All subject choices will again be made online. This year choices can be made online between Monday 15 August and Friday 26 August.

Details of how to make the online selections, including an individual password, will be given to students prior to these dates. Students who do not make their selections online during the subject choice period may submit their selection on the form on the next page. However, if classes have been allocated, students who submit forms late may miss out on their preferences.

If submitting late preferences, please include the appropriate signatures.

Year 12 students will study four or five subjects from the following lists, and the Research Program if this is not being completed in 2016. Students should read the information on the St John’s website or consult their teachers for further information about each course.

The classes being offered for study in 2017 are listed on the next page. This list may be printed and should be used to clarify your choices before making your final selection online. If submitting choices on paper instead of online, the form on the next page may be used with appropriate signatures.

Select the Stage 2 Research Project as your first preference if this is not being undertaken in Year 11. Select at least 5 more preferences and choose them in order of importance to you.

If you wish to study 5 subjects, please indicate this in writing on the printed receipt which is generated after completing the online choices. This receipt should be given to your Home Group teacher.
### Subject Choice Information — Year 12 2017

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(If submitting late preferences using this form, please include the appropriate signatures.)

Student’s signature __________________________ Date _______________________

Parent’s signature __________________________ Student Name__________________

Success, wisdom, balance
Stage 2 BIOLOGY – Full Year (20 Credits)

Assumed Knowledge and Skills: To be confident of success in Stage 2 Biology, students should have attained a ‘B’ grade or higher in Stage 1 Biology, and at least 65% in the end of year exam.

This course focuses on some of the most exciting discoveries in the past century. These discoveries, which will continue to have a substantial impact on human beings as well as other life forms, and the planet itself, include: the creation of new life forms; controlling diseases and pest species and many other aspects of genetic engineering. Year 12 Biology topics include: structure and function of DNA, genetic manipulation of DNA, cell theory, culturing cells and chemicals influencing metabolism, recycling of resources, changing communities and the effects of humans on ecosystems.

Biology is a continually developing body of knowledge. Learning the methods of designing experiments, as well as the techniques for carrying them out, assists students to become proficient in manipulative, observational, analytical and problem-solving skills. Practical work allows for the use of the scientific method in evaluating results and reaching informed conclusions.

The course provides opportunities to consider issues resulting from the interaction between science, technology and society in creative assessment activities.

Assessment: An external 3-hour written examination contributes 30% of each student’s assessment. The school based assessment comprises an Investigations Folio (40%) and Skills and Applications Tasks (30%).

Stage 2 BUSINESS STUDIES - Full Year (20 Credits)

Pre-requisites: - Skills in communicating in written and oral form and an ability to research a variety of sources. The successful study of Stage 1 Business Studies is desirable.

Business Studies concerns the study of the organisation, and the production and distribution of goods and services. It allows students to develop an understanding of the broad social environment within which business operates.

Business activity impinges on the lives of all people. This course prepares students to analyse, initiate, manage, evaluate and respond to change and focuses on employment-related competencies identified as essential for effective participation in work and society.

Topics studied include:

Core topic:
The Business Environment

Option topics:
Two of the following topics will be studied:
People, Business, and Work  Business and Technology
Business and the Global Environment  Business and Marketing
Business, Law and Government

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The syllabus seeks to provide students with the knowledge to participate effectively and responsibly in a changing business environment. Students interact with businesses when researching for assignments and the business study.

Assessment:
School-based Assessment (70%) –
Folio (30%), Practical (20%),
Issues Study (20%)
External Assessment – Report (30%)

Stage 2 CHEMISTRY – Full Year (20 Credits)

Assumed Knowledge and Skills: To be confident of success in Stage 2 Chemistry, students should have attained a ‘B’ grade or higher in Stage 1 Chemistry, and at least 65% in the end of year exam.

Course Content: This course covers such topics as:
- Skills
- Elemental and Environmental Chemistry
- Analytical Techniques
- Using and Controlling Reactions
- Organic and Biological Chemistry
- Materials

Skills: Consolidation and extension of the skills developed in Year 11 Chemistry.

Assessment: An external 3-hour written examination contributes 30% of each student’s assessment. The school based assessment comprises an Investigations Folio (40%) and Skills and Applications Tasks (30%).

Stage 2 Chinese for Backgroup Speakers – Full Year (20 credits)

12年中文母语— 多样 (20学分)

This course continues the understanding of Chinese culture and heritage by examining social issues in contemporary China. It will assist students making a transition into Australian culture which has a different style of learning. During the course, they will develop skills in thinking critically which is essential for completing tertiary studies successfully. 通过学习，学生们完成中国学习的同时，也能培养分析问题的能力和技巧，为大学阶段做准备。

This subject is organised around four prescribed themes, each explored through the examination of a number of contemporary issues. These are designed to help students understand the interdependence of language, culture, and identity. The four themes are:

- Theme 1: China and the world (e.g. the changing roles and expectations of women and men)
  主题1：中国和世界（例如 男女社会地位的变化和期望）
- Theme 2: Modernisation and social change (e.g information technology and youth culture in China and Australia)
  主题2：现代化和社会变迁（中澳科技发展和青少年文化比较）
- Theme 3: The overseas Chinese-speaking communities (e.g. Globalisation VS Chinese culture)
  主题3：海外华人社团（例如全球化和中华文化）

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The examination consists of two assessments:

**External Examination (30%)**

In-depth study (20%)  
Theme 4: Language in use in contemporary China (e.g. Contemporary film review, Writers in Chinese language, etc.)

School based assessment (校内测试)

Folio (50%)  
Theme 4: Language in use in contemporary China (e.g. Contemporary film review, Writers in Chinese language, etc.)

- Interaction - Students interact with others to exchange and explain information, opinions, and ideas in spoken
  互动 - 学生跟其他人口头交流，解释信息，观点和见解

- Text Production - Students create texts in written Chinese, in which they express ideas, opinions, and perspectives on contemporary issues
  文章写作

- Text Analysis - Students analyse and evaluate a text or texts that are in Chinese and respond in Chinese and/or English. Teachers may negotiate the form of presentation of the response with students
  材料分析

In-depth study (20%)  

There are three assessments for the in-depth study:

- an oral presentation in Chinese (5 to 7 minutes)
  5-7分钟中文演讲

- a written response to the topic in Chinese (maximum of 1000 characters/800 words)
  800-1000字的问题分析论文

- a reflective response in English (maximum of 600 words, or 5 to 7 minutes).
  对所分析问题的反思，5-7分钟英文演讲或者600字英文写作

External Examination (30%)  

The examination consists of two assessments:

- an oral examination
  口试

- a written examination.
  笔试

Stage 2 DRAMA – Full year (20 Credits)

**Pre-requisites:** Successful achievement at Stage One Drama and/or teacher recommendation.  
Students must be prepared to work in team situations, spend time rehearsing outside of school hours when required and be willing to perform to the school community.

**Content:**

The Stage 2 program will be based on the four following areas of study:

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

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Assessment

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

School Based Assessment

- Group Presentation 20%
- Folio - Report/Reviews 30%
- Interpretative Study 20%

External Assessment

- Performance 30%

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

Supporting evidence for the school-based assessment component from, for example, performances, presentations, oral presentations, staged readings, round table presentations, workshops or discussions, should be recorded on DVD to provide evidence for the moderation purposes.

Information on the External Assessment

Students are involved in either:
- a group performance or presentation, or
- an individual performance or presentation.

Group Performance or Related Off Stage Presentation

Each student is assessed on either a focused performance (on-stage role) or a presentation (off-stage role). On-stage performers should present a focused performance of between 10 and 15 minutes. Students who work off-stage should spend a maximum of 15 minutes presenting evidence relevant to their specific off-stage role.

Students must not duplicate work undertaken in other areas of the subject. However, the work may be an extension of the ideas, genres, styles and/or influences explored in assessment types 1, 2, or 3.

Student’s involvement in the group performance or presentation may be in one or more of the following areas:
- acting
- design (set, costume, make-up, lighting, sound, publicity and promotions)
- dramaturgy
- front-of-house
- multimedia/Film and video
- stage management.

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Individual Performance or Presentation
Students present a performance or presentation of a maximum of 15 minutes, in whatever practitioner role they have chosen, which demonstrates their application of the knowledge and skills they have acquired through their area of study.

The focus of performance or presentation could take inspiration from a range of influences such as a poem, novel, song, piece of music, ritual, play text, genre, or style of theatre or from dramatic practitioner(s). Students are encouraged to consider ways of making their performance or presentation dramatic in nature.

The performance or presentation can take many forms including audio, songs, music, podcasts, film/video, live performance, Power Point presentation, photographs, sketches, diagrams, displays, staged readings, collages, DVDs, CD-ROMS, written formats or a combination of these formats. The presentation will include an analysis and discussion of the process the student has undergone to reach the outcome.

Students may use any medium (or combination of media) in their presentation. Students should ensure that their project sits firmly within the scope of the dramatic arts and does not overlap with other areas such as dance, music, or art.

Student’s involvement in the individual performance or presentation may be in one or more of the following areas:
- acting
- design (set, costume, make-up, lighting, sound, publicity and promotions)
- dramaturgy
- front-of-house
- multimedia/Film and video
- stage management
- scriptwriting
- directing

Performance Standards
The Drama Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

Stage 2 ENGLISH LITERATURE STUDIES – Full Year – (20 Credits)

Prerequisite: Completion of Stage 1 English Studies, with strong results (B or above recommended).

Recommendation: for students who enjoy reading and have an ability in analytical writing, looking to pursue tertiary study.

Stage 2 English Literary Studies is primarily concerned with the reading, viewing and analysis of complex texts. Through shared and individual study of literature from a range of cultural and historical contexts, students encounter different critical perspectives towards texts, develop ideas, find evidence to support personal views and learn to construct convincing arguments. Students are required to read and view at least six extended texts and a number of shorter texts. Students will develop pieces of writing and oral presentations that show the depth and clarity of their understanding and complete a 90-minute examination at the end of the year.
Course Structure and Organisation

The Responding to Texts component comprises five Shared Studies and a Comparative Text Study.

- For the Shared Studies students study one extended prose text, one film, one play, a range of poetry texts and engage in the critical reading of various short texts. One of the Shared Studies assessments will require students to consider a text from two critical literary perspectives.
- For the Comparative Text Study, students, in association with their teacher, select two texts – one from the class’ Shared Studies and one of their own choosing – and write an extended critical essay of 2000 words.

The Creating Texts component involves the composition of two creative pieces. One assessment will require students to create a transformative text with writer’s statement, demonstrating their knowledge of, and ability to be innovative within, a genre of their choosing.

Assessment

Students will provide evidence of their learning by completing:

- Up to five responses to the Shared Studies texts
- One extended essay for the Comparative Text Study
- Two creative texts and a writer’s statement
- A 90-minute critical reading exam

School-based assessment in Stage 2 English Literary Studies will be externally moderated at all grade boundaries and the external assessment will only contribute its weighted grade to the overall result:

School-based Assessment (70%)
Assessment Type 1: Shared Studies (50%)
Assessment Type 2: Creating Texts (20%)

External Assessment (30%)
Assessment Type 3: Comparative Texts Study (15%)
Assessment Type 4: Critical Reading Exam (15%)

Stage 2 ENGLISH- Full Year (20 Credits)

Prerequisite: Satisfactory Completion of Stage 1 English Studies or consistently sound results in Stage 1 English Communications.

Recommendation: for students with ability in creative writing and an interest in analysing a range of texts, looking to pursue tertiary study.

Stage 2 English is designed to give students the opportunity to learn about the power of language in society. They will consider the role of language as a means of communication between individuals, groups and organisations. They will look closely at examples of visual and written communication in their daily lives and in the media, and refine their own critical thinking and communication skills. Students will read, view and respond to a number of texts as well as have the opportunity to develop their own skills in creating texts. They will write, speak and use technology in a variety of forms that reflect and extend their creative ability and their capacity for critical reasoning.

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Structure and Organisation

For the Responding to Texts component, students compose two written assessments and one oral presentation, based on their study of three of the following text types:

- extended texts (such as a novel, graphic novel, non-fiction text or selection of short stories)
- a selection of poetry texts
- a drama text or performance
- a film or television program episode
- media texts

The Creating Texts component involves the composition of three creative texts and one writer’s statement, demonstrating students’ understanding of how to write for a range of purposes, including imaginative, procedural, persuasive, and others.

For the Comparative Analysis, students compose an extended essay, evaluating the language features and conventions of two different texts. Students can choose from a range of texts and text types, barring those covered in the Responding to Texts class study.

Assessment

School-based assessment in Stage 2 English will be externally moderated at all grade boundaries and the external assessment will only contribute its weighted grade to the overall result:

School-based Assessment (70%)
Assessment Type 1: Responding to Texts (30%)
Assessment Type 2: Creating Texts (40%)

External Assessment (30%)
Assessment Type 3: Comparative Analysis (30%)

Stage 2 ENGLISH - ESSENTIAL - Full Year (20 Credits)

Prerequisite: Satisfactory Completion of any Stage 1 (Year 11) English subject.

Recommendation: for students looking to pursue vocational careers or tertiary study in non-language rich subjects.

The study of English allows students to develop skills beneficial for informed and effective participation in education, training, the workplace and their personal environment. Stage 2 Essential English provides the opportunity for teachers and schools to develop programs that suit the needs of students, requiring students to create and respond to texts for a range of personal and social contexts. The Essential English course is recognised for the ATAR and the focus capabilities of this subject are communication, citizenship, personal development, work and learning.

Structure and Organisation

In the Responding to Texts component, students produce three assessments, at least one of which will be written and one oral or multimodal. Students reflect critically on the ways in which texts are created for specific purposes and audiences and the texts selected for study have a direct connection with vocational, cultural and/or social contexts. A broad range of text types can be considered for study, including:

- visual/media/social media texts

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imaginative texts, including short narratives, prose and dramatic texts
workplace and advocacy texts
a speech or oral presentation

The Creating Texts component involves the composition of three texts: one advocacy text in which students argue for an issue, cause or process, and two additional texts demonstrating their understanding of, and ability to use, the conventions and style of various forms of writing.

For the Language Study students identify a purpose and context that arises out of their interaction with a group of people in a vocational, cultural or social context. Students undertake an independent study of a maximum of 2000 words, or the equivalent in a multimedia format, that has as its major focus the use of language by such a group. Students can consider exploring the language used by a social, vocational, volunteer, sporting or religious group, among others.

Assessment

School-based assessment in Stage 2 Essential English will be externally moderated at all grade boundaries and the external assessment will only contribute its weighted grade to the overall result:

School-based Assessment (70%)
Assessment Type 1: Responding to Texts (30%)
Assessment Type 2: Creating Texts (40%)

External Assessment (30%)
Assessment Type 3: Language Study (30%)

Stage 2 ENGLISH AS AN ADDITIONAL LANGUAGE - Full Year (20 Credits)

English as an Additional Language is designed for students for whom English is a second language or an additional language or dialect.

Throughout the course students develop their written, oral and reading skills and undertake tasks that involve communication, comprehension, analysis and text creation. Students broaden their understanding of how English is used in a range of contexts and develop skills and strategies helpful for research and academic study.

Structure and Organisation

In the Academic Literacy Study, students investigate a question or topic and present their findings in an academic style by producing two tasks: a written report and an oral interaction. Students’ investigations involve the examination of a range of sources, including media, and the written report and oral interaction allow students to present their findings in ways that demonstrate their formal writing and presentation skills.

The Responses to Texts component focuses on developing comprehension skills and text analysis strategies. Students complete four responses to a range of texts, at least one of which will be a literary text. At least one text response will be in oral form and two will be written.

Students will complete an Examination at the end of the year that is divided into two sections, involving listening, reading and writing in English; responding to written and media texts.

Assessment

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School-based assessment in Stage 2 English as an Additional Language will be externally moderated at all grade boundaries and the external assessment will only contribute its weighted grade to the overall result:

**School-based Assessment (70%)**
Assessment Type 1: Academic Literacy Study (30%)
Assessment Type 2: Responses to Texts (40%)

**External Assessment (30%)**
Assessment Type 3: Examination (30%)

**Stage 2 GEOGRAPHY – Elective Subject - 20 credit points**

While this course is not available in 2017 it will be offered in 2018.

Stage 2 Geography is consists of:
A. a compulsory core topic
B. two option topics from a choice of twelve

**A. Core Topic: Population, Resources, and Development**

This topic introduces students to the processes involved in population change. Through it, students become aware of the impacts of population and consumption on the environment. Water is used as a case study.

**World Population**

**The Processes of Population Change**

**Issues Arising from Changes in the Composition of Populations and the Movement of People**

**Resources**

**Case Study of a Resource: Water**

**B. Option Topics**

Students must study issues related to two of the following topics:
1. Urbanisation
2. Rural Places
3. Tourism
4. Sources and Use of Energy
5. Coasts
6. Biodiversity
7. Climate Change
8. Soils
9. Environmental Hazards
10. Globalisation
11. Drylands

The Fieldwork component of the course is centred on the two option topics and students will have the full year to complete it. These topics are not part of the end of year exam.
Stage 2 INDONESIAN – Full Year (20 Credits)

Prerequisite: Successful Completion of Stage 1 Indonesian

The SACE stage 2 Indonesian course is designed and assessed in accordance with the guidelines from the SACE Board of SA. Assessment tasks will come under the three SACE strands of Communication, Understanding Language and Understanding Culture. Students will be assessed in the following manner:

Assessment Type 1: Folio (50%)
There are three assessments for the folio:

- Interaction
- Text Production
- Text Analysis.

Students should undertake all three assessments for the folio at least once.

Assessment Type 2: In-depth Study (20%)
There are three assessments for the in-depth study:

- one oral presentation in [Language] (3 to 5 minutes)
- one written response to the topic in [Language] (600 characters/500 words)

Stage 2 - INFORMATION TECHNOLOGY – Full Year (20 Credits)
While this course is not available in 2017 it will be offered in 2018.

Students apply skills and concepts related to digital technologies to create, manipulate and process data in order to produce desired outcomes. They analyse the responsibility of system developers and explain how data is represented and transferred in computer-based systems.

In Information Systems discussion and investigation into how integrated systems like self-serve checkouts operate is undertaken.

In Computer and Communication Systems students look into how data is processed into information and then transferred from one location to another.

Application Programming focuses on need identification and the process of application development using data to produce useful information. Microsoft Visual Studio is used.

Multimedia Programming provides students with the opportunity to develop and deploy complex game applications using AS3 Actions Script and Adobe Animate.

Pre-requisite – Students must have successfully completed Stage 1 Information Technology.

Stage 2 JAPANESE – Full Year (20 Credits)

Successful completion of Stage 1 Japanese is a prerequisite for this subject.

The Stage 2 course is a continuation of the Stage 1 course and shares the same broad goals, emphases and themes. There are three prescribed themes:

- The Individual

Success, wisdom, balance
Japanese-speaking Communities
The Changing World.

The theme ‘The Individual’ enables students to explore aspects of their personal world, for example, sense of self, aspirations, personal values, opinions, ideas, and relationships with others. This theme also enables students to study topics from the perspectives of other people.

The theme ‘The Japanese-speaking Communities’ explores topics from the perspectives of diverse individuals and groups within those communities or the communities as a whole, and encourages students to reflect on their own attitudes, beliefs, and values and develop an understanding of how culture and identity are expressed through language.

The theme ‘The Changing World’ enables students to explore change as it affects the world of work and technology.

Assessment at Stage 2 is in accordance with SACE guidelines and comprises:

Assessment Type 1: Folio (50%)
There are four assessments for the folio:
• Interaction
• 2 x Text Production
• Text Analysis.
Students should undertake all four assessments for the folio at least once.

Assessment Type 2: In-depth Study (20%)
There are three assessments for the in-depth study:
• one oral presentation in [Language] (3 to 5 minutes)
• one written response to the topic in [Language] (600 characters/500 words)
• one reflective response in English (600 words or 5 to 7 minutes).
Students should undertake all three assessments for the in-depth study.

Assessment Type 3: Examination (30%)
The examination consists of two assessments:
• an oral examination
• a written examination.

Stage 2 MATHEMATICAL SPECIALIST– Full Year (20 Credits)

Pre-requisite: Stage 1 Mathematics x2 (Stage 1 Mathematics Specialist and Stage 1 Mathematical Methods)
Requirement: Must be studied with Stage 2 Mathematical Methods (unless a student is accelerated and has undertaken Stage 2 Mathematical Methods as a Year 11 student the previous year)
Mathematics Specialist includes the study of functions and calculus. It draws on and deepens students’ mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous proofs, and using mathematical models. Mathematics Specialist leads to tertiary courses such as engineering, computer science, and physical sciences. Studying this course will enhance the possibility of future careers in these related fields.
Assessment includes: - six Skills and Application Tasks (50%), one Investigation (20%), and an external examination (30%).

Stage 2 MATHEMATICS GENERAL – Full Year (20 Credits)

Pre-requisite: Stage 1 Mathematics General or Stage 1 Mathematical Methods.
Mathematics General extends students’ skills in ways that apply to practical problem solving. Topics cover applications of mathematics in the areas of personal finance management,

This subject prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Assessment includes five Skills and Applications Tasks (40%), two Investigations (30%) and a final 2 hour external examination (30%)

**Stage 2 MATHEMATICAL METHODS – Full Year (20 Credits)**

*Pre-requisite: Stage 1 Mathematics (2 unit course called Stage 1 Mathematical Methods)*

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. Students develop a deep understanding of the physical world by studying functions, their derivatives and integrals, mathematical modelling and relationships involving rates of change. The study of statistics allows students to describe and analyse phenomena that involve uncertainty and variation.

This subject provides the foundation for further study in mathematics, economics, computer science, and the sciences. When studied with Specialist Mathematics this subject can be a pathway to engineering, physical science and laser physics.

Mathematical Methods prepares students for courses and careers that may involve the use of statistics, such as health or social sciences.

*Assessment includes:* - six Skills and Applications Tasks (50%), one Investigation (20%) and a final 3 hour external examination (30%).

**Stage 2 MATHEMATICAL ESSENTIAL – Full Year (20 Credits)**

*Pre-requisite: Stage 1 Essential Mathematics at A or high B level, or Stage 1 Mathematics General.*

This subject offers students the opportunity to extend their skills in practical problem solving in everyday and workplace contexts. Topics cover everyday calculations, financial management, business applications, measurement and geometry and statistics.

This subject is intended for students planning to pursue a career in a range of trades or vocations.

*Assessment includes:* - four Skills and Application Tasks (30%), three Investigations (40%), and a 2 hour external examination (30%).

**Stage 2 MEDIA STUDIES – Full Year (20 Credits)**

This Year 12 course is open to Year 11 students if they have successfully completed a semester of the Stage 1 course while in Year 10.

Students of Media Studies can gain an understanding of how ideas are communicated and how audiences and individuals interpret, interact with, and respond to media. Students will gain knowledge, technical skills, and a critical understanding of media texts, products, and industries. For the purpose of Stage 1 and 2 Media Studies, a media text is any form of expression that is communicated by audio-electronic, visual, digital and/or print means. Students of Media Studies will develop media literacy and production skills by critically observing media practice, critically analysing media texts, and creating media products.

*The course consists of three main topics:*

*Advertising and Audiences (Term 1)*

*Music and the Media (Term 2)*

*Short Film (Term 3)*
Each topic is explored for one term, and a number of assessment tasks spring out of this exploration.

**Assessment Component One – Folio (30%) Comprising:**

*Media Exploration Brand Analysis (T1)*  
*Media Interaction Film Soundtracks (T2)*  
*Media Exploration Short Film Analysis (T3)*

**Assessment Component Two – Production (40%) Comprising:**

*Advertising Campaign (T1)*  
*Short Film/Website (T3)*

**Assessment Component Three – Investigation (30%) Externally Assessed  T2**

More information and course material can be found at:  
[www.st2media.wikispaces.com](http://www.st2media.wikispaces.com)

**Stage 2 MODERN HISTORY - Full Year (20 Credits)**

**Pre-requisites:** Successful completion of a Semester of History at Year 11.

In a study of Modern History students will acquire knowledge and understanding of how men, women, and children have lived, acted and died in different parts of the world since c.1500.

Using key questions, students will examine past world events and develop skills in historical inquiry, using comparative and depth approaches. Specific skills taught in the course will focus on causation, change and continuity, the use of historical evidence, analytical thinking, interpretation and an empathetic appreciation of past events.

These skills will provide students with the tools to successfully explore and examine the four strands that underlie the study of Modern History: Time, Continuity and Change; Place, Space, and Environment; Societies and Cultures; and Social Systems.  
There are three components in the summative assessment of Modern History: course work, an individual history essay and an external examination.

**Structure of the course**

This subject consists of a thematic, a depth study and an individual history essay.

The Thematic Study will investigate the Russian October 1917 Bolshevik Revolution in detail. The Depth Study will investigate An Age of Catastrophes.

With the individual history essay, each student will formulate a hypothesis or focusing question(s) in order to analyse an aspect of history c.1500, and construct a reasoned historical argument based on evidence from a minimum of three sources. The essay should be a maximum of 2000 words.

Each of the thematic and depth study are analysed under four areas of inquiry and they are as follows:

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Thematic Study

Revolutions and Turmoil: Social and Political Upheavals since c. 1500. The 1917 October Russian Revolution

☐ The nature of pre-revolutionary society and government
☐ The role of external and/or internal factors in the collapse of the old order and in the seizure of power
☐ The consolidation of power by the revolutionaries
☐ Internal and external threats to the revolution and how they were dealt with them.

Depth Study

An Age of Catastrophes: Depression, Dictators, and the Second World War

☐ The causes and impact of the Great Depression
☐ The rise to power of Adolf Hitler
☐ The nature of the Nazi regime under Hitler
☐ The nature of the Second World War in Europe

Assessment

School Based Assessment

Folio (50%)

Students undertake six to eight folio assignments that involve research, synthesis, and analysis of sources. Assessments will include short answer tests, essays, reports, sources analysis tests and oral presentations.

Essay (20%)

Students undertake an individual inquiry into a historical topic of their choice post c.1500 and write an essay to a maximum of 2000 words

External Assessment

Examination (30%)

Students undertake a three-hour exam, which has three parts.
Part 1: Thematic Study. The students are required to answer one essay question
Part 2: Depth Study: The students are required to answer one essay question.
Part 3: Sources Analysis. A short answer test based on the analysis of a range of sources.

Stage 2 MUSIC – Full Year (20 Credits)

The SACE Stage 2 Music is offered as two units of the SACE sequence and students must complete two units over two Semesters. There are six different units offered at SACE Stage 2 level.

Pre-requisites:

☐ SACE Stage 1 Music (Full Year) with A or B grade average
☐ A minimum of 3 Years instrumental tuition prior to SACE Stage 2
☐ Continuation of instrumental tuition throughout SACE Stage 2

Success, wisdom, balance
1. **Solo Performance**
   Students will rehearse and perform a number of solo works reflecting their ability over the course of the year and perform them in front of a public audience on at least 4 occasions.

   **Assessment**
   - Instrumental or vocal performances (minimum of 4 performances)

2. **Ensemble Performance**
   Students will rehearse and perform a number of works as part of an ensemble and perform them in front of a public audience on at least four occasions.

   **Assessment**
   - Instrumental or vocal performances (minimum of 4 performances)

3. **Performance Special Study**
   Performance Special Study is designed to cater for the advanced performer. Students will perform an extended work of at least 10 minutes and a theory analysis folio of their chosen work.

   **Assessment**
   - Performance of extended work twice during the Year.

4. **Musicianship**
   Students will undertake a programmed course of theoretical and aural studies.

   **Musicianship Pre-requisites:**
   - Musicianship Stream in SACE Stage 1 (full Year)
   - 5th/6th Grade A.M.E.B. Practical or equivalent
   - 4th/5th Grade A.M.E.B. Theory or equivalent

   **Assessment**
   - Programmed aural and written tests throughout the Year,
   - Two summative skills theory tests
   - A 40 bar arrangement
   - Examination at the end of the Year

5. **Individual Study**
   Students will choose an approved topic and present a project and journal. Selected topics in the past have included teaching piano and making a guitar.

   **Assessment**
   - Negotiated tasks and assessments throughout the Year.
   - Weekly journal entries
   - Evidence of learning, planning and drafting
   - Portfolio of work submitted for moderation at the end of the year.

6. **Music Technology**
   Students will undertake an advanced course consisting of computer based music creation and recording.

   **Assessment**
   - Five 30 second projects which demonstrate specific skills
   - Final five minute project, which utilizes the new music technology skills which the students have acquired throughout the course.
Stage 2 PHYSICS - Full Year (20 credits)

Assumed knowledge and Skills: To be confident of success in Stage 2 Physics, students should have achieved at least a ‘B’ grade in Stage 1 Physics, and at least 65% in the end of year exam.

Course Content
- Projectile motion
- Gravitation and satellites
- Momentum in two dimensions
- Electric Fields, and the motion of charged particles in electric fields
- Magnetic Fields, and the motion of charged particles in magnetic fields
- Electromagnetic waves
- The interference of waves
- Photons
- Wave behaviour of particles
- Structure of the atom
- Structure of nucleus
- Radioactivity
- Nuclear fission and fission

Skills: The course consolidates and extends the skills developed in Year 11 Physics.

Assessment: An external 3-hour written examination contributes 30% of each student’s assessment. The school based assessment comprises an Investigations Folio (40%) and Skills and Applications Tasks (30%).

Stage 2 PSYCHOLOGY – Full Year (20 Credits)

Prerequisite – While SACE Stage 1 Psychology is not a SACE prerequisite for study at Stage 2 level, it is clearly an advisable sequence. Students who wish to study Stage 2 without having studied Stage 1 are asked to contact David Rawnsley prior to making their choice.

Psychology focuses on the study of human behaviour. It is therefore a useful study for a range of people-focused professions as well as an avenue for understandings which may inform personal growth and, in due course, approaches to parenting.

Stage 2 Psychology builds on the work covered in Stage 1 and all students study a core of 5 units:
- Social Cognition,
- Learning,
- Personality,
- Psychobiology of Altered States of Awareness, and
- Healthy Minds.

Assessment in the subject is primarily internal but there is an external 2 hour SACE Board exam weighted at 30%. Students also are expected to work collaboratively with their peers on a group investigation, as well as producing individual work. Assessment includes:
- Collaborative Investigation
- Individual Investigation
- Assignments
- Examination

Psychology draws from both the Humanities and the Sciences. However, at Stage 2 there is a significant emphasis on research methods, including ethical and practical considerations.

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Stage 2 PHILOSOPHY – Full year (20 Credits)

This course continues the skills of Year 11 but will provide more depth in each of the Key Learning Areas of Ethics, Epistemology and Metaphysics.

Students will learn to analyse philosophical positions, to identify assumptions, to apply critical thinking skills and to communicate their ideas clearly. The course focuses on elements of a negotiated study programs built around philosophical issues of interest to students, rather than a strictly prescribed content.

Assessment will involve argument analysis, response to issues, and a Philosophical Issue Study on a negotiated topic. Work is school assessed and moderated with other schools. There are no prerequisites for the course. However, students who know that they would like to study Philosophy in senior years are encouraged to study it at other year levels too.

The course Wikispace is st2philosophy.wikispaces.com

Stage 2 PHYSICAL EDUCATION – Full Year (20 Credits)

Prerequisite: An A or B grade in Year 11 Elective Physical Education is preferred. Physical Education is a Tertiary Admission Subject in which 50% of assessment is based on practical activities and 50% on theoretical aspects (including an end of year exam worth 30%). In the practical section students will have the opportunity to develop skills, tactical awareness and knowledge to a high level in badminton, basketball and kayaking.

In the theoretical section students explore the response of the body to physical activity. Areas such as fitness components, energy systems, training effects, chronic and acute responses to exercise and body systems are covered. They will look at the principles of training and training methods and develop a program based on these principles. Students will investigate factors that affect performance such as nutrition and recovery methods and study the principles of skill learning and biomechanics and how these apply to physical activity. They will investigate an issue related to Sport.

Students are assessed by a combination of performance checklists, reports, assignments, laboratories, tests, and exams.

Stage 2 RESEARCH PROJECT – One semester - 10 credits

The Research Project is a compulsory part of SACE. It involves a study of research methods, followed by an individual research project on a topic chosen by each student.

There are four parts to the research framework:
1. Initiating, planning and managing the research
2. Carrying out the research
3. Communicating the findings of their research
4. Evaluating their research

Students will select one or more of the seven SACE capabilities through their research and develop the skills relevant to them.

Students will be taught various methods of research and mentored during their program.

The Research Project has three assessment requirements. They are:

School based assessment:
Folio (preliminary ideas, the research proposal, research development and discussion): 30%

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Research Outcome: 40% (2000 words maximum)

**External Assessment:**
Evaluation: 30%  (1500 words maximum)

Students will undertake this study either during Year 11 or the first half of Year 12. It will require a degree of academic maturity as it will possibly count towards their Australian Tertiary Entrance Rank (ATAR).

**Please Note:** If students wish to undertake the course in Year 11 they should include it in their low numbered preferences when selecting subjects.

**Stage 2 SCIENTIFIC STUDIES - Full Year (20 credits)**

Through Scientific Studies students develop their knowledge of scientific principles and concepts, the ability to use that knowledge to identify questions, issues, opportunities, and challenges, and the capacity to acquire new knowledge through their own investigations. Students develop the skills and abilities to explain scientific phenomena and to draw evidence-based conclusions from the investigation of science-related issues. In this way students improve their own scientific literacy to support further career pathways, including those which are science-related, and develop the ability to live and work as informed and reflective citizens in a world shaped increasingly by science and technology.

Themes and topics studied will be chosen in consultation with the class but could include topics as diverse as Space Travel and Exploration, Air Quality, Forensic Science, Sports Science, Disease Control, Climate Change, Nuclear Power and Food Processing.

**Assessment:** An external assessed individual practical assessment with a 2000 word written report contributes 30% of each student's assessment. The school based assessment comprises an Investigations Folio of at least two practical investigations and at least one issues investigation (40%) and Skills and Applications Tasks (30%). The Skills and Applications Tasks are not necessarily tests but can include written assignments, multimedia presentations, oral presentations, extended response tasks and other options.

**Stage 2 TECHNOLOGY CONSTRUCTION – Full Year (20 Credits)**

Technology Studies at Year 12 will further develop the skills learnt in Year 11. Student work is based around the investigation, design, production and evaluation of pieces of their own devising. As students are making their own designs, the cost of materials used for projects will be charged to the student.

This course is offered as a full year subject. The program will include components in Designing, Skills, Knowledge and Understanding and Issues. The requirements of students will involve: - Examining market influences and technological issues, Product design, Production and evaluation, Specialised skills tasks.

**Stage 2 TECHNOLOGY - CAD Full Year (20 Credits)**

Stage 2 Computer Aided Design provides an opportunity for students to extend their knowledge and understanding of mechanical and for architectural design concepts. Products are produced to industry standards and showcased via narrated videos. Students can choose either Mechanical Design or Architectural Design as their basis for each assessment task.

Course focus is on developing designs that effectively communicate and showcase student developed product concepts, and on developing skills and understanding in design concepts and processes used in related industry fields.

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Assessment tasks include Skills Tasks, Materials Research task, Minor Project, Folio and associated Major Product of the student’s choice.

Students should choose this subject if they are interested in a career in Engineering, Manufacturing, Construction, Architecture, Design or Drafting.

Pre-requisite – Students must have completed **Stage 1 Computer Aided Design.**

**Stage 2 VISUAL ARTS - ART and VISUAL ARTS - DESIGN - Full Year (20 Credits)**

For students wishing to pursue their studies in the Visual Arts there are two choices. These are full-year subjects.

Visual Arts - Art
Visual Arts - Design

Only one of these courses may be taken at the same time.

A study of a related subject at Stage 1 is a preferred prerequisite. Time management skills and the ability to negotiate and complete work programs will be essential.

While Art and Design all involve a high degree of imaginative thinking and visualisation their functions and outcomes are different.

In both Art and Design, the following three areas of study must be covered:

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

Students will be individually counselled to determine which course best suits their individual needs and abilities.

This subject contains a 70% School Based Assessment component made up of two types of assessment. - Folio (40%) and two Practical Major Works (30%).

The external assessment is a Visual Study worth 30%.

In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces.

The folio allows the students to produce one folio that documents their visual learning, in support of their two or three works of art or design.

Art practicals may take any of the following forms: film, animation, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, wood, plastic, or metal fabrication, sculpture, ceramics, and/or textiles.

Students produce two or three practicals, one or two (but no more than two) of which must be resolved works. One resolved practical may be a set or suite of two or three parts. Students may maintain a theme and produce one or two minor practicals, one of which may be a resolved work to accompany a final major resolved work. Alternatively, students may diversify and resolve one or two practicals from different themes or genres.

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Design practicals may be categorised in the broad areas of product design, environmental design, graphic design, or visual communication. Students prepare two written practitioner’s statements, for one resolved practical and one other work, or for two resolved practicals.

A visual study is an exploration of, and/or experimentation with, one or more styles, ideas, concepts, media, materials, methods, techniques, or technologies.

Students base their exploration and/or experimentation on critical analysis of the work of other practitioners, individual research, and the development of visual thinking and/or technical skills. They present the findings of their visual study as well as their conclusions, insights, and personal opinions about aesthetics. This can be presented as twenty A3 pages of visual study with a maximum of 2000 words or as a 12 minute recorded oral presentation.

At Stage 2 Visual thinking extends to the clear communication of a personal visual aesthetic, which has been refined throughout the process of developing works of art or design for resolution. This occurs through exposure to many forms, styles and ideas in the visual arts; discussion on the role of art through personal development and cultural identity and through the encouragement of self-analysis and exploration of the students own ideas and beliefs.

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