interview or recommendation is achieved.

Content:

For a 20-credit subject students complete tasks in the following areas of study:

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

Assessment:

Students demonstrate evidence of their learning through the following assessment types. For a full year (20credit) subject, students undertake:

Product - 50%

For a 20-credit subject, students develop and present two creative arts products. Students also prepare and present a record of the materials used to support the investigation, development and production of each product.

Investigation - 20%

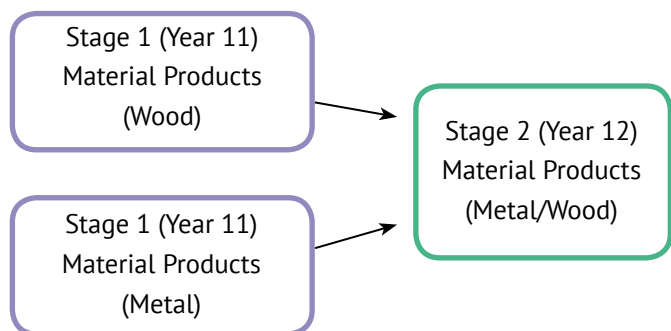
Students undertake two investigations for a 20-credit subject.

Students investigate an area of creative arts practice that is of interest to them, or that is closely connected to their creative arts product(s).

Practical Skills - 30%

For a 20-credit subject, the documentation and evaluation should consist of a maximum of twelve pieces of evidence that best illustrate the key phases of skills exploration and application, and the student's evaluative response.

Material Products (Metal/Wood)



Material Products requires the student to develop a design brief to meet their needs and involves the use of a diverse range of manufacturing technologies such as tools, machines and/or systems to convert a range of materials and suitable hardware supplies into finished products.

Year 12 Stage 2 Material Products - Metal/Wood (Full Year)

SACE Code: 2MMA20 Credits: 20

Essential Knowledge:

It is highly recommended that a satisfactory completion of 1 Semester of Year 11 Design & Technology Material Products is achieved, otherwise negotiation with Technology staff is necessary.

Content:

This unit involves the understanding and use of a range of materials as well as processes and techniques to join and shape materials through a range of Skills and Applications Tasks. Through the process of investigating, planning, producing and evaluating, students develop their own design briefs, design ideas and finally produce an outdoor entertaining item (often a barbeque or similar).

The major product does not need to be made entirely from metal. Students can combine other materials such as wood, glass, ceramics and plastics in their major product.

Assessment:

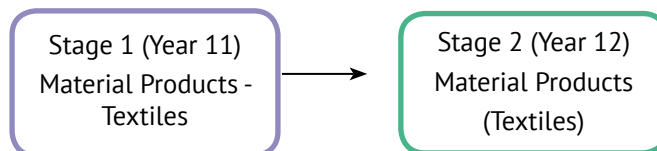
School-based Assessment:

- Skills and Applications Tasks 20%
- Product 50%

External Assessment:

- Folio 30%

Material Products (Textiles)



In Stage 1 Design and Technology, students develop the ability to initiate, create and develop products or systems in response to a design brief. They learn to use tools, materials and systems safely and competently to complete a product.

Students analyse the impacts of technology, including consequences for individuals, society and the environment. They use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products.

Year 12 Stage 2 Material Products - Textiles (Full Year)

SACE Code: 2MMB20 Credits: 20

Essential Knowledge:

It is highly recommended that a satisfactory completion of one semester of Textiles at Year 10 or Stage 1 is achieved, otherwise negotiation with Textiles staff is necessary.

Content:

Students use a range of materials as well as processes and techniques to join and shape materials through a range of Skills and Applications Tasks. Through investigating, planning, producing and evaluating, students develop their own design briefs and complete a variety of investigations including examining technological issues. Students plan and produce a folio of design ideas, a calico toile and a final product. The focus is on the design and construction of a formal garment.

Assessment:

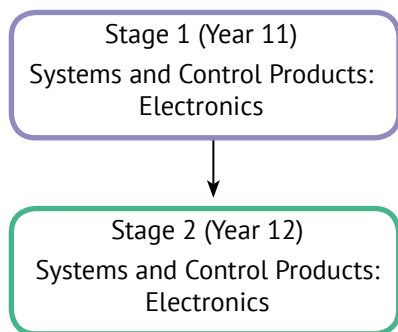
School-Based Assessment

- Skills and Applications Tasks 20%
- Product 50%

External Assessment

- Folio 30%

Systems & Control Products - Electronics



System and Control Products – Electronics involves the use of a diverse range of components, design processes and manufacturing technologies to develop products that satisfy individual design briefs.

Year 12 Stage 2 Systems and Control Products - Electronics (Full Year)

SACE Code: 2SSA20 Credits: 20

Essential Knowledge:

It is highly recommended that a satisfactory completion of one semester of Year 11 Design & Technology Systems and Control Products are achieved, otherwise negotiation with Technology staff is necessary.

Content:

This unit involves the understanding and use of a range of electronics components and circuits as well as processes and techniques to manufacture and assemble circuit boards and project housings through a range of skills and applications tasks and materials application investigations.

Through the process of investigating, planning, producing and evaluating, students develop their own design briefs and complete a variety of investigations including examining technological issues.

Students plan and produce an audio system including amplifiers, speaker boxes, and remote controls accompanied by appropriate circuit diagrams and CAD drawings. Assignments will be presented in various formats including word processed forms and digital journals.

Assessment:

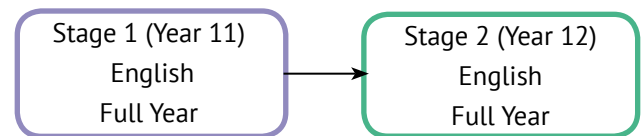
School-based Assessment:

- Skills and Applications Tasks 20%
- Product 50%

External Assessment:

- Folio 30%

English



Year 12 Stage 2 English (Full Year)

SACE Code: 2ESH20 Credits: 20

Essential Knowledge:

Completion of Stage 1 English with a 'C' grade or above

Content:

Throughout Stage 2 English, students study a range of text types and 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.

The standard of this subject is similar to English Literary Studies, the difference lies in the type of texts studied.

Assessment:

School Assessment (70%)

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

External Assessment (30%)

- Assessment Type 3: Individual Comparative Analysis (30%).

English Literary Studies



Year 12 Stage 2 English Literary Studies (Full Year)

SACE Code: 2ELS20 Credits: 20

Essential Knowledge:

Completion of Stage 1 English with strong results (B+ or above) is highly recommended.

Content:

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.

Assessment:

School Assessment (70%)

- Assessment Type 1: Responding to Texts (50%)
- Assessment Type 2: Creating Texts (20%)

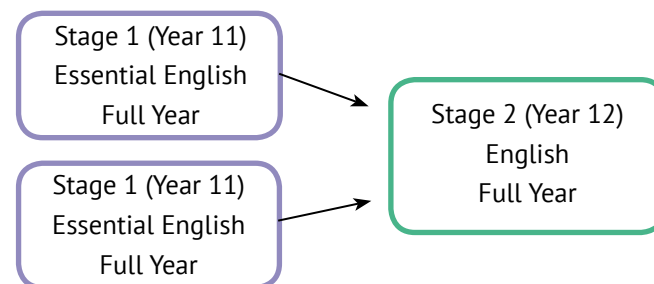
External Assessment (30%)

- Assessment Type 3: Text Study:

Part A: Comparative Text Study (15%)

Part B: Critical Reading (15%) Examination

Essential English



Year 12 Stage 2 Essential English (Full Year)

SACE Code: 2ETE20 Credits: 20

Essential Knowledge:

Completion of Stage 1 Essential English or Stage 1 English with a 'C' grade or higher

Content:

Throughout Stage 2 Essential English students respond to a range of texts that instruct, engage, challenge, inform, and connect audiences. They consider information, ideas, and perspectives represented in the texts studied. They will respond to a range of text types including film and media texts.

Students create a range of texts for different purposes and audiences. They develop their ability in creating not only written texts but also multimodal and/or film texts. Students extend their literacy skills to equip them for work, future learning, and participation in civic life.

Students develop strategies for planning, drafting, revising, editing, and proofreading.

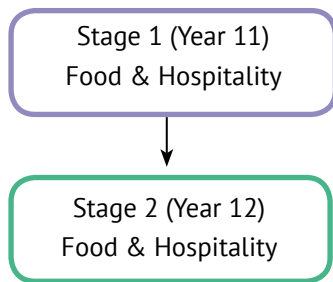
Assessment:

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%):



Food and Hospitality focuses on the contemporary and changing nature of the Australian Hospitality Industry. Students critically analyse economic, technological, socio-cultural and legal issues. Learning and assessment is conducted in a variety of ways, with an emphasis on practical application.

Year 12 Stage 2 Food and Hospitality (Full Year)

SACE Code: 2FOH20 Credits: 20

Essential Knowledge:

Stage 1 Food and Hospitality is desirable. Students who have not completed Stage 1 Food and Hospitality should consult the Food and Hospitality Coordinator before choosing this subject.

Content:

SACE

Practical Activity

1. Business study
2. Local Preserved Product
3. Petite Cake
4. Hors d'oeuvres

Group activity

5. Restaurant Lunch
6. Formal Dinner

Investigation

7. 2000 word research of a Contemporary Australian Hospitality Issue

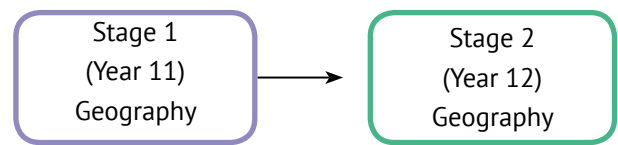
Assessment:

School-Based Assessment

- Practical Activity (50%)
- Group Activity (20%)

External Assessment

- Investigation (30%)



Year 12 Stage 2 Geography (Full Year)

SACE Code: 2GPY20 Credits: 20

Essential Knowledge:

A pass in one unit of Stage 1 Geography is recommended. Approval needs to be gained through consultation with the HASS Coordinator if this is not the case.

Content:

Overarching Topic: The Transforming World

Theme 1: Environmental Change

- Topic 1: Ecosystems and People
- Topic 2: Climate Change

Theme 2: Social and Economic Change

- Topic 3: Population Change
- Topic 4: Globalisation
- Topic 5: Transforming Global Inequality.

All topics should be studied.

Topic 1 and Topic 3 are the focus of Part B of the external examination.

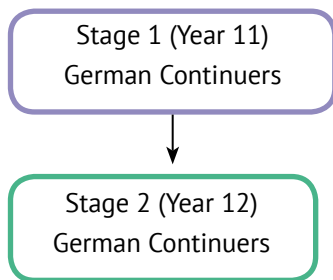
Assessment:

School based assessment

- Geographical Skills and Applications (40%)
- Fieldwork Report (30%)

External Assessment

- Examination (30%)



Students are given opportunities to develop knowledge, awareness and understanding of German language and culture in relation to their own. Students develop and apply linguistic and intercultural knowledge, understanding and skills by interacting with others to exchange information, ideas, opinions and experiences in German. They create texts in German for specific audiences, purposes and contexts and analyse a range of texts in German to interpret meaning. Students examine relationships between language, culture and identity and reflect on the ways in which culture influences communication.

Year 12 Stage 2 German (Full Year)

SACE Code: 2GEC20 Credits: 20

Essential Knowledge:

As this is a sequential course, it is highly recommended that a successful completion of Stage 1 German Continuers Unit 2 is achieved.

Content:

The course continues to be based around the three prescribed themes:

- The Individual
- The German Speaking Communities
- The Changing World

Assessment:

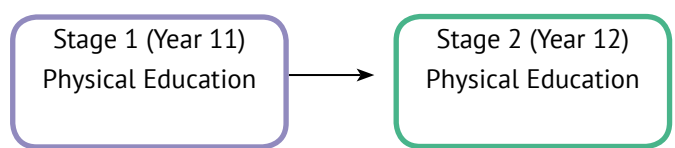
School-Based Assessment

Folio 50%

In Depth Study 20%

External Assessment

Exam 30%



In Physical Education students gain an understanding of physical activity and the impact of exercise on physical performance. Students develop their own physical capabilities and have opportunities to analyse their own performance. They develop skills in communication, investigation, using initiative and the ability to apply knowledge to practical situations.

Year 12 Stage 2 Physical Education (Full Year)

SACE Code: 2PHE20 Credits: 20

Essential Knowledge:

Completion of Stage 1 Physical Education A and/or B highly beneficial.

Content:

Practical component

Students complete three practicals that are balanced across a range of activities to cater for different skills and interests.

Practical topics may include:

- Touch Football
- Badminton
- Aquatics (Kayaking/Sailing/Windsurfing)

Theory component

Students examine concepts in three areas: Exercise Physiology, Skill Acquisition and Biomechanics. Students develop in-depth understandings of the key concepts and explore the practical application of these concepts.

Theory topics include:

- Exercise Physiology
- The Acquisition of Skills
- Biomechanics of Human Movement

Assessment:

School Based Assessment

- Practical (50%)
3 practical units
- Folio (20%)
Exercise Physiology task
Skills/Biomechanics task
Issues Analysis

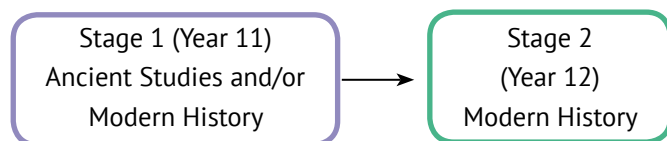
External Assessment

- External SACE exam

VET - Certificate III in Fitness

[Refer to Page 36](#)

Modern History



The study of history gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions and phenomena students gain an insight into human nature and the ways in which individuals and societies function.

Students research and review sources within a framework of inquiry and critical analysis.

Year 12 Stage 2 Modern History (Full Year)

SACE Code: 2MOH20 Credits: 20

Essential Knowledge

A 'C' grade or better in at least one semester of Stage 1 Ancient Studies or Modern History. Students with a grade below a 'C' or who have not studied and History at Stage 1 should consult the HASS Co-ordinator before choosing this subject.

Topic 3: Germany (1918-48)

The changes in Germany in the period 1918-1948 have had a profound impact on the history of Europe up to the present day. Students analyse ways in which these changes were shaped by internal and external forces and challenges. They undertake a study of the demise of an empire, the birth of a new republic, the creation of a totalitarian dictatorship, a policy of military and territorial expansionism, and the institutionalisation of genocide.

The following are focus areas for study in this topic:

- the liberal experiment
- the road to dictatorship
- the Nazi state in peace and war

Topic 7: The Changing World Order (1945-)

The end of the Second World War saw the emergence of the new superpowers. Contested spaces and opposing ideologies shaped global economics and politics. Students investigate ways in which the Cold War experience involved complex phases of reaction, reform, conflict, and compromise. They consider how leaders and movements rose and fell, while the issues of alliances, rivalries, and change continued.

The following are focus areas for study in this topic:

- the origins of the superpower rivalry
- the nature of the Cold War
- the end of the Cold War
- the consequences of the Cold War

Assessment:

School Assessment (70%)

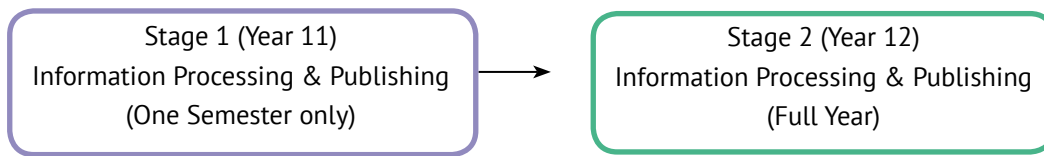
- Assessment Type 1: Historical Skills (50%)
- Assessment Type 2: Historical Study (20%)

External Assessment (30%)

- Assessment Type 3: Examination (30%)

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

- five historical assessments
- one historical study
- one examination.
- Please note that this is a new course in 2018 and currently in draft form so subject changes may be made by the SACE board.



Students in Information Processing and Publishing apply practical skills and design principles to provide creative solutions to text-based communication tasks. They create both hard copy (print) and electronic (digital publishing) publications and evaluate the development process.

Students use technology to design and implement information processing solutions and identify, choose and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts (newsletter, e-magazines, flyers etc).

Year 12 Stage 2 Information Processing & Publishing (Full Year)

SACE Code: 2IPR20 Credits: 20

Essential Knowledge:

It is assumed that students have some prior computing knowledge. Students must be able to work confidently in a self-directed environment. Prior knowledge of Microsoft Office and Adobe Creative Cloud programs is an advantage.

Students need access to Microsoft Office or Adobe Creative Cloud at home or on their own device.

Content:

Students will learn and build skills in the industry-standard Adobe Creative Suites; focusing on InDesign for paper based publications and digital publishing. Students will use the design process to document and evaluate the development of their products.

Stage 2 Information Processing and Publishing consists of the following two focus areas:

- Electronic Publishing (Digital Publishing)
- Desktop Publishing (Print publications)

Students will also consider the social, ethical, and/or legal issues associated with electronic publishing (e.g. security, intellectual property, censorship, privacy, access, and health and safety).

Assessment:

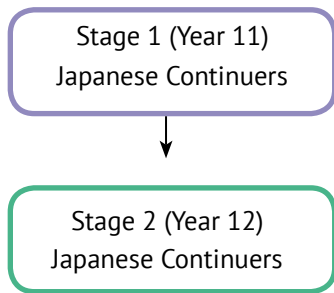
Students demonstrate evidence of their learning through the following assessment types:

School-Based Assessment:

- Practical Skills (40%)
- Issues Analysis (30%)

External Assessment:

- Product and Documentation (30%)



Students develop an understanding of how Japanese 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 topics from the perspectives of diverse individuals and groups in the Japanese-speaking communities and in their own community.

Year 12 Stage 2 Japanese (Full Year)

SACE Code: 2JAC20 Credits: 20

Essential Knowledge:

As this is a sequential course, it is highly recommended that a successful completion of Stage 1 Japanese Unit B is achieved.

Content:

The course continues to be based around the three prescribed themes:

- The Individual
- The Japanese Speaking Communities
- The Changing World

Assessment:

School-Based Assessment:

- Folio 50%
- In Depth Study 20%

External Assessment:

- Exam 30%

LIFE (Learning in Faith Education)

Year 12 Stage 2 LIFE (Learning in Faith Education) (Full Year)

Semester 1 and Semester 2

Students will have an opportunity to be proactive in engaging with their learning and development through applying personal experiences and knowledge to investigate Life challenges and rewards beyond the secondary school environment.

Students will select from a variety of electives that focus on:

- Finding Meaning
- Ethical Understanding
- Spiritual Development
- Service Learning and Application
- Mentoring Others
- Creative Arts in Worship

Assessment:

Feedback is provided to parents indicating student participation, interaction with peers and staff and engagement with the topic.

Essential Mathematics

Please Note:

SACE Board approved Graphics Calculators are a requirement for this subject.

When selecting a Stage 2 Mathematics subject to study, students should take into account various factors such as their interest and aptitude in Mathematics, university or other course pre-requisites and assumed knowledge.

Year 12 Stage 2 Essential Mathematics (Full Year)

SACE Code: 2MEM20 Credits: 20

Essential Knowledge:

It is highly recommended that successful completion of two units of Stage 1 Essential Mathematics A and B is achieved. A grade of 'B' or higher is required.

Content:

Students study the following topics, as outlined by the SACE Board:

- Topic 1: Scales, Plans and Models
- Topic 2: Measurement
- Topic 3: Business Applications
- Topic 4: Statistics
- Topic 5: Investment and Loans

Assessment:

School-Based Assessment

- Skills and Application Tasks (4 Tests), 30%
- Mathematical Investigations (3) 40%

External Assessment

- Examination 30% (Topics 2, 4 and 5)

General Mathematics

Please Note:

SACE Board approved Graphics Calculators are a requirement for this subject.

When selecting a Stage 2 Mathematics subject to study, students should take into account various factors such as their interest and aptitude in Mathematics, university or other course pre-requisites and assumed knowledge.

Year 12 Stage 2 General Mathematical (Full Year)

SACE Code: 2MGM20 Credits: 20

Essential Knowledge:

It is highly recommended that students achieve a 'B' grade or higher in both units of Stage 1 General Mathematics. A successful completion of Stage 1 Mathematical Methods also provides substantial preparation for Stage 2 General Mathematics.

Content:

Students study the following topics, as outlined by the SACE Board:

- Topic 1: Modelling with Linear Relationships
- Topic 2: Modelling with Matrices
- Topic 3: Statistical Models
- Topic 4: Financial Models
- Topic 5: Discrete Models

Assessment:

School-Based Assessment

- Skills and Application Tasks (five Tests), 40%
- Mathematical Investigation (2), 30%

External Assessment

- Examination 30% (Topics 3, 4 and 5)

Mathematical Methods

Please Note:

SACE Board approved Graphics Calculators are a requirement for this subject.

Year 12 Stage 2 Mathematical Methods (Full Year)

SACE Code: 2MHS20 Credits: 20

Essential Knowledge:

It is highly recommended that a B grade or higher is achieved in all Stage 1 units – Mathematical Methods A, B and C. Specialist Mathematics D at Stage 1 could also be studied but is not required for entry into this course.

Content:

Students study the following topics, as outlined by the SACE Board:

- 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

Assessment:

School-Based Assessment

- Skills and Application Tasks (6 Tests), 50%
- Mathematical Investigation, 20%

External Assessment

- Examination 30%

Specialist Mathematics

Please Note:

SACE Board approved Graphics Calculators are a requirement for this subject.

Year 12 Stage 2 Specialist Mathematics (Full Year)

SACE Code: 2MSC20 Credits: 20

Essential Knowledge:

It is highly recommended that a B grade or higher is achieved in all 4 stage 1 units, consisting of Mathematical Methods A, B & C and Specialist Mathematics D.

Content:

Students study the following topics, as outlined by the SACE Board:

- 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

Assessment:

School-Based Assessment

- Skills and Application Tasks (6 Tests), 50%
- Mathematical Investigation, 20%

External Assessment

- Examination 30%

Music - Composing & Arranging

The Year 12 Stage 2 Music units are year long subjects. A minimum of two and a maximum of four units can be studied at Stage 2.

Year 12 Stage 2 Music - Composing & Arranging (Full Year)

SACE Code: 2MCG10 Credits: 10

Essential Knowledge:

It is highly recommended that a satisfactory completion of a full year of Musicianship at Stage 1 or demonstrated ability of AMEB Grade 5 theoretical knowledge is achieved.

Content:

Stage 2 Composing and Arranging is a 10 credit subject in which students' musical imagination and creativity are developed by composing and/or arranging musical works.

The following two areas of study must be covered:

Folio of Minor Works (6-7 minutes) with Commentary (1000 words)

Major Work with Analysis

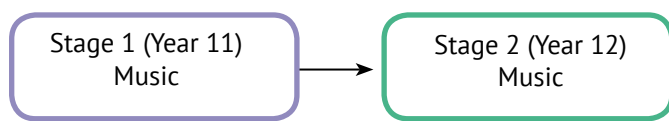
Assessment:

School Assessment

- Folio of Minor Works 50%
- Commentary 20%
- External Assessment

Major Work with Analysis 30%

Music - Ensemble Performance



Year 12 Stage 2 Music - Ensemble Performance (Full Year)

SACE Code: 2MBL10 Credits: 10

Essential Knowledge:

It is highly recommended that a satisfactory completion of Stage 1 Music demonstrating a strong ability in music performance is achieved.

Content:

This 10-credit unit allows students to develop skills in ensemble performing on an instrument or voice.

Each student (selected group) needs to develop a 20 minute repertoire that can demonstrate the skills of the student.

Students prepare and present three public performances throughout the year.

Please note: Students must attend instrumental lessons on an instrument or voice at College or elsewhere, for this unit.

Assessment:

School Based Assessment

First Performance 30%

Second Performance 40%

External Assessment

Final Performance 30%

Music - Musicianship

The Year 12 Stage 2 Music units are year long subjects. A minimum of two and a maximum of four units can be studied at Stage 2.

Year 12 Stage 2 Music - Musicianship (Full Year)

SACE Code: 2MNP10 Credits: 10

Essential Knowledge:

It is highly recommended that a satisfactory completion of a full year of Musicianship at Stage 1 or demonstrated ability of AMEB Grade 5 theoretical knowledge is achieved.

Content:

This 10 credit unit allows students to develop their aural acuity and ability to acquire fundamental, functional musical knowledge, and associated aural, theoretical and notational skills. Students learn theory, aural recognition, and musical techniques in a variety of contexts through a variety of learning activities.

Students study arranging techniques and analysis to complete a major arranging task.

Skills Development tests consist of two 75 minute school based tests covering aural, theory and analysis.

Assessment:

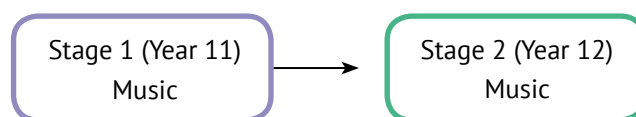
School Assessment

- Skills Development Tests 30%
- Arrangement 40%

External Assessment

- Examination 30%

Music - Music Individual Study



Year 12 Stage 2 Music - Music Individual Study (Full Year)

SACE Code: 2MVS10 Credits: 10

Essential Knowledge:

It is highly recommended that a satisfactory completion of Stage 1 Music is achieved.

Content:

Stage 2 Music Individual Study is a 10 credit subject that allows students to undertake an individually negotiated topic in an area of interest that is not covered in any other Stage 2 Music subject.

Topic areas include:

- Tutoring
- Community
- Music Industry
- Instrument Building
- Music Cultures

This unit requires significant independence, planning and self-regulation in completing an approved topic chosen by the student.

Students must negotiate their topic with teacher and seek approval from SACE.

Students are guided by their own outline and planning in regular consultation with their teacher, and preferably an industry based professional.

Assessment:

School Assessment

- Folio 30%
- Product 40%

External Assessment

- Report 30%

Music - Music Technology

The Year 12 Stage 2 Music units are year long subjects. A minimum of two and a maximum of four units can be studied at Stage 2.

Year 12 Stage 2 Music - Music Technology (Full Year)

SACE Code: 2MHY10 Credits: 10

Essential Knowledge:

It is highly recommended that a satisfactory completion of Music Technology option Semester 2 and Stage 1 Music or demonstrating the ability and passion in Music Technologies is achieved.

Content:

Stage 2 Music Technology is a 10 credit subject that is designed to develop students' skills in, and knowledge of music technology.

Core Topics include:

- Acoustics
- The Mixing Console
- Microphones
- Digital Audio Basics

Students complete 5 minor recording, MIDI or Loops based projects lasting 30 seconds with a commentary of 1200 words.

Students complete a Major Task between 3-5 minutes including a 1200 word commentary

Assessment:

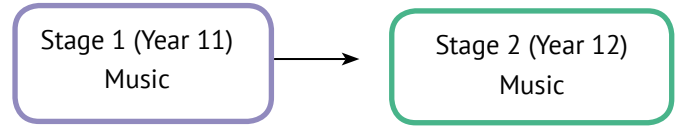
School Assessment

- Folio – Part 1 40%
- Folio – Part 2 30%

External Assessment

- Major Project 30%

Music - Performance Special Study



Year 12 Stage 2 Music - Music Technology (Full Year)

SACE Code: 2MHY10 Credits: 10

Essential Knowledge:

It is highly recommended that a satisfactory completion of Music Technology option Semester 2 and Stage 1 Music or demonstrating the ability and passion in Music Technologies is achieved.

Content:

Stage 2 Music Technology is a 10 credit subject that is designed to develop students' skills in, and knowledge of music technology.

Core Topics include:

- Acoustics
- The Mixing Console
- Microphones
- Digital Audio Basics

Students complete 5 minor recording, MIDI or Loops based projects lasting 30 seconds with a commentary of 1200 words.

Students complete a Major Task between 3-5 minutes including a 1200 word commentary

Assessment:

School Assessment

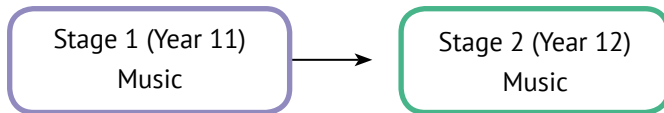
- Folio – Part 1 40%
- Folio – Part 2 30%

External Assessment

- Major Project 30%

Music - Solo Performance

The Year 12 Stage 2 Music units are year long subjects. A maximum of four units can be studied at Stage 2.



Year 12 Stage 2 Music - Solo Performance (Full Year)

SACE Code: 2MFC10 Credits: 10

Essential Knowledge:

It is highly recommended that a satisfactory completion of Stage 1 Music demonstrating a strong ability in music performance is achieved.

Content:

This 10-credit unit allows students to develop skills in solo performing on an instrument or voice.

Each student must perform as an instrumental or vocal soloist demonstrating skills in accuracy, technique and musicianship qualities.

Each student needs to develop an 18 minute repertoire that can demonstrate a contrasting and technical program.

Students prepare and present three public performances throughout the year.

Please note: Students must attend instrumental lessons on an instrument or voice at College or elsewhere, for this unit.

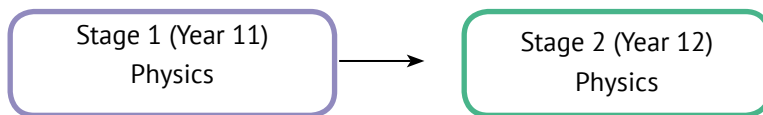
Assessment:

School Based Assessment

- First Performance 30%
- Second Performance 40%

External Assessment

- Final Performance 30%



Physics is the scientific study of the fundamental forces and interactions in the universe and how they are utilized in different applications. Knowledge and understanding provided in Physics helps give an understanding of how the physical laws of the universe work and leads to modern discoveries that push the boundaries of scientific knowledge. Studying Physics provides an opportunity to engage with the work of classical models of mechanics, learn about the discoveries that lead to the quantum theory of the 20th century, and study the modern revolutions at the leading edge Physics research. Students are allowed the opportunity to develop the skills necessary to pursue Physics, Engineering and other sciences at tertiary level. A sound grounding in Physics helps to inspire many careers, including those in defence, engineering, laser research, nanotechnology, medicine, space, sports science, sustainable energy technologies, and research on the origin of the universe.

Year 12 Stage 2 Physics (Full Year)

SACE Code: 2PHY20 Credits: 20

Essential Knowledge:

It is highly recommended that Stage 1 Physics 1 & 2 (C grade or better) is achieved.

Content:

Motion and Relativity

- Projectile Motion, Forces and Momentum
- Circular Motion, Gravitation and Relativity

Electricity and Magnetism

- Electric Fields
- Magnetic Fields
- Electromagnetic Fields

Light and Atoms

- Electromagnetic Waves
- Wave / Particle Nature
- Structure of the Atom
- The Standard Model

Assessment:

School Based Assessment

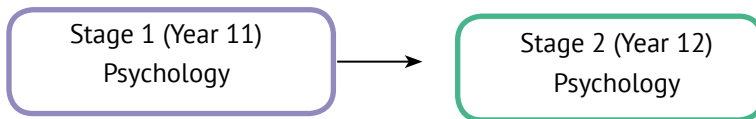
- Investigation Folio Tasks (30%)
 - Practical Investigations
 - Issues Investigation
- Skills and Applications Tasks (40%)
 - Timed tests

External Assessment

- Examination (30%)

Other information:

Investigations Folio and Skills and Application tasks are assessed by the teacher and the examination is assessed by the SACE Board.



Psychology allows students to develop their skills in identifying and describing behaviour by using the four levels of explanation. Students examine a wide range of concepts including; types of experiments, various behavioural theories and the ethical considerations in Psychological research.

Year 12 Stage 2 Psychology (Full Year)

SACE Code: 2PSC20 Credits: 20

Essential Knowledge:

No essential knowledge required however solid English and Maths skills are needed. Students do not need to complete Stage 1 Psychology to study Stage 2, however it is an advantage.

Content:

The topics studied are:

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

Assessment:

School Based Assessment

- Investigations Folio 30%
- Skills and Applications Tasks 40%

External Assessment

- External SACE Examination 30%

The Research Project is a compulsory 10 credit SACE subject, independently researched and managed by the individual student about a topic of choice. The results of this subject count towards the ATAR.

The Research Project has been designed to encourage students to take control and ownership of their learning, whilst receiving support and guidance from teachers, parents and other significant people.

Students have a choice as to whether to study the Research Project in:

- Semester 1 of Year 12
- or
- Semester 3 or 4 of Year 11

Year 12 Stage 2 Research Project (1 Semester)

SACE Code: 2RSP10 Credits: 10

Content:

Students choose a research topic that is based on an area of interest and use a research framework as a guide to develop their knowledge, understanding and skills in their chosen area. Students report on their findings in either a written or oral format.

Folio - This includes:

- Proposal: outline of research question/subject
- Research Development: record of research and analysis of information gained. The folio needs to demonstrate a learning journey.

Research Outcome

The key findings can be reported in a range of different formats ranging from reports, films, posters and transcripts.

Evaluation

- This is externally assessed and requires students to evaluate the research processes of their Research Project in written mode (maximum of 1500 words)

Assessment:

School-based Assessment

- Folio 30%
- Research Outcome 40%

External Assessment

- Evaluation 30%

Fitness

Year 12 Certificate III in Fitness (Full Year)

Credits: 95 (Stage 2)

Essential Knowledge:

Nil.

Content: This course is delivered at Faith under auspice of Foundation Education and Australian Institute of Personal Trainers. Students learn to plan and deliver a variety of gym and fitness programs along with advising on healthy eating guidelines in a sport and recreation environment and lead small group classes through basic programming. Students complete 30 hours of work placement in fitness, liesure, aquatic and community centres.

Units include:

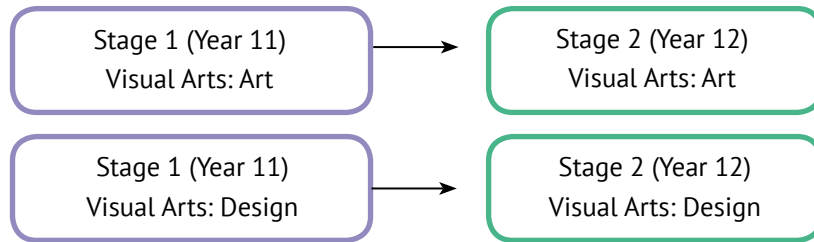
- Anatomy and Physiology
- Nutrition
- Health Screening and Fitness Orientation
- Instruct Fitness and Exercise Programs
- Provide First Aid (One day course with External Provider)
- Work effectively in Sport, Fitness and Recreation Environments

Assesment:

- Online Quizzes
- Research tasks and assignments
- Exam
- Practical



Visual Arts - Art



Visual Arts - Design

Essential Knowledge: A satisfactory pass in grade and work practices in one unit of Year 10 Art and/or Design. There is no written examination in Stage 1 or Stage 2 Visual Arts: Art or Design.

Stage 2 Visual Arts: Art or Design *Please Note students cannot study both Art and Design in Year 12

Preferred knowledge and skills:

A satisfactory pass in grade and work practices in 1 unit of Stage 1 Visual Arts – Art or Design

Year 12 Stage 2 Visual Arts - Art (Precluded subject combination) (Full Year)

SACE Code: 2VAA20 Credits: 20

Media, topics and themes are student driven in Year 12.

Art Practicals can be made by digital imaging, painting, drawing, mixed media, printmaking, photography, sculpture, ceramics or textiles.

FOLIO: Students produce two Folios of 20 pages each which include visual, practical and written evidence to support the Practical.

PRACTICAL: Students produce two Practical works of Art and two written Practitioner’s Statements to be displayed in the annual Faith College Visual Arts Show.

VISUAL STUDY: A 2000 word 20 page inquiry based project of an Art related topic integrated with practical applications.

Assessment:

School-based Assessment

- Folio 40%
- Practical 30%
- Visual Study 30%

Year 12 Stage 2 Visual Arts - Design (Precluded subject Combination) (Full Year)

SACE Code: 2VAD20 Credits: 20

Media, topics and themes are student driven in Year 12.

Design Practicals can be product design, environmental design, graphic design or visual communication.

FOLIO: Students produce two Folios of 20 pages each which include visual, practical and written evidence to support the Practical.

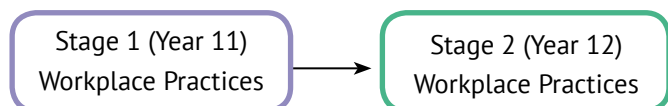
PRACTICAL: Students produce two Practical works of Design and two written Practitioner’s Statements to be displayed in the annual Faith College Visual Arts Show.

VISUAL STUDY: A 2000 word 20 page inquiry based project of a Design related topic integrated with practical applications.

Assessment

School-based Assessment

- Folio 40%
- Practical 30%
- Visual Study 30%



In this subject students study the world of work in relation to an industry area in which they are interested in pursuing. Students learn about the way work has changed over the years and they investigate work related issues or practices that are evident locally, nationally and globally. Students who have participated in this subject in the past have enjoyed studying various industrial relations issues in their chosen industry. Students also prepare their own employment portfolios as they participate in Mock Interviews within the community.

Some students who select this subject are also signed up as SBATs or TGSS students or simply enrolled in a VET Qualification. Some don't know what they want to do and choose this subject to help them make some decisions about their future pathway. All students need to complete 50-60 hours of work placement, which could be paid employment, SBAT or volunteer work.

Year 12 Stage 2 Workplace Practices (Full Year)

SACE Code: 2WPC20 Credits: 20

Essential Knowledge:

Nil but those students undertaking an SBAT/TGSS/VET course are encouraged to participate in this course.

Content:

- Industry and Work Knowledge
- Vocational Learning
- Folio topics

Topic 1: The Changing Nature of Work

Topic 2: Finding Employment

Topic 3: Industrial Relations

Assessment:

School-based Assessment

- Folio 25%
- Performance 25%
- Reflection 20%

External Assessment

- Investigation 30%

ATAR – Australian Tertiary Admission Rank	This is used by universities to determine entrance and cut off scores to a particular course. It is comparable nationally. The ATAR is reported to students on a percentile scale, ie on a range 0-99.95 with intervals of 0.05. (eg If you have an ATAR of 80 you are in the top 20% of the state.) See page 11 for more detailed explanation.
Apprenticeship	Australian Apprenticeships encompass all apprenticeships and traineeships. They combine time at work with training and can be full-time, part-time or school-based. Apprenticeships are available in a variety of certificate levels in more than 500 occupations across Australia, in traditional trades, as well as a diverse range of emerging careers in most sectors of business and industry.
SBAT - Australian School Based Apprenticeship or Traineeship	This is a programme of study where students have the opportunity to complete SACE Stage 1 and Stage 2 and, at the same time, complete part-time, the first year of an industry level apprenticeship / traineeship. See page 10 for more information.
Assumed knowledge	Background knowledge in a SACE Stage 1 or Stage 2 subject or an identified skill, that a student is expected to have grasped. This knowledge enhances the understanding of the Content: of a given tertiary course. You will still be considered for a course if you have not studied this subject, but you may find that you need to do a bridging course.
Completion and Successful Completion of Subjects	Subject completion means achieving a grade of E or better. Successful completion means achieving a grade of C or better.
Credits	Students earn credits for a completed subject. One semester or 6 months study in a subject is worth 10 credits. Students must complete all 200 credits to gain their SACE.
MER – Minimum Entry Requirements	This is what an applicant must meet in order to be eligible for selection to TAFESA Courses. It varies according to the different level of courses.
Precluded Combination	A named pair of SACE Stage 2 subjects which cannot both be counted when calculating the university or TAFE aggregate. If you do a precluded combination you will not get an ATAR.
Pre-Vocational Course	Courses run by a Registered Training Provider (RTO) / TAFE in the trade areas. Usually fulltime for 6 months - one year. Successful completion gives credit towards the first year of an Apprenticeship.
Pre-requisite	A TAS subject in which a student must gain a minimum grade of 'C' or better in order to be eligible for selection in the university course for which the prerequisite is nominated.
Preferred Knowledge & Skills	A preferred standard to be achieved to enable continued success in the subject area at a more advanced level.
Recognised Subjects	These are those International Baccalaureate, interstate Year 12, higher education or VET awards deemed by the SACE Board, the universities and TAFESA as being eligible to be included in the calculation of the ATAR.
SACE	South Australian Certificate of Education
SATAC - South Australian Tertiary Admissions Centre	SATAC receives and processes applications from persons seeking admission to the courses, at tertiary institutions, listed in the SATAC guide.
Scaling	The mathematical process which provides a basis for comparing performance in different SACE Stage 2 subjects which have different objectives, Content: and assessment processes. The 'raw scores' are scaled to ensure they are comparable before they are added together to produce university aggregate.
Semester	A period of half a school year eg. 50 - 60 hours of programmed learning in a subject. Usually this takes the form of a half year period of study but it may also be a full year course with less time per week. Each semester unit generally attracts 10 credits.
SACE Board	This is the controlling body of assessment procedures for SACE. At the end of Stage 2, a Record of Achievement is issued which will contain a transcript of all results achieved including the ATAR.
STAT – Special Tertiary Admissions Test	This test is used by universities to assess a range of competencies commonly considered important for success in tertiary study. Applicants need to turn 18 by February of the year they wish to enter university.
Subject Achievement Score	A score which represents the assessment of a student's achievement in a SACE Stage 2 subject as measured against the objectives of the subject syllabus. It is a number from 0 (lowest) to 20 (highest) and a letter from E (lowest) to A (highest) which gives a rank order of performance in that subject.
TABS – TAFESA Assessment of Basic Skills	This is a series of multiple choice tests addressing literacy and numeracy administered on a specific date. It is an alternative way for applicants to demonstrate they meet the MER for application into a TAFESA course.
TAS – Tertiary Admissions Subjects	These are SACE Stage 2 subjects which have been approved by the universities and TAFESA as providing appropriate preparation for tertiary studies.
Traineeship	Government subsidised training and employment for up to 18 months. Traineeships are now being offered in an ever increasing variety of areas, such as office work, computing, retail, sport, IT etc.
TGSS – Training Guarantee for SACE students	The Training Guarantee for SACE Students (TGSS) scheme supports selected students who are at least 16 years of age to commence a 'Certificate III completion pathway' as an integrated part of their South Australian Certificate of Education (SACE).
University Aggregate	The University Aggregate is calculated from the best scaled scored from three 20 credit TAS plus the best outcome from a fourth subject. See Page 11 for more details.
VET - Vocational Education and Training	Vocational Education and Training (VET) is education and training that gives students skills and knowledge for work. VET operates through a national training system and is delivered, assessed and certified by Registered Training Organisations (RTOs).
VET Recognition	The SACE Board's recognition arrangements enable students to include VET in their SACE studies. Students are encouraged to complete, or make significant progress towards completing, VET qualifications while completing the SACE.



Faith Lutheran College

130 Magnolia Road, Tanunda SA 5352 | Phone 8561 4200 | www.faith.sa.edu.au