Stage 2 ACCOUNTING (20 Credits)

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 and regulatory considerations that affect financial decision-making in contemporary society.

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

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

Stage 2 Accounting see students explore the environment of accounting, primarily with the provision of accounting information to satisfy the needs of external as well as internal users, and for accountability purposes. Students explore the concept of Financial and Management Accounting and apply the conceptual knowledge to a range of scenarios.

**School Assessment (70%)**

Assessment Type 1: Skills and Applications Tasks (50%)

Assessment Type 2: Report (20%)

**External Assessment (30%)**

Assessment Type 3: Examination (30%).
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.

Course Content:

- The structure and function of biological molecules such as DNA and proteins
- The diversity of cells, and the structures and processes that occur within them
- The structure and function of tissues, organs and systems in multicellular organisms
- Ecosystems and the evolution of organisms
- Technological advances and their implications on society

Skills:

The course is designed to help students use the knowledge and skills they acquire to critically evaluate information and apply it in creative ways to solve problems. Students will develop their skills in scientific investigation, and in evidence-based communication in a variety of formats, including the formulation of balanced ethical arguments.

Assessment:

The school based assessment comprises an Investigations Folio (30%) and Skills and Applications Tasks (40%). An external 2-hour written examination contributes 30% of each student’s assessment.

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.

Topic 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

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
- Monitoring the Environment
- Managing Chemical Processes
- Organic and Biological Chemistry
- Managing Resources

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 (30%) and Skills and Applications Tasks (40%).

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

12年级中文母语 – 全年（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 their tertiary studies successfully.这门课在11年级学习的基础上，继续对中国的文化和当今社会热点问题进行探究。通过学习，学生们完成从中国到澳洲学习的方式的转变。同时，也会继续培养分析问题的能力和技巧，为大学阶段的更高层次学习做好准备。

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: 这门课是围绕着四个主题展开的，每个主题会集中分析中国面临的一些问题。学生们要在了解这些问题的基础上，学会运用自己的双文化背景、语言优势和独特经历去解析。

- 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）
- Theme 4: Language in use in contemporary China (e.g. Contemporary film review, Writers in Chinese language, etc.)
  主题4：语言在当今中国使用（例如当代电影评论，作家在中文语言等）
主题4：当代汉语的应用（例如当代电影影评，当代作家文章赏析等）

School based assessment 校内测试

Folio (50%) 作品集（50%）

- 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 - 学生选择中国社会问题的一个方面按照要求写作，表明并解释自己的见解和意见
- 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 - 学生在看完中文的材料之后，用中英文回答问题，回答形式可能是口头演讲或者写作

In-depth study (20%) 深度分析(20%)

There are three assessments for the in-depth study: 深度分析有三个组成部分

- 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%) 考外试（30%）

The examination consists of two assessments: 校外考试由SACE委员会出题，试题由两部分组成

- 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. 前提条件：- 成功完成第一阶段戏剧课程和/或老师推荐。学生必须准备好在团队情况下工作，花时间在课外排练，当需要时，愿意为学校社区表演。

Content

The Stage 2 program will be based on the four following areas of study: 二级课程将基于以下四个研究领域

- Group Analysis and Creative Interpretation 组分析和创造性诠释
- Review and Reflection 评估和反思
• Interpretative Study
• Presentation of Dramatic Works

Assessment

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

<table>
<thead>
<tr>
<th>School Based Assessment</th>
<th>Weighting (20 Credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Presentation</td>
<td>20% Folio</td>
</tr>
<tr>
<td>Report/Reviews</td>
<td>30%</td>
</tr>
<tr>
<td>Interpretative Study</td>
<td>20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
<td>30%</td>
</tr>
</tbody>
</table>

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.
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.

Please contact Patrick Penfold, Head of Performing Arts, on 8278 0248 for further information.

SACE Stage 2 English

At Year 12, English is no longer a compulsory subject. Four English courses are offered.

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

Prerequisite: Completion of Stage 1 English Literary 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 five extended texts and a number of shorter texts. Students will develop pieces of writing and oral presentations that show the depth 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 1500 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:

- Four 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 Literary Studies or consistently sound results in Stage 1 English.

**Recommendation:** for students with good overall skills in creative and critical 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. Students 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, including novels and plays, as well as have the opportunity to develop their own skills in creating a range of texts. They will write, speak and use technology in a variety of forms that extend their creative ability and their capacity for critical reasoning.

**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 ESSENTIAL ENGLISH – Full Year (20 Credits)**

**Prerequisite:** Satisfactory Completion of any Stage 1 English subject.

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

The study of Essential English allows students to develop skills beneficial for effective participation in education, training, the workplace and their personal environment. The course provides the opportunity for teachers to develop programs that suit the needs of students and texts covered often include shorter written texts, film and contemporary media. Students create texts for a range of personal and persuasive purposes and undertake an independent study, examining the role and conventions of language in a context of their choosing.
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
- 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

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 credits)

The Transforming World

Students examine the transformation of human and physical environments and their interconnectedness. Students study the causes of change in environmental, social, and economic systems, consider the impacts and implications of these changes, and consider possible strategies and recommendations for sustainability.

Students examine environmental change and the interrelationship between people and ecosystems, changes in land cover, and how people contribute to climate change.

Students develop their understanding of population and economic change and how these are interdependent through the study of population trends, the impact of globalisation, and patterns of inequality.

Students study each of the five topics.

**Theme 1: Environmental Change**

Environmental change is influenced by human interaction with ecosystems and by changes in the global climate. As the world’s population grows, the demand for the resources and services provided by ecosystems is increasing in an unsustainable way. The increasing size of our ecological footprint impacts on the availability of resources, the efficiency of natural services, and the amount and type of land cover, and is a major factor contributing to climate change. Global and local responses to the impact of climate change are integral to ensuring the sustainability of the world’s ecosystems.

**Topic 1: Ecosystems and People**

Ecosystems provide resources and services that are used by the world’s population. These resources and services are naturally provided by a range of ecosystems including forests, grasslands, and deserts. As the world’s population increases, so does the demand for resources. The impact of people on ecosystems is evident in changes to land cover, land degradation, and loss of biodiversity. Increasing demand for resources results in an increase in our ecological footprint, and the impact on the Earth becomes unsustainable. Holistic management of ecosystems and a reduction in the size of our ecological footprint is a necessary consideration for the future of our planet.
• characteristics of ecosystems and ecosystem functions, including the interconnections between water, soil, atmosphere, vegetation, and other living things

• resources provided by ecosystems, including food, water, wood, and medicines

• services provided by ecosystems, including the regulation of climate, natural hazard mitigation, water purification, nutrient cycling, and erosion control

• the impacts of people on ecosystems, including land-cover changes, land degradation, and biodiversity loss

• an ecological footprint and how it is measured

• the relationship between population change, resource use, biocapacity, biodiversity, sustainability, and ecological footprints

• analysis of variation of ecological footprints between countries

• contemporary case studies of strategies to reduce the ecological footprint of people and improve sustainability of ecosystems.

**Topic 2: Climate Change**

Climate change is one of the greatest challenges facing the human population today. More resources are used to fuel the needs of growing populations, and levels of consumption are increasing in an unsustainable way. This contributes to climate change. Responses to climate change at local and global levels are evolving with the growth of alternative energy

• the enhanced greenhouse effect and key causes

• impacts and responses to global warming.

• environmental consequences, such as atmospheric and biological hazards, desertification, and sea-level rise

• socioeconomic consequences, such as increasing numbers of environmental refugees (including Indigenous communities), lifestyle changes, and the rising cost of food

• political and community responses, such as carbon trading, energy-policy development, international cooperation, buying local products, and recycling.

**Theme 2: Social and Economic Change**

Social and economic change is influenced by population change and globalisation. Populations around the world are changing in size, structure, and distribution. At the same time, globalisation — the interdependence of countries as a result of the integration of people, trade, finance, and ideas — is increasing. The transforming processes of population change and globalisation have a range of impacts affecting both societies and the environment at local, national, and global scales. These impacts may result in inequality in food security, access to health care, and access to education, as well as inequality in economic growth

**Topic 3: Population Change**

Population change is occurring on a local, national, and global scale. This change is caused by population trends, including increased life expectancy and the movement of people, such as urban migration or refugees. This results in social and economic change and inequality. Population change can be investigated through contemporary case studies and the use of specific examples.
Population trends

• changing birth and death rates
• increased life expectancy and ageing
• changing population structures
• consequences of changing population structures
• economic and sociocultural factors influencing population trends
• contemporary case studies of population trends in economically developed countries and economically developing countries.

Movement of people

• global distribution of the human population
• types of migration within countries and between countries
• causes of migration, including push and pull factors
• the impacts of migration at origin and destination
• community and political responses to the voluntary and forced movement of people
• contemporary case studies to illustrate the causes and consequences of movements of people in specific locations.

Topic 4: Globalisation

Globalisation means that the world is simultaneously shrinking and expanding. As a result of changes in transport and technology, borders are increasingly irrelevant. On a local scale, transformation is caused by the globalisation of social networks and exchanges of information and cultures so that local communities are influenced by events occurring globally. At the same time, there is a response to globalisation at local levels because of the resulting economic inequalities, threats to the environment, and social and political challenges.

• Patterns of globalisation and how globalisation is measured.
• Factors influencing globalisation and localisation.
• finance and investment flows, such as investment by multinational companies and foreign governments, foreign aid patterns, labour flows and remittances, ‘buy local’ initiatives
• technology, such as growth of the Internet, information flows, internet commerce, connections to the local community
• transport, such as time–space compression, expansion of shipping and air networks, public transport, lifestyle choices.
• Impacts of globalisation and localisation.
**Topic 5: Transforming Global Inequality**

Global inequality can be caused by environmental, social, economic, and political factors. Environmental factors, such as available resources, climate conditions, frequency of natural disasters, diseases, and available food sources, influence global inequality. Political instability, the status of women in society, and population trends and movements are social factors impacting on equality. Economic factors caused by globalisation have brought advantages, but are also drivers of inequality.

- indicators used to measure global inequality
- global patterns of inequality
- global economic power structures, multinational companies, and corporate responsibility
- government, non-government organisation (NGO), community, and corporate responses to global inequality.

The focus of this study may include one or more contemporary case studies on the following:

- access to health care, including access to hospitals and doctors
- food security, including the globalisation of agriculture
- access to education
- sustainable development goals.

**Topic 6: Independent Fieldwork**

Students undertake independent fieldwork on a local topic or issue of personal interest. Fieldwork topics must be independently chosen, have a geographical context, and be posed as a question or hypothesis.

The selected topic or issue should enable students to use a range of fieldwork techniques to collect primary data. Students integrate and communicate the data in a variety of spatial and graphical presentations, and analyse their findings.

Fieldwork could include but is not limited to:

- the spatial dimension of the issue, to establish its geographical nature
- a study of the biophysical and/or human systems relevant to the issue
- the diversity of views and perceptions, including those of Indigenous peoples
- the social, economic, and environmental consequences of management responses to the issue
- an evaluation of findings, conclusions, or recommendations made
- future possibilities, including reference to sustainability.

**Assessment:**

1. Four geographical skills and applications tasks (40%)
2. Fieldwork Report (30%)
3. Examination (30%)

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

Year 11 & 12 SACE Stage 2 - INFORMATION TECHNOLOGY – Full Year (20 Credits) (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 LEGAL STUDIES - Full Year (20 Credits)

Pre-requisites:- Nil but Stage 1 Legal Studies provides a useful foundation. It is assumed that students have, or are willing to develop, good reading, writing, and research skills, and the ability to work independently.

The focus of this course is the Australian legal system. Students are encouraged to examine critically the structures and processes of the Australian legal system, evaluating their effectiveness and considering ways in which the legal system can be more inclusive, efficient, and just. Students will be required to work with a range of information such as textbooks, newspaper articles, videos, and case histories.

Students will develop an understanding of the origins and dynamic nature of the Australian legal system, the types of dispute that arise in a community, and of how the legal system can respond to them.

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 MATHEMATICS 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, statistical investigations process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

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 MATHEMATICS 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

Stage 2 MODERN HISTORY - Full Year (20 Credits)

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

Students study one topic from ‘Modern Nations’ and one topic from ‘The World since 1945’,

In the study of Modern History at Stage 2, students investigate the growth of modern nations at a time of rapid global change. They engage in a study of one nation, and of interactions between or among nations.

In their study of one nation, students investigate the social, political, and economic changes that shaped the development of that nation. They develop insights into the characteristics of a modern nation, and the crises and challenges that have confronted it. Students also consider the ways in which the nation has dealt with internal divisions and external challenges, and the paths that it has taken.

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

2018 Modern Nations Topic: Germany (1918–48)

The changes in Germany in the period 1918–48 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 republic, the creation of a totalitarian dictatorship, a policy of military and territorial expansionism, and the institutionalisation of genocide.

A background study introduces students to the end of the First World War, when the catastrophic experience of total war had caused horrific losses to peoples and nations and left Germany a devastated and divided nation.

The following are focus areas for study in this topic:

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

2018 The World since 1945 Topic: The Struggle for Peace in the Middle East (1945– )

The Middle East is a region of cultural diversity and contested territories. Students investigate how the complex relationships between nation states in the region have been shaped by political, religious, ethnic, and cultural identities. They consider ways in which the involvement of external powers, the conflicts, and the attempts at peace brokering have contributed to the shaping of the modern Middle East.

After studying an overview of the Middle East from 1945–60, students may choose to focus on one case, or on a comparison of two or more cases.
The following are focus areas for study in this topic:

- a contested region
- national and regional conflicts
- peace processes
- unresolved issues.

**Assessment:**

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

**School Assessment (70%)**

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

**External Assessment (30%)**

- Assessment Type 3: Examination (30%) Two hours.

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

- five historical skills assessments totaling 5000 words or the equivalent in oral or multimodal form, where six minutes is equivalent to 1000 words.
- one historical study: 2000 word essay or 12 minutes multi-media equivalent.
- one examination: one essay, one sources analysis

It is anticipated that from 2018 all school assessments will be submitted electronically.

**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

**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 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 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 (externally assessed). 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.

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 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
- Forces and Momentum
- Circular Motion and Gravitation
- Einstein’s Relativity
- Electric Fields
- Motion of charged particles in Electric Fields
• Magnetic Fields
• Motion of charged particles in Magnetic Fields
• Wave Behaviour of Light
• Wave-Particle Duality
• Structure of the atom
• Standard Model (Subatomic particles)

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 (30%) and Skills and Applications Tasks (40%).

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 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.

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

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

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

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.