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At University Senior College we are passionate about supporting students to become independent, confident and resilient young people. Our aim is to inspire, empower and nurture lifelong learning in all our students.

This Curriculum Handbook is designed to guide you in your curriculum choices as you move into your final years of senior secondary school. Select those subjects that will allow you to deepen your learning and ensure you have the background knowledge which leads to your chosen tertiary pathway. We are committed to ensuring your course suits your needs, while it prepares you for your future.

I encourage you to be mindful of your personal strengths, past achievements and successes and build upon those. At the same time, challenge and apply yourself to the best of your ability. By doing this, you are more likely to reach your destination.

Our programs are designed to assist you to develop the knowledge, skills and abilities for life beyond school and our graduates leave USC equipped to face the excitement of tertiary education and life in general.

Best wishes,
Anita Zocchi
Principal

**USC MISSION**
To inspire, empower and nurture lifelong learning

**USC GRADUATE ATTRIBUTES**
USC graduates are:
- Adaptable, resilient and ready to succeed at university
- Effective communicators
- Leaders and collaborators
- Creative, innovative and critical thinkers
- Ethical and interculturally minded

**USC VALUES**
Integrity, Mutual Respect and Diversity

**USC ASPIRATIONS**
- Resilient, creative and intrinsically motivated students who are equipped for university.
- Inspirational learning opportunities that support creativity, problem solving and collaboration.
- A genuine partnership with the University of Adelaide, designed to foster a love of learning.
- Passionate and inspirational staff who are leaders in their fields.
- A diverse, cohesive and respectful community.
- Teaching and learning spaces that inspire.
- Exceptional governance and enabling structures support USC as a high performing organisation.
- Build the reputation and the brand of USC as the College of choice for pre-tertiary education.
The USC curriculum is structured to provide an excellent preparation for tertiary study, with a particular focus on preparing students for courses at the University of Adelaide, recognising the unique partnership between University Senior College and the University of Adelaide. Naturally the subject choices offered at our school also prepare our students for courses at other universities here in South Australia, interstate and overseas.

We have interpreted the SACE curriculum so that students with high educational aspirations, are challenged by academic rigor which prepares them for entry into university. The learning program at the College is enriched by the staff making use of the rich array of learning resources in the precinct. These resources include the South Australian Museum and Art Gallery, Parliament House and naturally, the facilities of the University of Adelaide. Our students have undergraduate borrowing rights to the Barr Smith Library and access to the University’s very extensive computer network, including the MyUni Learning Management System.

At USC there are few interruptions to the academic program, allowing students to develop those routines which are so important to a quality learning experience. Complementing the academic program is the Mentoring program. Mentoring provides guidance and support to assist our students to manage their own learning and develop personal and interpersonal skills that will assist them in life beyond senior secondary schooling. Recent research into student expectations and experiences when entering university has highlighted the importance of students developing an independent learning style and taking charge of their own learning.

While the SACE program provides a foundation for the curriculum, the expectations are raised in a number of ways. These are apparent in our unique Partner’s Pathway arrangement with the University of Adelaide. Through this pathway, the University has recognised our academically demanding program by offering places to students who engage and achieve effectively in our program.

At USC, most students undertake the compulsory Stage 2 (Year 12) subject, Research Project in Year 11. This enables students to study 5 academic subjects in Year 12, rather than the 4 subjects generally undertaken at other schools. We believe that undertaking 5 subjects at Stage 2 gives better preparation for success. Students learn to work at the level of intensity required at university. This expectation ensures they engage in a learning program that is balanced and assists them to meet university course pre-requisites. Our experience is that USC students with high academic aspirations readily cope with the workload of 5 subjects. We encourage students to take at least one language rich subject and at least one quantitative experimental subject in their choice of 5 Year 12 subjects. In our discussions with senior academic staff of the Engineering, Computer & Mathematical Sciences Faculty of the University, it is clear that successful students communicate effectively, both verbally and in writing. Likewise, academics from the Humanities & Social Sciences faculty underline the importance of students who have experience with the deductive thinking required in mathematics and the sciences. Our curriculum and our counselling reflect this view. Restricting students to four Stage 2 subjects limits opportunities for a balanced Year 12 experience.

At USC, we see the opportunity to study a language other than English as being important. Given the great variety of languages studied by our students in middle school, catering for such a vast range is impossible. However, through cooperation with the School of Languages, it is possible for our students to study their chosen language off line, and have this recognised in their timetables.

We also see it as imperative that those who wish to continue their study of Music can do so, and we provide a range of options within our Music program for such students.
For Year 11 and 12 students, the USC school day begins at 8.10am and on most days ends at 5.00pm. This extended day has the benefit of a flexible timetable structure, based upon two hour blocks. Year 10 classes begin at 9.00am and conclude at 4.00pm. Lessons are undertaken in 50 minute blocks with one double lesson per week for each core subject, allowing students to become used to longer lessons and to facilitate the exploration of in depth concepts. At Year 11, students have two 2 hour lessons in each subject, providing greater opportunity to engage with the subject in considerable depth. At Year 12, most subjects have 2 one hour lectures, delivered in the University’s lecture theatres and one 2 hour tutorial. This structure provides the opportunity to engage in the learning in a deep manner through the tutorials each week. It is also an excellent opportunity to prepare students for the transition towards a university style of learning and to become familiar and comfortable in the university environment.

Considerable support is given to students to develop the skill of managing their time as they undertake self-directed learning activities and there is a range of resources available to support this learning. Resources include the Barr Smith library, the Hub and study spaces throughout USC. Students are also provided with opportunities to seek individual assistance with their learning and assignments from USC staff. Students are encouraged to make appointments with subject teachers to receive personalised support. In this way students take responsibility for their own learning and are better prepared for tertiary study.

**HYBRID AND HEADSTART PROGRAMS**

Our flexible timetable allows for some students to undertake study across different year levels. Students who may have been accelerated in their previous schools may be able to undertake study at the Year 12 level while in Year 11. For example, a number of students have taken Stage 2 Mathematical Methods, Specialist Mathematics, Biology and English during Year 11.

The University of Adelaide offers access to some of its first year courses to students who have completed Year 12 subjects through its Accelerated Headstart Program. Under this program, students undertake university subjects and subsequently, if they enrol in a relevant course at the University, will be given credit towards their degree.

USC is ideally situated to take advantage of the Headstart Program, with students already on campus and operating on the same timetable. Each year we have students enrolled in various Headstart subjects. The Headstart program has been extended to the Headstart Studies Program, in which students can access certain courses and count them towards their ATAR score.
## CURRICULUM PATHWAYS AT UNIVERSITY SENIOR COLLEGE

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# YEAR 10 SUBJECTS

**Students must complete:**
- The Personal Learning Plan (PLP).
- The program outlined below, in preparation for SACE Stage 1.

All students will undertake studies in Mathematics, English and Science for the whole year. Key aspects of Health & Physical Education will be delivered through Science and the Mentoring program, which also runs for the full year. History, Economics and Business, Philosophy (SACE Stage 1) and Creative Arts (SACE Stage 1) will be studied for a single semester. Students will also be required to choose from three elective options in The Arts for the first semester: Music*, Art - Design* or Drama - Design*. One line in the timetable will also feature 4 x 4-week short courses: Civics and Citizenship, An introduction to Psychology (PERMA), Financial Literacy and a ‘Shark Tank’ activity. The PLP will be a key component of the Mentoring program.

In addition to year level and content descriptors, the Australian Curriculum is underpinned by seven general capabilities and three cross-curriculum priorities. While all of these are important, our Year 10 program will particularly focus upon the ethical understanding capability. The rationale for this is to develop our student’s capacity to consider, analyse, discuss and debate issues that affect the individual and society in general. The capacity to think ethically will support students as they move into the future; which we suspect will challenge society both environmentally and socially.

**Music** may be studied for a whole year.

## LEARNING AREAS

### ARTS
- Art - Design*
- Creative Arts
- Drama - Design*
- Music*

### BUSINESS, ENTERPRISE AND TECHNOLOGY
- Economics and Business

### CROSS DISCIPLINARY
- PLP
- Four-week Short Courses:
  - Civics and Citizenship
  - An Introduction to Psychology (PERMA)
  - Financial Literacy
  - Shark Tank

### ENGLISH
- English
- Intensive English

### HUMANITIES AND SOCIAL SCIENCES
- History
- Philosophy

### MATHEMATICS
- Mathematics

### SCIENCES
- The Sciences

**Please note:**
* Denotes a single semester Arts elective.

## ASSESSMENT & REPORTING

Year 10 subjects are based on the Australian Curriculum and therefore, assessment takes place in a variety of forms. These assessments have been developed with the purpose of preparing our students for the requirements of SACE Stage 1. The assessment of the SACE Stage 1 subjects are in line with SACE Board Guidelines, with grades A - E awarded on the basis of Performance Standards as required by the SACE Board.

At USC students are provided with a report, with copies given to their parents or guardians towards the end of each school term. Students are provided with a grade for all subjects and a record of their absences for the assessment period. At the end of Terms 2 and 4, students undertake examinations in their subjects and their report shows their grades along with their examination scores as a percentage.

As well as these reports, there are several Parent/Teacher/Student evenings, at which students, with their parents and teachers can discuss their progress. At all times, the College encourages students and their parents to discuss concerns about individual progress, initially through contact with the subject teacher or mentor and then with the relevant Dean.
**ARTS**

**ART - DESIGN**

**WHERE DOES IT LEAD?**
The Year 10 Art - Design course provides an excellent background for SACE Stage 1 Visual Arts - Art and Visual Arts - Design. This course leads to a wide range of tertiary courses at local universities including Illustration, Animation, Creative Arts, Contemporary Art, Visual Art, Art History, Media Arts, Fashion Design, Fashion Illustration, Architectural Design, Engineering (Architectural), Industrial (Product) Design, Interior and Graphic Design and Education degrees.

**WHAT IS IN THE COURSE?**
The content of the Year 10 Art - Design course follows the Australian Curriculum and is designed to develop each student’s skills and abilities. Students research, explore, experiment, problem solve and resolve their concepts to produce final works of art and design. Practical and Folio work will include teacher-directed demonstrations and self-directed student activities. The practical component of the course is divided into two parts: the final practical work (Art) or presentation of the solution (Design) and a folio documenting the art or design process leading to the final work.

Art practical works may take any of the following forms: drawing, painting, digital imaging, mixed media, printmaking, photography, sculpture or textiles.

Design practical works may involve architectural model making, drawing, fashion illustration, photography, textile design, jewellery design, mixed media and poster design.

In addition, students will research, analyse, understand and reflect upon visual art and design works of their own and within cultural, historical and contemporary contexts. Art and design appreciation is a key component of the course and a deeper appreciation is encouraged by visits to the Art Gallery of SA, JamFactory and local galleries.

Art - Design students will:
- Conceptualise and develop representations of themes, subject matter or concepts
- Manipulate materials, experiment and refine skills and techniques
- Develop and refine techniques and processes to represent concepts
- Share art and design works through display
- Analyse, reflect, respond to and evaluate works of art and design

**ASSESSMENT**
Students are assessed in two areas:
- Making - focusing on art and design practice and documentation.
- Responding - focusing on the analysis of art and design works, reflection and evaluation.

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**CREATIVE ARTS**

**WHERE DOES IT LEAD?**
Creative Arts is a broad, student-led Arts investigation, paced over Semester 2. In this 10-unit Stage 1 SACE subject, students undertake a specialised study within or across one or more arts disciplines. Students completing Creative Arts are well prepared for SACE study in the Arts at USC, and beyond into tertiary study.

Students develop skills in collaboration and communication, as well as building their artistic abilities. Through participation in group work, students cultivate creative problem-solving and leadership skills. These highly transferable qualities are closely linked to the USC Graduate Attributes for learners, and are highly sought after by future universities and employers.

**WHAT IS IN THE COURSE?**
Students analyse and evaluate the creative products of arts innovators and cultures, and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the cultural life of individuals and communities. This culminates in an individual task, using the influence of the practitioners studied to inspire their own creative product.

Students also actively participate in the development and presentation of a collaborative creative arts product. This is student-driven by each cohort. This may take the form of a musical theatre performance, a play, a concert, a visual art/design exhibition or a film presentation, utilising student talents in Art, Design, Drama and Music.

**ASSESSMENT**
- Folio – Investigation, Skills Assessment and Evaluation
- Creative Arts production (in the roles of performer, writer, film-maker, designer, publicist, manager)
**DRAMA - DESIGN**

**WHERE DOES IT LEAD?**

Drama - Design appeals to students with an interest in communication, performance, art, costume, theatre and film. The subject is an ideal complement for students with a special interest in English, language and literature, and Art and Design. Drama-Design leads to a wide range of tertiary courses including media, professional acting, directing, designing, law, architecture, medicine, arts, creative arts, journalism, teaching, film, television, marketing and public relations. The Year 10 course provides the skills and content knowledge to prepare students for SACE Drama courses.

A key focus in the subject is the development of students to become skilled leaders as well as valuable team-players by providing enriching experiences of team project work – a feature of contemporary careers and professions. The course is academic and practical, emphasising the importance of rigorous analysis and performance/design skills.

**WHAT IS IN THE COURSE?**

Drama - Design includes a wide variety of tasks and applications, aiming to challenge each student’s strengths and talents. Acting, public speaking, directing, filmmaking, stage-managing, designing and reviewing are skills which the students can develop. Drama-Design students create, analyse and discuss performance, as well as develop their own creative applications. Film making and documentary creation are also key areas of study in Year 10, in preparation for Year 11 and 12 assessment.

**ASSESSMENT**

- Performance
- Presentation
- Evaluation
- Analysis

**MUSIC**

**PREREQUISITES**

Students will need basic music reading skills and some experience in performance on an instrument or voice.

**WHAT IS IN THE COURSE?**

Music students create, analyse and discuss a variety of performances and musical works. They develop their own understanding of music in a range of cultural contexts. Semester 1 Music focuses on:

- developing the students’ own performance skills and the consideration of performances by present day and historical performers and composers
- students presenting their findings from a study of a range of musical cultures
- students completing composing and arranging projects

with a focus on setting words to music through song writing and related activities
- students broadening and enhancing their aural and written theory knowledge and skills.

In Semester 2 students will have the opportunity to further develop a broad range of musical skills centred on a choice of performance options in Stage 1 Creative Arts.

**The specific Year 10 topics studied are:**

- Solo Performance
- Research topics on the nature of differing musical styles and traditions, specifically Aboriginal and Torres Strait Islander, Asian, Jazz and Popular/Rock Music
- Composing and Arranging
- Aural and Written Theory

**ASSESSMENT**

- Performance
- Presenting research findings on musical styles and traditions.
- Arranging/Composing
- Aural and Written Theory

**BUSINESS, ENTERPRISE AND TECHNOLOGY**

**ECONOMICS AND BUSINESS**

**WHERE DOES IT LEAD?**

Economics and Business introduces students to topics and concepts that are integral to the human-based Design Thinking focus of Stage 1 and 2 Business Innovation. The subject also explores economic concepts and real world events that can be studied in Stage 1 and 2 Economics. Both streams may lead into tertiary study in the areas of Commerce, Economics, Accounting and Innovation. Economics and Business aims to provide a framework to understand and appreciate the link between human behaviours, undertaken to solve problems and satisfy needs, and the flow on effects of decisions and actions in a local, national and global sense.

**WHAT IS IN THE COURSE?**

Economics and Business offers interdisciplinary links across subjects that explore concepts of social and commercial interest, design principles, communication and human behaviour. Key elements of the subject are the development of a framework for ethical considerations, objective decision-making, enhancing global awareness, and creating innovative solutions to issues or problems they have identified while understanding the impacts of these decisions.
The course will allow students to work individually as well as collaboratively in their efforts to:

• Study the presence of economic concepts (and their interdependence) in real world events
• Identify, research and propose solutions to customer issues, needs and problems
• Assess and analyse costs and benefits, and private, external and social disadvantages and advantages of their proposed decisions and actions
• Summarise, present and evaluate the success of their proposed solutions

Topics of study will be:
1. Interdependence & The Circular Flow of Income (5-Sectors: Households, Firms, Financial, Government, Overseas) – Case Studies
2. Design Thinking process and research practice
3. Costs and Benefits
4. Entrepreneurship and solution development

ASSESSMENT
Folios:
1. Interdependence & The Circular Flow of Income - Case Study Analysis (Collaborative)
2. Identifying Customer Needs/Issues, Research Plan & Execution (Collaborative)
3. Cost & Benefit Analysis (Individual)
4. Solution Proposal & Pitch (Individual)

CROSS-DISCIPLINARY

PERSONAL LEARNING PLAN (PLP)

SUBJECT DESCRIPTION
The Personal Learning Plan (PLP) is a compulsory 10-credit SACE subject. Students must achieve a C grade or better to successfully complete the PLP.

The PLP helps students plan for their future by helping them to make informed decisions about:
• the subjects they will study in Years 11 and 12 and beyond
• possible career choices and ideas for community service
• how best to prepare for their career options and other goals.

Students will complete the PLP in Year 10 so that they can plan for successful SACE learning in Years 11 and 12.

TEACHING METHODOLOGY AND FOCUS
1. The fundamental focus of the program is the development of student autonomy in learning.
2. There is a strong emphasis on learning, practising and reinforcing basic literacy skills.
3. A major focus is on career development, with visits to university Open Days and university events.
4. There is a strong focus on unique aspects of the SA education system, specifically regarding assessment rubrics.
5. There is an emphasis on development of student awareness of the SACE capabilities as a preparation for the Stage 2 Research Project.

PROGRAM

As students complete this program, they transition into the development of skills and concepts necessary for the Research Project. Language development is a major focus of the course.

The initial focus is on students’ clarification and development of their plans, goals and strategies for their futures. There is a strong emphasis on understanding the SACE capabilities, and how they can be used and developed. Students explore how engagement in community activities (like sports, social clubs or volunteering) can enhance their ability to refine their goals and strategies. A major component is preparation for active engagement at a Tertiary Careers Expo.

As students complete set work they transition into a program to develop their independent research skills. Within this context, a major focus is student research into University courses and careers in preparation for Year 11 subject selection. This is followed by preparation for summative interviews.

ASSESSMENT
• Vocabulary, concept tests, research skills tasks
• SACE folio tasks
• SACE review assessment tasks

FOUR WEEK SHORT COURSES

CIVICS AND CITIZENSHIP

WHAT IS IN THE COURSE?
Civics and Citizenship is a four-week ‘short course’. The aim of the course is to encourage students to reprise, refresh and develop their ideas about how Australians see and manage themselves as individuals, as groups and as a people.

Students will clarify and share their developing ideas about the connections between an individual’s identities and civil society. This will involve looking at the context of identity development – families and social groups, and how that impacts on well-being.
A key focus is the development of student awareness around their multiple social and political identities, and how those identities mould their perspectives on the world. Finally, the course will introduce ideas about conflict and its resolution within a democratic society.

FINANCIAL LITERACY

WHAT IS IN THE COURSE?

Financial Literacy is a combination of financial knowledge, skills and attitudes and behaviours necessary to make sound financial decisions based on personal circumstances, to improve financial wellbeing.

Having financial literacy means being able to understand and navigate the financial scene thereby making good choices about money. This can benefit individuals, families and communities. It helps people make informed choices, day-to-day and throughout their lives. This four-week course supports the Australian Government’s National Financial Literacy Strategy through its agency the Australian Securities and Investment Commission.

The learning outcomes will be that students will be able to:

- Prepare a personal financial budget
- Set personal financial goals
- Communicate financial information
- Make simple personal financial decisions.

INTRODUCTION TO PSYCHOLOGY - PERMA

WHAT IS IN THE COURSE?

In this subject students study the science behind Positive Psychology. While traditionally Psychology was seen as the study of illness and deficit behaviour, Positive Psychology focuses on what is going well in a person’s life and what makes life worth living.

Positive Psychology is a blend of theory and practice and students have the opportunity to explore the research of prominent theorists in the field, including Professor Martin Seligman. More particularly, the subject focuses on Seligman’s wellbeing theory, PERMA and its five pillars: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. Students engage in activities that put theories into action. The short course explores how individuals, groups and communities use emotion, their strengths, and purposeful actions to build positive relationships and to live healthy and meaningful lives.

SHARK TANK

WHAT IS IN THE COURSE?

Shark Tank eSchool is an action-learning, project-based program designed to immerse students into ‘the doing’ of entrepreneurship and innovation. Innovation and entrepreneurship are increasingly considered key drivers to solve real-world problems.

The program consists of a number of modules that incrementally introduce key concepts while scaffolding teaching and learning along a venture creation process. The final ‘Pitch IT’ module culminates with student teams planning and presenting their business ideas.

ENGLISH

WHERE DOES IT LEAD?

The primary intention of the Year 10 English Course is to provide students with skills, knowledge and experiences that will benefit them and prepare them for the Year 11 SACE English Course. More holistically speaking, English as a subject leads to multiple learning and professional pathways. The content and activities in the course will appeal to those with an interest in the literary arts. It also aims to provide opportunities to learn about other cultures, time periods and beliefs. In addition, English develops skills used in personal interaction such as public speaking, listening and empathetic connection. While global, massive, technological change is constant, it is becoming all the more vital to be able to work alongside other people in a manner that is productive and respectful. These humane skills are central to English as it explores not just how people communicate, but also why they communicate in certain ways. Furthermore, English develops heightened communication and critical thinking skills that are valued in multiple fields such as Law, Journalism, the Arts, Marketing, Mass Media Communication and Production, Architecture, Engineering and the Sciences. In terms of students’ future prospects in a changing world, English powerfully addresses emerging themes of work, including Creative Industries. It develops students’ skills in critical thinking, explanation, communication and ethics, in yet more rapidly-changing fields such as Resources and Energy, the development of Smart Cities and Homes, Health Technology, and Robotics.

WHAT IS IN THE COURSE?

The Year 10 English course explores communication in its multiple forms: written, oral and visual. This allows for interdisciplinary links to History and the Visual Arts as
students interact with different types of texts. In this way, English allows for a greater understanding of how people, both past and present, feel and think – and the potential for diverse perspectives. The course is also designed to develop skills in reading, speaking and writing while encouraging a greater appreciation of literary creative arts. In particular, the course includes the study of novels, plays, poems, films, short stories, myths, and nonfiction texts while providing opportunities for creative writing. Key focuses include: written and spoken expression; the power of language; texts as important cultural and historical artefacts. It aims to encourage an understanding of other points of view; how visual and written texts influence an audience; and an appreciation of the writer’s craft, among others. Key activities include creative writing, reading and viewing texts, public speaking for multiple purposes, text response and analysis, and working with visual texts. A primary aim is to engage students in English and to encourage their enjoyment of the subject.

**TEXTS**
- Historical texts (samples of visual, written communication from multiple time periods)
- Cultural texts (samples of visual, oral and written communication from multiple cultures with an emphasis on Aboriginal Australian voices)
- Shakespeare: *A Midsummer Night’s Dream*
- Novel: *The Curious Incident of the Dog in the Nighttime*

**ACARA CURRICULUM LINKS**
- English: Language (ACELA), Literature (ACELT), Literacy (ACELY)
- Humanities and Social Sciences: (History) ACHHS
- Visual Arts: Analysing and Reflecting; Responding and Interpreting (ACAVAR)

**ASSESSMENT**
- Creative Writing (producing original, short pieces)
- Text Response (analysing and critiquing shared visual and written texts)
- Performance (reading and performing monologues, selections of dramatic and written texts)
- Multi-modal Production (creating texts that combine visual, written, aural and oral elements)

**HUMANITIES AND SOCIAL SCIENCES**

**HISTORY**

**WHERE DOES IT LEAD?**
History introduces students to key skills, including: using chronological sequencing, historical terms and concepts; identifying historical questions to inform inquiry and research; analysing and using sources; identifying and analysing perspectives and interpretations, and; successfully explaining and communicating evidence in different forms.

Year 10 History prepares students for further study in the area at Stage 1 and 2. At USC, this includes Modern History and Ancient Studies. The skills and concepts developed will also be beneficial for students wishing to study Australian and International Politics or Legal Studies.

**WHAT IS IN THE COURSE?**
The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region and its global standing.

The content provides opportunities to develop historical understanding through key concepts, including: evidence, continuity and change; cause and effect; perspectives; empathy; significance and; contestability. These concepts will be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts.

A framework for developing students’ historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions for Year 10 are:
- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

Topics of study will be:
1. Rights and Freedoms
2. Popular Culture
3. Migration experiences

**ASSESSMENT**
1. Protest poster (Individual)
2. Historical essay (Individual)
PHILOSOPHY

WHERE DOES IT LEAD?

Philosophy at Stage 1 level provides an opportunity for students to understand that philosophy is an integral part of life; it shapes the way people think, what they consider to be of value, what they understand to be the truth, and how they engage with others and the world around them. Historically, philosophers have been recognised as teachers of wisdom whose contributions have helped to form society and its visions for the future.

This subject prepares students for Stage 2 Philosophy in Year 11 or 12. The skills and concepts developed will be beneficial for students wishing to study Philosophy, Politics and International Relations and a wide array of other courses at University, where ethics is integral.

WHAT IS IN THE COURSE?

Philosophy involves the rational investigation of questions about existence, knowledge, and ethics, to which there are no simple answers. Consequently, philosophical problems tend to provoke disagreement and foster a variety of views and theories about the nature of the world and what ought to be done. Investigation of these problems require skills of critical reasoning, developed through an understanding of reasoning and the foundations of argument analysis.

Philosophy promotes respect for intellectual integrity as a human value and develops students’ skills to engage in philosophical argument. Students build their capacity to be creative and independent critical thinkers who can articulate and justify philosophical positions and argue reasoned action.

Key inquiry questions

- How can I think clearly?
- What is real?
- How can we know this?
- How should we live?

Topics of study will be:

1. Folio
2. Issues Analysis
3. Issues Study

ASSESSMENT

1. Oral presentation for peer audience (Pairs activity)
2. Written reflection (Individual)

MATHEMATICS

WHERE DOES IT LEAD?

Mathematics is often referred to as the “language of the universe”. As such, this STEM subject forms the foundation for the study of numerous Stage 1, 2 and tertiary subjects. Its application to many practical problems has a significant impact in our lives. Proficiency in mathematics is highly sought after by employers in a wide scope of fields such as finance, the medical sciences, statistics, research, engineering, IT and logistics.

WHAT IS IN THE COURSE?

The content strands of this Year 10 Mathematics course follow the Australian Curriculum and the delivery encompasses a wide range of teaching and learning strategies. These have been specifically designed to develop our students’ abilities to understand mathematical concepts and apply them in context, through problem-solving and reasoning, to real life scenarios.

Engagement in this course will help to equip students with the skills, techniques and thinking required in order to succeed in the variety of different Mathematics subjects offered at USC.

The processes of investigation, modelling and reasoning are explored as students develop their individual problem solving skills and apply them to real life situations.

A key focus will be on developing the mathematical competency of students using technology. The use of graphics calculators, software packages, and other online programs will provide opportunities to develop and enhance their capabilities in ICT. Students will be undertaking online tasks through the University of Adelaide’s online platform, MyUni. This will work, in conjunction with practical, hands-on problem-solving opportunities, which will foster and encourage critical and creative thinking.

There is also opportunity for extension work for individuals who wish to broaden their mathematical knowledge.

Students will be encouraged to participate in Mathematics competitions and engage in various programs offered at the University of Adelaide.
Specific topics studied in the Year 10 Mathematics program:

• Pythagoras & Trigonometry
• Measurement
• Algebraic Skills
• Money and Financial Mathematics
• Linear Relations
• Statistics
• Quadratic Relations
• Probability
• Geometrical Reasoning

ASSESSMENT

A variety of different assessment types will be employed to assess student learning across the different content strands. These include the following:

• Skills and Application Tasks
• Mathematical Investigations
• Online Learning Quizzes

THE SCIENCES

WHERE DOES IT LEAD?

This subject is designed to establish strong foundations for students in the disciplines of Physics, Chemistry, Biology and Psychology. The goal is to interest and prepare students with enhanced skills and knowledge to undertake these science subjects at Stage 1. It is specifically designed to enable students to develop an excellent understanding of the natural world and develop skills in critical thinking and logical reasoning. A solid grounding in science should enable students to make informed decisions about many of the significant issues faced by society today.

WHAT IS IN THE COURSE?

Throughout the year students explore science inquiry skills and scientific ways of observing, questioning, and thinking. They actively investigate and respond to authentic, engaging, and complex questions, problems, or challenges. They employ interdisciplinary approaches to investigate current contextual topics in society.

In Semester 1 students discover Medicine through concepts taught in Biology, Chemistry and Psychology. They gain a deeper understanding of genetic diseases and explore current technological advancements that could potentially provide improved treatment options. Students explore the structure of the brain (and neurological pathways) alongside the chemistry of covalent bonding, carbon chemistry and the synthesis of simple medical compounds. They have the opportunity to participate in The Australian Brain Bee Challenge, which will provide further opportunities to learn about neuroscience. Students discover the effects of humans on the environment and explore contemporary examples of extinctions and threatened species. They learn the chemistry involved in processes such as global warming and acid rain while discovering evolution through how these processes add selective pressures to the environment. Carbon, nitrogen and phosphorous cycles are taught to the effect of human interference on these cycles. Students examine societal attitudes towards growing scientific evidence of climate change and explore behavioural challenges to mitigating these effects.

In Semester 2 students explore Energy Challenges for My Future through chemical, physical and geological evidence of different theories. They analyse the organisation of elements in the periodic table and learn how discoveries and scientific understanding of the properties of elements, compounds and mixtures relate to their uses as energy sources in everyday life. Students investigate the kinematics of objects, learn about vector quantities and study dynamics and Newton’s Laws so as to develop understanding around particles mass and forces. The changes in the motion of particles are then investigated to explain the different factors that affect the rate of reactions. Students apply the universal Law of Conservation of Energy and explore how it governs within all systems to represent energy transfer and transformation. Students develop understanding of how the universe is structured, including galaxies, stars and solar systems, and how the Big Bang theory may be used to explain the energy transformation at the origin of the universe. The importance of chemical reactions in the production of a range of physical substances and appliances will be explored. In addition, the influence of society on the development of new energy efficient and sustainable materials will be investigated.

ASSESSMENT

• Skills and Application Tasks
• Practical Investigations
• Science as a Human Endeavour task
• Online tasks
To successfully complete the SACE students require:

- The Personal Learning Plan (PLP), which is usually completed in Year 10
- 20 credits (2 semesters) of English
- At least 10 credits (1 Semester) of Mathematics
- A C- or better in the Research Project

Generally at Stage 1, students undertake a total of 120 credits which is equivalent to 12 single semester courses, each of 10 credits, in addition to the PLP. For those students who have not completed their PLP at their previous schools, we provide an opportunity for students to complete this off-line.

All students undertake 6 subjects in each semester. For most of our students, one of these 6 subjects is the Research Project.

At Stage 1, some subjects are offered as pairs of units, both of which are seen as prerequisites for Stage 2. Subjects in this category include English Mathematical Methods, Specialist Mathematics, Physics, Chemistry and General Mathematics. However, most of the subjects offered at Year 11 are offered as single units. These provide the opportunity for students to try a range of subjects before making a commitment at Year 12.

At Year 11, our program involves formal examinations in each semester. We see the examination experience as an important aspect of our program. Undertaking Year 11 examinations is also a significant element contributing to the assessment process of our Partner’s Pathway Program.

**ASSESSMENT & REPORTING**

The assessment of Year 11 subjects is in line with SACE Board guidelines, with grades A – E, awarded on the basis of the Performance Standards as required by the SACE Board.

At USC students are provided with a report, with copies given to their parents or guardians towards the end of each school term. Students are provided with a grade for all subjects and a record of their absences for the assessment period. At the end of Terms 2 and 4, students undertake examinations in their subjects and their report shows their grades along with their examination scores as a percentage.

As well as these reports, there are several Parent/Teacher/Student evenings, at which students, with their parents and teachers can discuss their progress. At all times, the College encourages students and their parents to discuss concerns about individual progress, initially through contact with the subject teacher or mentor and then with the relevant Dean.

**LEARNING AREAS**

**ARTS**
- Drama
- Music
- Visual Arts - Art
- Visual Arts - Design

**BUSINESS, ENTERPRISE, AND TECHNOLOGY**
- Accounting
- Business Innovation

**CROSS-DISCIPLINARY**
- Personal Learning Plan
- Research Project

**ENGLISH**
- English Semester 1*
- English Semester 2 (English-focus or Literary Studies-focus)*
- English as an Additional Language

**HUMANITIES AND SOCIAL SCIENCES**
- Ancient Studies
- Australian and International Politics
- Economics
- Geography
- Legal Studies
- Modern History

**LANGUAGES**
- Chinese (Background Speakers)

**MATHEMATICS**
- General Mathematics
- Mathematical Methods
- Specialist Mathematics*

**SCIENCES**
- Biology
- Chemistry*
- Physics*
- Psychology
- Scientific Studies

**Please note:**

- * These subjects must be studied for two semesters for continuation in Stage 2.
- Specialist Mathematics is only available if Mathematical Methods is also selected or has been completed previously.
- In total, a maximum of three selections of Art and/or Design can be made (i.e. a full year of Art and one semester of Design OR a full year of Design and one semester of Art.
- All other subjects can be selected once or twice depending on individual preference.
**ARTS**

**DRAMATION**

10 or 20 Credits

**PREREQUISITES**

There are no formal prerequisites. It is assumed that students will have had some experience of middle school drama, a whole-school production, or equivalent.

**WHERE DOES IT LEAD?**

Drama appeals to students with an interest in communication, performance, theatre and film. The subject is an ideal complement for students with a special interest in English, language and literature. Drama leads to a wide range of tertiary courses including law, architecture, medicine, media, professional acting, directing, designing, arts, international studies, media, creative arts, journalism, teaching, film, television, marketing and public relations.

A key focus in the subject is the development of students to become skilled leaders as well as valuable team-players by providing enriching experiences of team project work – a feature of contemporary careers and professions. The course is academic and practical, emphasising the importance of rigorous analysis and performance skills.

**WHAT IS IN THE COURSE?**

Drama is the art of engaging others through the relationship of presenter with audience. Acting, public speaking, directing, filmmaking, stage-managing, designing and reviewing are some of the key roles students undertake, and can specialise in throughout the course. Drama students create, analyse and discuss performance, as well as develop their own philosophy of art and ideas - an intriguing thread throughout the subject. Semester 1 focuses on presentation and analysis skills through a study of serious drama, comedy and dramatic texts. Semester 2 largely involves a major performance. The subject of Drama recognises that people are both rational and irrational beings, composed of intellectual, emotional and physical aspects. Drama aims to integrate these aspects, empowering students to refine their abilities as presenters of ideas, arguments and especially themselves.

**ASSESSMENT**

- Performance
- Presentation
- Analysis, Investigation and Advanced Writing Skills
- Examination

**MUSIC**

10 or 20 Credits

**PREREQUISITES**

Students need to have a basic knowledge of music theory (AMEB) or have completed Year 10 Music. Solo performance must be at Grade 3 AMEB level or equivalent. Students wishing to begin studies in Semester 2 must have completed Grade 3 AMEB Theory and have had at least 3 years of current instrumental tuition.

**WHERE DOES IT LEAD?**

Music offers students the opportunity to acquire and develop their creative and interpretive skills of music from a wide range of periods, styles and cultures. Not only does this prepare students for the study of music at the tertiary level, it also fosters qualities of confidence, self-discipline, imagination and self-expression.

**WHAT IS IN THE COURSE?**

Music aims to develop creative and expressive skills on the chosen instrument and develop related areas of knowledge in theory, history of music and aural skills. There are four main areas of content. The aural component develops aural acuity in the areas of melodic recognition and dictation, rhythmic dictation, intervals, scale recognition and chord and cadence identification. The theory component of the course covers a revision of AMEB Grades 1 and 2, followed by Grades 3 and 4. The Practical component enables students to extend and refine their skills of interpretation, technique and repertoire on their chosen instruments. Composing and Arranging and Music Technology, require a specialist teacher. Opportunities exist for involvement in ensemble work outside of the school. The History component surveys a range of periods from 1600 to the present day, exploring the place of the composer in society and the stylistic characteristics of music of the times. Four works are studied with respect to form, keys, modulations and melodic and rhythmic ideas. As well, other interesting composition techniques are discussed. The course also allows students to acquire skills in the area of music technology.

**ASSESSMENT**

- Skills Presentation
- Skills Development
- Folio
- Examination
VISUAL ARTS - ART
10 or 20 Credits

WHERE DOES IT LEAD?
The Visual Arts - Art course provides an excellent background for a wide range of tertiary courses and careers. Tertiary courses at local universities include Illustration, Animation, Creative Arts, Contemporary Art, Visual Art, Art History, Media Arts, Fashion Design, Fashion Illustration and teaching degrees.

WHAT IS IN THE COURSE?
Visual Art - Art introduces students to the development of ideas, experimentation with media and techniques and the production of practical work. In addition, students have opportunities to research, analyse, understand and reflect upon visual work of their own and within cultural, contemporary and historical contexts. Art practical works may take any of the following forms: drawing, painting, digital imaging, mixed media, printmaking, photography, sculpture or textiles.

ASSESSMENT
This subject will be assessed against the SACE (Visual Arts) Performance standards.
- Folio - 40%
- Practical - 30%
  one practical or a suite of works, including a practitioner’s statement
- Visual Study - 30%

VISUAL ARTS - DESIGN
10 or 20 Credits

PREREQUISITES
There are no formal prerequisites, however drawing skills are an advantage, but not essential. This single unit subject provides a solid preparation for Visual Arts - Design at Stage 2.

WHERE DOES IT LEAD?

WHAT IS IN THE COURSE?
Visual Arts - Design encompasses graphic and communication design, environmental design and product design. The dominant proposition is that Design emphasises a problem-solving approach to the generation of ideas or concepts. It encourages the development of visual representation skills to communicate resolutions. Through brainstorming and the development of ideas, experimentation, and investigation in a diversity of media, processes and techniques, Design students demonstrate a range of technical skills and aesthetic qualities. Through the analysis of other practitioners’ works of design, students gain knowledge and understanding of their styles, concepts, content, forms, and conventions and learn how to respond to works in informed ways.

Topics and Themes
For the Practical and Folio components the topics are quite varied and are designed to meet the interests of the cohort. Possible topics include:
- Retail Shop architecture and Interior Design
- Domestic architecture – city townhouse
- Fashion Design and Illustration – paper fashion
- Product Design – chair design
- Graphic Design – logos, posters, cd covers
- Package design – food and beverage
- Jewellery design – eco friendly principles
- Landscape design – roof top gardens

The Visual Study is an investigation into design techniques and analysis of design works from both historical and contemporary designers. It is generally based on a Visual Arts - Design movement which could include:
- The Arts and Crafts movement
- Art Nouveau
- Art Deco
- The Bauhaus
- Modernism
- Pop Art
- Memphis

ASSESSMENT
- Practical - 40%
- Folio - 30%
- Visual Study - 30%
ACCOUNTING
10 or 20 Credits

WHERE DOES IT LEAD?
Accounting may be undertaken as a 10-credit or 20-credit subject at Stage 1 level and provides an introduction to the language of accounting and a solid background in preparation for Stage 2 Accounting. It is also a useful subject for students wishing to undertake further study in this area.

WHAT IS IN THE COURSE?
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. Accounting enables students to develop skills in critical thinking, problem-solving, and the use of information and communication technologies.

Stage 1 Accounting provides the opportunity for students to become familiar with the language of accounting and gives students an introduction to the skills and abilities required to be successful at Stage 2 level.

The subject is structured around three focus areas:
- Understanding Accounting
- Understanding Financial Sustainability
- Perspective in Accounting

and underpinned by the learning strands:
- Financial literacy
- Stakeholder information and decision making
- Innovation

As a 10-credit subject, students study from two focus areas, while as a 20-credit subject students study from all three focus areas.

Use of information and communication technologies to assist in recording is introduced using excel spreadsheets.

ASSESSMENT
Assessment is at the school level in Stage 1.
- Accounting skills tasks - 75%
- Accounting Inquiry - 25%

BUSINESS INNOVATION
10 Credits

WHERE DOES IT LEAD?
Students will be able to study Stage 2 Business Innovation and the course is beneficial for students interested in pursuing studies in Business, Entrepreneurship and Innovation at the tertiary level.

WHAT IS IN THE COURSE?
Students - with or without prior business subject studies - will begin to develop the knowledge, skills, and understandings to engage in business contexts in the modern world.

They will learn the process of human based design thinking that focuses on solving the problems and needs of targeted customer segments by using planning tools and value innovation. The solution based approach will be learned using structured processes to propose, develop, test and refine customer based solutions.

Students will learn individually and in a collaborative fashion, regularly working together to collect information to develop empathy, insights and financial awareness about their target customers; and how to strategically communicate with them - using traditional, digital and emerging technologies.

Learning strands (in the context of a Start-Up business):
Finding and solving problems through developing and applying their skills in finding and solving problems that matter to their customers. The Value Proposition Canvas will be used by students.

Financial awareness and decision making through developing and apply decision-making skills through using the Business Model Canvas. Financial awareness includes learning about revenue models, cost structures, pricing strategies, cash flow requirements; and establishment of relevant key performance indicators.

Business information and communication will be developed through the collection, interpretation, communication and management of customer and stakeholder information needs.

Global, local and digital connection knowledge and understanding the associated opportunities and challenges of designing a Start-up business in the modern connected world - that includes communities with a particular identified need or desired social problem response.

ASSESSMENT
Assessment Type 1: Business Skills - weighting 70%
Task 1 - Identifying customer problems and generating possible solutions. Written evaluation
Task 2 - Business 30 day plan
Task 3 - Business Model Summary. Prepare business model summary of a solution to a customer need or problem

Assessment Type 2: Business Pitch and Evaluation -
English

English Semester 1
10 Credits

Where Does It Lead?
English will appeal to students who are interested in language, literature and film, as well as meaningfully interpreting the world around them. It leads to a wide range of tertiary programs where skilled communication and critical thinking are required. These include law, medicine, arts, journalism, academia, teaching, management, marketing, media, linguistics, sciences, architecture and engineering, among others. Stage 1 English provides each student with numerous opportunities to develop their capacity to communicate proficiently and meaningfully, in different ways and for a variety of purposes.

What Is in the Course?
The course explores the idea that language is central to everything we do – from thinking, to expressing, to understanding each other and the universe around us, to giving our lives meaning. It involves the study of novels, films, articles, short stories, poetry, plays and creative writing which are investigated and responded to. Key focuses include: exploring the writer’s craft, discovering the power of language to influence readers’ points-of-view, and judging the value of language in various situations. The study of English is concerned with what people feel as well as what they think. Ethics, aesthetics and philosophical ideas underpin the study of texts and raise many important questions about how language is used to entertain, manipulate and enlighten. Analysing texts, creating various written and oral texts, creative writing and investigating how texts influence and are influenced by each other, are key activities throughout the course.

Assessment
- Responding to Texts
- Creating Texts
- Intertextual Study

Notes
- Please note that 20 credits of either English or English as an Additional Language are compulsory.
- Results are reported to SACE in the form of five grade bands A to E. Students must achieve a grade of C or better in English to meet SACE Literacy Requirements.

English Semester 2

English-focus or Literary Studies-focus
10 Credits

Where Does It Lead?
In semester 2 of Year 11 English, students have the option of selecting a particular focus in English. These options are intended to allow students to experience topics and activities similar to the Stage 2 courses of English or Literary Studies. Both Year 11 English pathways (English-focus and Literary Studies-focus) have an end of semester exam.

What Is in the Course?
The English-focus semester 2 course is designed to give students an opportunity to not only see what Stage 2 English entails, but also work on tasks that will support them in Stage 2 English. There are similar units in both this Stage 1 subject and in Stage 2 English but how students apply the theory and skills will differ. Like Stage 2 English, this subject will involve reading and viewing a wide range of styles of communication (written texts, film texts, advertising and persuasive texts) with the goal that students will be able to understand how and why a text was made a particular way and how best the student might be able to make something similar. Just as with the semester 1 course, there are tasks that call on both analysis and application.

The Literary Studies-focus semester 2 course is designed to give students an opportunity to see what Stage 2 English Literary Studies entails, but also work on tasks that will support them in Stage 2 English Literary Studies. The course offers students the opportunity to prepare for clear, critical thinking about a range of texts (film, novels, short stories, plays, poetry, non-fiction) as students:
- consider different ways of looking at texts – including gender, culture, power
- construct logical and convincing written viewpoints
- explore the creativity and craft of authors
- work on developing your own expression skills in both academic and creative writing

The exchange and development of ideas with other students is an important part of the course. In addition, there is a particular focus on critical reading and critical theory around texts in this course.

Assessment
English-focus:
- Responding to Texts
- Creating Texts
- Comparative Analysis

Literary Studies-focus:
- Responding to Texts
- Creating Texts
- Text Study
- Comparative Text Study
- Critical Reading
ENGLISH AS AN ADDITIONAL LANGUAGE
20 Credits

PREREQUISITES
Eligibility for this subject is based upon the number of years of education in which the medium of instruction was English:
• Students who have had 5 or less years of instruction in English are eligible.
• Students who have had a total of more than 5 years of instruction in English, but whose knowledge of English is restricted may be allowed to take this subject following an English language proficiency assessment using the eligibility criteria set by the SACE Board.

WHERE DOES IT LEAD?
English as an Additional Language is designed for students for whom English is a second language or an additional language or dialect. These students have had different experiences in English and one or more other languages. Students who study this subject come from diverse personal, educational and cultural backgrounds. It provides opportunities for students to develop their English language skills, thus supporting their learning in the other areas of their schoolwork. It is designed primarily for students wishing to undertake study at University as it has a focus on academic research and language.

WHAT IS IN THE COURSE?
This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis, and creating texts. Through studying a variety of oral, written and multimodal texts, including informational and literary texts, students develop an understanding of text structures and language features. Students explore the relationship between these structures and features and the contexts, purpose and audience of texts. Information, ideas, and opinions in texts are identified and interpreted. Students develop confidence in creating texts for different purposes in both real and implied contexts. Students broaden their understanding of sociocultural and sociolinguistic aspects of English, through their study of texts and language. They develop skills for research and academic study.

ASSESSMENT
• Oral and written Text Production
• Oral and written Communication Study
• Oral and written Investigation

NOTES
Students who complete 20 credits of Stage 1 and Stage 2 English as an Additional Language with a C grade or better will meet the literacy requirement of the SACE. Credits gained from any of the subjects can be combined with credits gained from other subjects in the English Learning Area.

HUMANITIES AND SOCIAL SCIENCES

ANCIENT STUDIES
10 or 20 Credits

WHERE DOES IT LEAD?
Ancient Studies is a subject for students who have an interest in antiquity and in developing their skills of historical research, social analysis and literary criticism as well as making informed and reasoned judgements about the literature, history and culture of ancient civilisations. This subject is ideal for those students who wish to develop their research and critical thinking skills and as such it forms a solid foundation for a large range of tertiary courses, particularly the study of Classics, Archaeology, Art History, Anthropology and History.

WHAT IS IN THE COURSE?
This course introduces students to the study of ancient societies and the methods used by archaeologists and historians to research the past. Students examine evidence such as artefacts, architectural remains, primary source inscriptions and documents, develop research skills and explore the forces that helped the social, political, economic institutions and structures of ancient cultures.

Topic areas include:
• New Kingdom Egypt
• Classical Mythology
• Roman Sport and Spectacle
• The Persian Empire
• Pompeii and Herculaneum
• Mycenae and Troy

ASSESSMENT
• In-Class Essay
• Oral Presentation
• Research Essay
• Examination

AUSTRALIAN & INTERNATIONAL POLITICS
10 or 20 Credits

WHERE DOES IT LEAD?
This course encourages students to understand the essential features of the Australian Government and International Politics. It allows students to understand how politics affects our lives and how they can become involved themselves or more generally develop their roles as informed citizens. This subject provides excellent preparation for those students who may wish to study politics or any discipline in which effective communication, in both written and oral forms is fundamental, such as Law, International Studies or Commerce and could well lead to a career in Politics or the public service.

WHAT IS IN THE COURSE?
Politics is all pervasive and it is impossible for anyone in our society not to be touched every day by political decisions. Politics is an active process at work in families, businesses,
communities, at the local, state and federal levels, right through to the international sphere. In a boisterous and active classroom environment, students are challenged to explore their political knowledge, bias and interests. Power and decision making is an important topic in which an important question is posed - What is power and who has it in society? A second topic is Community politics, in which students gain an understanding of the politics directly affecting their day to day environment. In the third topic, Government, the concepts of democracy, representative and responsible government are considered, exploring the roles of politicians and electors. The options topic examines how ideology has helped shape international politics. There is a strong emphasis on what is happening in politics today and thus sources and analysis are significant.

Essay writing is a very important skill that will be developed during this course.

ASSESSMENT
- Folio
- Source Analysis
- Investigation
- Examination

ECONOMICS
10 or 20 Credits

WHERE DOES IT LEAD?
Economics provides an excellent foundation for those students who wish to pursue studies in Business at the tertiary level. It is also useful for any course in which decision making, or an understanding of local or global economic issues is important. It develops skills of analysis and critical thinking and enables students to make informed economic choices. The study of economics at tertiary level could lead to positions as diverse as the formulation of economic policy, industrial relations, advising developing economies or environmental economics.

WHAT IS IN THE COURSE?
The course aims to develop an understanding of basic economic concepts, with an emphasis on current economic events. It seeks to explore the interdependence between economic, social and political factors and underlines the important realisation that all economic decisions involve costs and benefits. Specifically, the course explores the economic problem which faces every country. All countries must decide how to run their economies and how to allocate their resources. The course will consider different economic systems and the market mechanism, and how demand and supply determine the price we pay for goods and services. The role of governments in a market economy will also be considered. In Semester 2 students explore key national economic issues, such as unemployment and inflation. Developing economies are considered in relation to causes of poverty and possible strategies for development.

ASSESSMENT
- Group case study, independent issues study
- Folio
- Test and assignments
- Examination

GEOGRAPHY
10 or 20 Credits

WHERE DOES IT LEAD?
Geography provides an opportunity to study our environment and how we interact with it. It helps develop research and communication skills and thus provides a solid foundation for a wide range of courses in the humanities areas, particularly within the rapidly growing fields of environmental management and sustainable development.

WHAT IS IN THE COURSE?
Semester 1 will focus on the theme ‘Global Issues’ and will explore global problems such as:
- renewable energy options including coal seam gas, nuclear, solar, tidal, and wind farms
- refugee movements and global waste management issues
- the Great Pacific Garbage Patch.

Semester 1 will also focus on the theme ‘Sustainable Places’. Here, students will explore the liveability and sustainability of Adelaide as seen through local excursions and field work, as emphasis moves to urban planning and development.

In Semester 2, students will focus on the theme ‘Hazards’ where events including cyclones, tornadoes, drought, bushfires, flooding, earthquakes, volcanoes, tsunamis, landslides, and avalanches will be the centre of their attention. This will be developed further through a reflection on the work of Sir Douglas Mawson, and highlighted by an excursion to the State Museum and the State Library.

Geography relies heavily on written communication skills and students should have good short essay writing skills. The ability to develop an argument, and to analyse and synthesise a range of sources is significant.

ASSESSMENT
- Geographic Skills and Application
- Fieldwork
- Examination

LEGAL STUDIES
10 or 20 Credits

WHERE DOES IT LEAD?
A background in Legal Studies provides an excellent foundation for a wide range of tertiary courses as it gives an overview of the Australian Legal System, its governance and its impact on all aspects of Australian life. This course emphasises the development of analytical skills and research
skills, and provides a good background for those students who wish to pursue tertiary courses in the Professions, such as Law, Politics, Commerce, Economics, Marketing, Media and International Studies. Those progressing to study Law may use this tertiary training to work in areas other than as practising lawyers, such as in government departments, business corporations, NGOs, the media and unions.

WHAT IS IN THE COURSE?
What is law? Why have laws? Are they fixed? Can we change them? The law permeates our lives every day. This course aims to develop an understanding of the Australian Legal System, the reason for laws, and to trace how our laws evolved by considering the contributions made by our values, heritage and traditions. Students also develop knowledge of legal rights and how the legal system resolves problems. Furthermore, they will learn how they can contribute to social progress by being involved in changing the law. Specific topics covered include ‘Law and Society’ and ‘Justice and Society’. Optional topics of study may include ‘Young Workers and the Law’, ‘Young People and the Law’, ‘Sports and the Law’, ‘Consumer Law’ and ‘Technology and the Law’.

ASSESSMENT
- Coursework
- Issues Analysis
- Individual Presentation
- Examination

MODERN HISTORY
10 or 20 Credits

WHERE DOES IT LEAD?
Modern History involves the study of the changes within the world since 1750. Students examine developments and movements, the ideas that inspired them and their short and long-term consequences on societies, systems and the individual. This is a literacy based subject with an emphasis on research, sources analysis and written and oral communication. It is, then, is an ideal preparation for a large range of tertiary courses, particularly the study of History, Politics and International Studies and Sociology. There are no formal prerequisites and while not essential, this subject provides an excellent background for Stage 2 Modern History and/or Politics.

WHAT IS IN THE COURSE?
The course introduces students to the impact of developments and movements on people’s ideas, perspectives, circumstances, and lives. They investigate ways in which people, groups and institutions challenge political structures, social organisation, and economics models to transform societies.

Topics area include:
- Cuban Missile Crisis
- New York City
- Intelligence Failures
- Thatcher and Thatcherism

ASSESSMENT
- In-Class Essay
- Oral Presentation
- Research Essay
- Examination

CHINESE (BACKGROUND SPEAKERS)
10 or 20 Credits

PREREQUISITES
This course is designed for students with a Chinese cultural and linguistic background. Typically, students originate from, and have been educated in a country where Chinese is the primary language spoken.

WHERE DOES IT LEAD?
This course enhances 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.

WHAT IS IN THE COURSE?
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 prescribed themes are: ‘China and the World’, ‘Modernisation and Social Change’; ‘The Overseas Chinese-Speaking Communities’; and ‘Language in use in Contemporary China’.

Through the exploration of these themes, students will be able to use Chinese language to exchange information, opinions and ideas, produce original texts, analyse, evaluate and respond to texts. By the end of the course they will also be able to understand aspects of the language and culture of Chinese-speaking communities.

ASSESSMENT
- Interaction
- Text production
- Text Analysis
- Investigation
- Examination
MATHEMATICS

GENERAL MATHEMATICS
10 or 20 Credits

WHERE DOES IT LEAD?
General Mathematics is a subject suitable for those students who want an understanding of the practical uses of mathematics in the business world or in the social sciences. It is therefore ideal for those students who wish to pursue courses such as Health Science, Business, Architecture, Building and Design, Law and Legal studies. Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

WHAT IS IN THE COURSE?
The course aims to introduce students to real-life applications of mathematics in aspects of business and financial literacy. In this subject there is an emphasis on consolidating students’ computational and algebraic skills and expanding their ability to reason and analyse mathematically. Extensive use of the graphics calculator is made to provide numerical results or graphical representations. Then, as in all mathematical courses, there is the need to understand the mathematical concepts, to organise information, solve problems and communicate outcomes using appropriate language and symbols.

General Mathematics extends students’ mathematical skills in ways that apply to practical problem solving. A problem-based approach is integral to the development of mathematical models and the associated key ideas in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

Stage 1 General Mathematics consists of the following six SACE topics:
- Investing and Borrowing
- Statistical Investigation
- Measurement
- Matrices and Networks
- Applications of Trigonometry
- Linear Equations (Functions) and their Graphs

ASSESSMENT
- Skills and Application Tasks
- Mathematical Investigations
- Examination
- Online tasks

NOTES
A 10 credit course of mathematics where a C grade or higher is achieved is compulsory to meet SACE numeracy requirements.

20 Credits of Stage 1 General Mathematics or Stage 1 Mathematical Methods is assumed knowledge for Stage 2 General Mathematics.

MATHMATICAL METHODS
10 or 20 Credits

WHERE DOES IT LEAD?
This subject focuses on mathematics which helps students to explore, describe and explain aspects of the world around us, with a particular emphasis on the mathematics associated with change. Mathematical Methods provides an important foundation for tertiary studies in a wide range of courses including Architecture, Engineering, Economics, the Professions, the Sciences, Commerce and the Medical Sciences. A significant number of tertiary courses list Mathematical Methods as either pre-requisite or assumed knowledge.

Stage 1 Mathematical Methods provides the foundation for further study in Stage 2 Mathematical Methods.

WHAT IS IN THE COURSE?
The course aims to introduce students to real-life applications of mathematics. Algebraic processes form a significant part of this course. Extensive use of the graphics calculator is made to provide numerical results or graphical representations. Then, as in all mathematical courses, there is the need to understand the mathematical concepts, to organise information, solve problems and communicate outcomes using appropriate language and symbols.

Mathematical Methods develops an understanding of calculus, statistics and mathematical arguments using reasoning and model development. Using functions and their derivatives and by mathematically modelling physical processes, students develop an understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

The specific SACE topics studied are:
- Functions and graphs
- Polynomials
- Trigonometry
- Counting and Statistics
- Introduction to Differential Calculus
- Growth and Decay

ASSESSMENT
- Skills and Application Tasks
- Mathematical Investigation
- Examination
- Online tasks

NOTES
10-credits of mathematics are compulsory. Students must achieve a C grade or better in mathematics to meet SACE numeracy requirements.
Successful completion of 20 credits of Stage 1 Mathematical Methods is a prerequisite for Stage 2 Mathematical Methods.

Completion of 20 credits of Stage 1 Mathematical Methods is also a suitable background for Stage 2 General Mathematics.

**SPECIALIST MATHEMATICS**

**10 or 20 Credits**

**WHERE DOES IT LEAD?**

This subject is designed for capable students of Mathematics who enjoy problem solving and who wish to further their studies related to Mathematics at the tertiary level. These students include those wishing to study Engineering, Computer Science, Physical Sciences, Mathematical Sciences or Surveying.

**WHAT IS IN THE COURSE?**

This course introduces a number of abstract concepts and develops abilities in mathematical problem solving. It enables students to develop their skills when approaching new challenges. The processes of investigation, modelling and reasoning are explored as students develop their individual problem solving skills and relate them to real life situations.

Algebraic processes form a significant part of this course. Conceptual thinking is developed through problem solving. Extensive use of the graphics calculator is made to provide numerical results or graphical representations. Then, as in all mathematical courses, there is the need to understand the mathematical concepts, to organise information, solve problems and communicate outcomes using appropriate language and symbols.

The specific SACE topics studied are:

- Geometry
- Arithmetic and Geometric Sequences & Series
- Matrices
- Vectors in the plane
- Further Trigonometry
- Real and Complex Numbers

**ASSESSMENT**

- Skills and Application Tasks
- Mathematical Investigations
- Examination
- Online tasks

**NOTES**

10-credits of mathematics are compulsory. Students must achieve a C grade or better in mathematics to meet SACE numeracy requirements.

Stage 1 Specialist Mathematics is taken concurrently with Stage 1 Mathematical Methods

Successful completion of 20-credits of Specialist Mathematics at Stage 1 is seen as a prerequisite for Stage 2 Specialist Mathematics

Whilst not compulsory it is envisaged students will have completed 10A Mathematics

**SCIENCE**

**BIOLOGY**

**10 or 20 Credits**

**WHERE DOES IT LEAD?**

Biology at Stage 1 helps students to develop an appreciation of the living world and its complex interrelations, at both the molecular/cellular level, and among living organisms. The course focus is primarily on human biology, allowing students to develop a deep and broad understanding of the human body. It also includes an exploration of ecology and evolution, supporting students interested in the future study of medical biology and/or ecological sciences. This subject is designed to prepare students to study Biology, first at Stage 2 level and then at the tertiary level. Those courses for which Biology is regarded as either a prerequisite or assumed knowledge include Medicine, Dentistry, Physiotherapy and the Health Sciences, Human Movement, Environmental Biology, Veterinary Science, Agriculture and Horticulture.

**WHAT IS IN THE COURSE?**

The Semester 1 course focuses on the characteristics of living things with an emphasis on cell structure and function. For this, students will visit the Adelaide Microscopy Centre. Microbiology and disease outbreaks are also discussed, and this includes a visit to the Botanical Gardens and Zoo. The semester concludes with an exploration of the structure of genetic material and the discovery of how proteins are made. In Semester 2, the emphasis is on human physiology. An exploration of health and nutrition and several interrelated systems is made to demonstrate the complexity of the human body. Human exchange surfaces and how the body responds to stimuli are also explored. The semester concludes with the study of ecology and evolution, which includes a trip to the Zoo.

**ASSESSMENT**

- Skills and Applications Tasks
- Investigations Folio
- Practical and ‘Science as a Human Endeavour’ Investigations
- Tests and Examinations

**CHEMISTRY**

**10 or 20 Credits**

**WHERE DOES IT LEAD?**

Studying Chemistry gives students the exciting opportunity to develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet’s resources. The study of Chemistry will help students make informed
decisions about how they interact with, and modify the world around them. Students will develop a range of skills that will enable them to question, reflect, and think critically while they investigate and explain phenomena in their everyday lives.

Chemistry opens doors to a wide range of careers. It is involved in our everyday lives and there is a vast range of jobs and careers open to those who have studied Chemistry both inside and outside of the lab. Nobody knows what the jobs of the future will look like, but many of them will be created in Chemistry to solve global challenges such as human health, energy and the environment. Chemistry is a good foundation for a wide range of tertiary courses, such as Medical Sciences, Engineering, Science and Environment.

WHAT IS IN THE COURSE?
In this Chemistry, students are expected to:

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

Chemistry is a discipline of science, utilising the methods common to all science, but having its own body of knowledge and language. It is the study of matter and energy which considers the composition of substances and how they can be changed. The study of chemistry allows students to consider the use that people have made of the world’s resources and the impact of human activity on the planet. In this way, it is hoped that students will be able to make informed choices that promote sustainable futures. This is a practical based course in which students will obtain facts about matter from observations and experiments made on simple materials. Students will investigate theories used to explain these facts.

Major topics covered include:
- The Nature of Matter Acids and the Environment
- Bonding Moles/Stoichiometry and Volumetric Analysis
- Organic Chemistry Redox and Electrochemistry

ASSESSMENT
Investigations Folio
Students undertake practical investigations and one investigation with a focus on science as a human endeavour per semester.

Skills and Applications Tasks
Students undertake two skills and applications tasks per semester.

USC Examination
Students undertake one 90 minute examination.

NOTES
Semester 1 of Stage 1 Chemistry must be completed successfully for entry into Semester 2. Successful completion of 20-credits of Stage 1 Chemistry is a prerequisite for Stage 2 Chemistry.

PHYSICS
10 or 20 Credits
WHERE DOES IT LEAD?
This subject is designed to prepare students to study Physics at the tertiary level, and those courses for which Physics is regarded as either a prerequisite or assumed knowledge.

A solid grounding in Physics should enable students to make informed decisions about many of the significant issues faced by society today. Such decisions include how South Australia should deal with the nuclear waste from a nuclear power station sent from other countries. Physics also provides an excellent foundation in evidence-based logical reasoning and develops skills in critical thinking and attending to detail, making it an excellent preparation for any tertiary course.

Physics is regarded as one of the enabling sciences, underpinning a great many other disciplines and can lead to exciting careers in such diverse fields as Astrophysics, Photonics, Engineering, Medical Physics, Geology, Environmental Science, Mining and Defence Science.

Semester 1 of Stage 1 Physics must be completed for entry into Semester 2. Successful completion of 20 credits of Stage 1 Physics is a prerequisite for Stage 2 Physics

WHAT IS IN THE COURSE?
The core topics of this course include:

Semester 1
- Linear Motion and Forces in one dimension
- Waves and Light.

Semester 2
- Energy and Momentum
- Electric Circuits
- Nuclear Models
- Radioactivity and Heat.

Important elements of the course include the design and carrying out of practical investigations, researching and critically relating Physics ideas to society, solving physics related problems and communicating effectively about Physics.

ASSESSMENT
- Skills and Applications Tasks
- Tests and Exam
- Investigations Folio
- Design Practical
‘Science as a Human Endeavour’ Investigations

PSYCHOLOGY
10 or 20 Credits

WHERE DOES IT LEAD?
In general, the skills learnt through Psychology are parallel to those learnt in other science subjects: how to be a critical consumer of information; how to identify psychological processes at work in everyday experiences; how to apply knowledge to real-world situations; how to investigate psychological issues; and how to be an effective communicator. Psychology is relevant wherever contact with other people occurs and it can lead to a broad range of careers, such as counselling, teaching, health professions, journalism, recruitment, law enforcement and advertising.

WHAT IS IN THE COURSE?
This subject sits between the life sciences and the humanities and emphasizes the construction of psychology as a scientific enterprise. The course aims to provide an insight into one’s behaviour and, therefore, to gain a greater understanding of oneself and identify effective actions to address social problems.

Topics and Themes
At Stage 1 there is one compulsory topic ‘Introduction to Psychology’ and two option topics. Introduction to Psychology covers research methods and ethics. Other topics may include ‘Brain and Behaviour’, ‘Emotion’, ‘Social Behaviour’, ‘Educational Psychology’ and ‘Positive Psychology’.

A study of a second and separate semester of Psychology at Stage 1 does not require a repeat study of ‘Introduction to Psychology’ and consists of three option topics.

ASSESSMENT
- Investigations Folio – including two written investigations
- Skills and Applications Tasks which may include topic tests, film analysis and an examination.

SCIENTIFIC STUDIES
10 Credits

WHERE DOES IT LEAD?
Scientific Studies leads to Scientific Studies in Stage 2. Scientific Studies allows students to develop innovative and critical thinking in the world of science and to develop a cohesive understanding of the natural world through the discovery of new ways of doing and thinking. Through a focus on science inquiry skills and scientific ways of observing, questioning, and thinking, students in Scientific Studies actively investigate and respond to authentic, engaging, and complex questions, problems, or challenges. Students employ interdisciplinary approaches with a focus on science and engineering, supported through the application of technology, design, and mathematical (STEM) thinking.

At the end of the program in Stage 1 Scientific Studies, students will be able to:
- develop and apply science inquiry skills and understanding of scientific concepts in new and familiar contexts
- design and conduct scientific investigations to obtain evidence, using appropriate procedures and safe, ethical working practices
- evaluate procedures and results, represent and analyse evidence, and formulate and justify conclusions
- evaluate the effectiveness of collaboration and its impact on results/outcomes
- explore and understand the interaction between science and society
- communicate knowledge and understanding of scientific concepts, using appropriate terms, conventions, and representations.

WHAT IS IN THE COURSE?
In Stage 1 Scientific Studies, scientific inquiry is the basis for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.

Understanding of scientific concepts
Students develop and extend their understanding of key scientific concepts through the contexts they are investigating. These key scientific concepts may include: ‘Organisation and Patterns’, ‘Systems’, ‘Cause and Effect’, ‘Structure and Function’, ‘Scale and Measurement’, ‘Change’, ‘Energy and Matter’, and ‘Diversity’. Alternatively, contemporary scientific concepts may be explored.

Students will explore and extend their understanding of a range of science concepts relevant to the contexts they are studying, and investigate and apply their understanding of these concepts through the science inquiry skills. They will make connections between these key scientific concepts and their influence in society through investigations of science as a human endeavour.
Science as a human endeavour

The Science as a Human Endeavour strand highlights the development of science as a way of knowing and doing, and explores the use and influence of science in society.

Science inquiry skills

In Scientific Studies, investigation is an integral part of the learning and understanding of concepts, using scientific methods and/or the engineering design processes to test ideas and develop new knowledge.

Science inquiry skills are the focus of learning in this subject. The contexts that students use to explore and inquire into aspects of science are chosen to be relevant and contemporary. These contexts form a framework that enables students to actively engage in inquiry-based learning and further develop their science understanding.

ASSESSMENT

Assessment will consist of:

• Inquiry Folio consisting of two tasks with a focus on science inquiry skills and one investigation with a focus on science as a human endeavour
• Collaborative Inquiry where students collaborate to design and conduct an investigation for which the outcome is uncertain.
Our Year 12 students generally undertake 5 subjects at Stage 2. Moreover, the Year 12 experience includes a challenging set of mid-year examinations, held in part to prepare students for the final SACE examination or external assessment experience, but also as an important component of the Partner’s Pathway in their own right.

For most Stage 2 subjects, there is a lecture-tutorial system. These sessions are designed to maximise opportunities to learn skills and concepts in an effective manner, and at the same time, to extend and refine student knowledge and understanding through discussion, debate and practical activities.

**ASSESSMENT & REPORTING**

The assessment of Year 12 subjects is consistent with SACE Board guidelines, with grades A+ – E-, awarded on the basis of the Performance Standards.

At USC, students are provided with a report, with copies given to their parents or guardians towards the end of each school term. At the end of Terms 1 and 3, students are given a report which includes a grade based upon the SACE Board Performance Standards for each subject. At the end of Term 2, students receive a report which includes a grade and a record of their absences for the assessment period. As well as these reports, there are several Parent/Teacher/Student evenings, at which students, with their parents and teachers can discuss their progress. At the Graduation Ceremony, students are presented with their Graduation Report and a certificate of completion of Year 12. The College encourages students and their parents to discuss concerns about individual progress, initially through contact with the subject teacher or mentor and then with the relevant Dean.

**LEARNING AREAS**

**ARTS**
- Drama
- Musicianship
- Solo Performance
- Visual Arts - Art
- Visual Arts - Design

**BUSINESS, ENTERPRISE, AND TECHNOLOGY**
- Accounting
- Business Innovation

**ENGLISH**
- English Literary Studies
- English
- English as an Additional Language

**HUMANITIES AND SOCIAL SCIENCES**
- Ancient Studies
- Australian and International Politics
- Economics
- Legal Studies
- Modern History

**LANGUAGES**
- Chinese (Background Speakers)

**MATHEMATICS**
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

**SCIENCES**
- Biology
- Chemistry
- Physics
- Psychology
UNIVERSITY SENIOR COLLEGE - STAGE 2 SUBJECTS

ARTS

DRAMA
20 Credits

PREREQUISITES
It is assumed that students undertaking this subject have achieved a successful grade in Drama at Stage 1 level. Students selecting to participate in the Group Performance must be aware of the rehearsal commitment. Students may select the Individual Study component as an equally viable alternative.

WHERE DOES IT LEAD?
Drama appeals to students with an interest in specialist performance, theatre and film, as well as language and communication. The subject leads to a wide range of tertiary courses, including Law, Architecture, Medicine, Media, Professional Acting, Directing, Designing, Arts, International Studies, Media, Creative Arts, Journalism, Film, Televison, Marketing and Public Relations. An important element of this course is that it cultivates team-work and cooperation and so provides an excellent experience for those who wish to work on large projects in cooperation with others.

WHAT IS IN THE COURSE?
Drama is the art of engaging with others through the relationship of performer with audience. The discipline of Drama acknowledges that humans are both rational and irrational beings, composed of intellectual, emotional and physical aspects. Drama aims to integrate these aspects, empowering students to draw upon and refine their abilities as presenters of ideas, arguments and especially themselves. Core units include the Group Performance and Written Folio. Students frequently have the option to specialise in one or more roles such as: actor, director, designer, filmmaker and/or scriptwriter. The major focus of Semester 1 is the Group Performance and Group Analysis Presentation, while Theories of Performance, Design and Film are emphasised throughout the remainder of the year.

ASSESSMENT
School Based Assessment (70%)
• Group Presentation - 20%
• Folio - 30%
• Interpretive Study - 20%

External Assessment (30%)
• Performance - 30%

MUSIC

Music Studies - 20 Credits, four hours per week of classroom contact time.
Solo Performance and Ensemble Performance - 10 Credits each, two hours per week of classroom contact time.

PREREQUISITES
Satisfactory completion of SACE Stage 1 Music or AMEB equivalent studies (Grade 3-4 in Theory or Musicianship for Music Studies and grade 4 Practical for Performance units).

WHERE DOES IT LEAD?
Music offers students the opportunity to acquire and develop creative and interpretive skills in music from a wide range of periods, styles and cultures. It can prepare students for the study of music at the tertiary level if desired, and fosters personal qualities of confidence, self-discipline, imagination and self-expression.

WHAT IS IN THE COURSE?
The choice of music units offered at Stage 2 is any one or a combination of:
• Music Studies 20 Credits: This unit offers options in performance and composing/ arranging; additionally, written and aural theory, analysis and harmony are studied in depth as core elements of the course.
• Solo Performance 10 Credits and Ensemble Performance 10 Credits: Both of these units require a series of three public performances alongside a study of style, structure and performance conventions; additionally, students consider and document strategies to enhance and improve their performance skills and audience engagement. (Please Note: For Ensemble Performance prior membership of an appropriate youth or community ensemble is required to attempt this unit; enrolment in this unit is by negotiation with and at the discretion of USC Music staff.)

ASSESSMENT
Music Studies:
• Creative Works, consisting of one or a set of Solo or Ensemble Performances lasting 10-12 minutes, or Compositions/Arrangements of 5-6 minutes duration
• Musical Literacy tasks in theory, analysis and harmony
• Exam in written and aural theory, analysis and harmony

Solo Performance and Ensemble Performance:
• Three Public Performances of different works lasting between 18 and 24 minutes in total, plus two written/multimodal presentations sequenced as follows: First Performance; Second Performance and Discussion, analyzing the chosen works and critiquing performance strategies; Third Performance and Portfolio evaluating the student’s musical journey through the course.
VISUAL ARTS - ART
20 Credits

WHERE DOES IT LEAD?
The Visual Arts - Art course provides an excellent background for a wide range of tertiary courses and careers. Tertiary courses at local universities include Illustration, Animation, Creative Arts, Contemporary Art, Visual Art, Art History, Media Arts, Fashion Design, Fashion Illustration and teaching degrees.

WHAT IS IN THE COURSE?
Visual Art - Art expands on students’ existing knowledge in the Visual Arts. Art includes the development of ideas, experimentation with media and techniques and the production of practical work. In addition, students must demonstrate their ability to research, analyse, understand and reflect upon visual art work of their own and within cultural, contemporary and historical contexts. Art practical works may take any of the following forms: drawing, painting, digital imagery, mixed media, printmaking, photography, sculpture or textiles.

ASSESSMENT
This subject will be assessed against the SACE (Visual Arts) Performance standards.

School Based Assessment (70%)
- Folio - 40%
- Practical - 30%

External Assessment (30%)
- Visual Study - 30%
For a 10 credit subject, students should provide evidence of their learning through four assessments. Students produce:
  - one folio
  - one practical work, including a practitioner’s statement
  - one visual study.
For a 20 credit subject, students should provide evidence of their learning through six assessments, including the external assessment component. Students produce:
  - one folio
  - two practical works, including a practitioner’s statement for both practical works
  - one visual study.

VISUAL ARTS - DESIGN
20 Credits

PREREQUISITES
There are no formal prerequisites. Drawing skills are an advantage, but not essential. Students benefit from completing a 10 or 20 credit unit in Stage 1 Visual Arts - Design which provides a solid preparation for Visual Arts - Design at Stage 2.

WHERE DOES IT LEAD?

University Senior College offers a Partner’s Pathway program to the University of Adelaide for students wishing to pursue courses in Architecture.

WHAT IS IN THE COURSE?
Visual Arts - Design encompasses graphic and communication design, environmental design and product design. The dominant proposition is that Design emphasises a problem-solving approach to the generation of ideas or concepts. It encourages the development of visual representation skills to communicate resolutions. Through brainstorming and the development of ideas, experimentation, and investigation in a diversity of media, processes and techniques, Design students demonstrate a range of technical skills and aesthetic qualities. Through the analysis of other practitioners’ works of design, students gain knowledge and understanding of their styles, concepts, content, forms, and conventions and learn how to respond to works in informed ways.

Learning Requirements
In Visual Arts - Design students are expected to:
- Conceive, develop and make works of design that reflect individuality and the development and communication of a personal visual aesthetic.
- Demonstrate visual thinking through the development and evaluation of ideas and explorations in technical skills with media, materials and technologies.
- Apply technical skills in using media, materials, technologies and processes to solve problems and resolve works of design.
- Communicate knowledge and understanding of their own works and the connections between their own and other practitioners’ works of design.
- Analyse, interpret and respond to visual arts in cultural, social and historical/contemporary contexts.
- Develop inquiry skills to explore Visual Arts – Design issues, ideas, concepts, processes, techniques and questions.
Three areas of study are covered in the course:

- Visual Thinking
- Practical resolution
- Visual Arts in Context

**ASSESSMENT**

**School Based Assessment (70%)**
- Folio - 40%
- Practical - 30%

**External Assessment (30%)**
- Visual Study - 30%

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**ACCOUNTING**

20 Credits

WHERE DOES IT LEAD?
The course provides a background for students who wish to undertake further study in the fields of Commerce, Finance or Business at tertiary level. Students acquire knowledge and skills related to the accounting process for organisational and business applications. Students understand the processes involved in generating, recording, classifying, analysing, interpreting, and reporting accounting information. They learn how to interpret the financial information of an accounting entity.

WHAT IS IN THE COURSE?
For business to function properly, effective methods of communication among owners, managers and investors are essential. Accounting fills the need for a common language of business. It records and processes financial information into an easily accessible format which can be understood by any person in the business world. The purpose of accounting is to accumulate and report on financial information about the performance, financial position and cash flows of a business. This information is then used to assist in making decisions about how to manage the business, invest in the business, lend money or provide goods and services on credit to the business. Students are expected to understand and explore accounting concepts and conventions and apply these to create accounting information. They will have opportunities to analyse and evaluate accounting information to manage financial sustainability and to apply communication skills to propose authentic accounting advice to inform decision making.

CONTENT
The subject is structured around three focus areas:
- Understanding accounting concepts and conventions
- Managing financial sustainability
- Providing accounting advice

Students develop and apply their understanding in learning strands:
- Financial literacy
- Stakeholder information and decision making
- Innovation

**ASSESSMENT**

Students demonstrate learning through:

**School Assessment: 70%**
- Assessment Type 1: Accounting concepts and solutions (four tasks) – 40%
- Assessment Type 2: Accounting advice (one task) – 30%

**External Assessment: 30%**
- Assessment Type 3: Examination – 30%

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**BUSINESS INNOVATION**

20 Credits

WHERE DOES IT LEAD?
In this subject students engage in designing, sustaining and transforming businesses in the modern world. Business Innovation explores how businesses can be started, sustained and transformed by delivering value to existing and new customers. Students study business researching, planning, marketing, and performance and competition analysis by utilising the Design Thinking process. The subject is a great foundation for study of business, innovation and entrepreneurship at the tertiary level.

WHAT IS IN THE COURSE?
Business Innovation foregrounds Design Thinking and assumption-based business planning tools to promote a human-centred approach to the transformation of business products, services, and processes. Students learn through doing, utilizing the skills taught in class to anticipate, find, and solve problems. Students also work collaboratively to identify problems or customer needs, generate and explore ideas and solutions, and make decisions based on incomplete information. In this subject students engage with complex, dynamic real world problems, to identify, design, test, iterate, and communicate viable business solutions.

CONTENT
Three contexts: Designing Business, Sustaining Business, and Transforming Business. Students explore at least two of these contexts.

Learning strands: Innovation, decision-making and project management, financial literacy and information management; and global, local, and digital perspectives.

**ASSESSMENT**

School Assessment (70%):
- Assessment Type 1:
Business Skills across each of the four learning strands and cover both contexts selected for study (four tasks for 40%).

Assessment Type 2:
Business Model (one task for 30%). Students complete one Business Model within one context. Students work collaboratively to develop a viable business model and individually evaluate the Business Model and their contribution to its development. There are two parts to the Business Model – Development and its Evaluation.

**External Assessment (30%)**:
Assessment Type 3:
Business Plan and Pitch (one business plan and promotion task for 30%)

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**ENGLISH**

**ENGLISH LITERARY STUDIES**
20 Credits

**PREREQUISITES**
It is assumed that students undertaking this subject have achieved a successful grade in 20 credits of Stage 1 English.

**WHERE DOES IT LEAD?**
This subject will appeal to students who have an interest in language, literature and film. It leads to a wide range of tertiary courses in which clear communication and critical thinking are essential. These include Arts, Journalism, Law, Management, Marketing, Media, Social Sciences and Teaching at both the secondary and tertiary level.

**WHAT IS IN THE COURSE?**
Stage 2 English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts students:
- encounter different opinions about texts.
- have opportunities to exchange and develop ideas.
- find evidence to support a personal view.
- learn to construct logical arguments.
- consider a range of critical interpretations of texts.

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

By focusing on the creativity and craft of the authors, students develop strategies to enhance their own skills in creating texts and put into practice the techniques they have observed.

**ASSESSMENT**
- Responding to Texts - 50%
- Creating Texts - 20%
- Text Study (Externally assessed)
- Comparative Text Study - 15%
- Critical Reading (Examination) - 15%

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**ENGLISH**
20 Credits

**PREREQUISITES**
It is assumed that students undertaking this subject have achieved a successful grade in 20 credits of Stage 1 English.

**WHERE DOES IT LEAD?**
English is primarily concerned with the use of written and oral language. Students create, analyse and evaluate a range of text types. The emphasis is on forms of communication appropriate to specific purposes, contexts and audiences. It is therefore an ideal subject for those students who wish to develop their communication skills for tertiary studies and
careers, including the Professions, the Sciences, Engineering and Health Sciences, where clear, precise, accurate and effective communication is important.

WHAT IS IN THE COURSE?
Students will explore, analyse and evaluate texts, such as poetry, media, film and prose, as well as produce their own texts. The emphasis will be on: understanding the ideas; characteristics of texts; the purpose of the communication; and an exploration of the language structures and conventions used. Also students are expected to refine their own text composition skills and develop a critical awareness of how their texts may be interpreted or used.

ASSESSMENT
School Based Assessment (70%)
• Responding to Texts - 30%
• Creating Texts - 40%
External Assessment (30%)
• Comparative Analysis

ENGLISH AS AN ADDITIONAL LANGUAGE
20 Credits

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

This subject provides opportunities for students to develop their knowledge and critical understanding of what is accurate and appropriate in primarily formal and academic contexts. English as an Additional Language is aimed at students who are intending to pursue tertiary studies.

WHAT IS IN THE COURSE?
This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis and creation.

Through studying a variety of oral, written and multimodal texts, including informational and literary texts, students develop an understanding of text structures and language features. Students explore the relationship between the structures, features and the purpose, audience, and contexts of texts. Information, ideas, and opinions in texts are identified and evaluated. Personal, social and cultural perspectives in texts are analysed and evaluated.

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

ASSESSMENT
School Based Assessment (70%)

• Academic Literacy Study - 30%
• Responses to Texts - 40%
External Assessment (30%)
• Examination - 30%

HUMANITIES AND SOCIAL SCIENCES

ANCIENT STUDIES
20 Credits

WHERE DOES IT LEAD?
Ancient Studies is a subject for students who have an interest in their cultural heritage and in developing their skills of historical research, social analysis and literary criticism. Students make informed and reasoned judgements about the literature, history and culture of Ancient Greece. This subject is ideal for those who wish to develop their research and critical thinking skills and, as such, forms a solid foundation for a large range of tertiary courses, particularly the study of Film, Media, English, Law, History, Politics, Art, Design, Classics and Archaeology.

WHAT IS IN THE COURSE?
The course involves three topics and an individual inquiry. Students will explore:
• Homer’s ‘The Odyssey’
• Greek Society 5th Century BCE culture and politics of Sparta and Athens
• Greek Drama Sophocles Oedipus Rex and Euripides Medea.

For the individual inquiry, students will be expected to develop an argument from any aspect of the ancient world c.2000 BCE to 907 CE and write a polished research essay.

ASSESSMENT
School Based Assessment (70%)
• Four Skills and Applications Tasks - 50%
• Two Connections Tasks - 20%
External Assessment (30%)
• One Individual Inquiry Essay - 30%

AUSTRALIAN & INTERNATIONAL POLITICS
20 Credits

WHERE DOES IT LEAD?
In undertaking Australian and International Politics, students develop a range of generalist and specialist skills that can lead to many employment and tertiary study opportunities. An understanding of Australian and international politics can be valuable for those interested in Law, Journalism, Business and Management, Social Services, or the Public Service. Students develop their understanding and build their capacity for informed involvement in political processes that influence relationships in workplaces, educational institutions and public spaces.
WHAT IS IN THE COURSE?
The study of Australian and International Politics will appeal to students with an interest in the nature of power in contemporary societies.

Politics is the study of power at all levels of society. Students in this course discover how expressions of power affect relationships with others in families, communities, and workplaces, as well as in the institutions of finance, bureaucracy, education, the law, and the media.

The study of politics focuses on the systems of decision-making and adjudication that govern the expressions of power throughout society, particularly in the formal institutions that make up the complex systems of modern government.

Topics
Students studying Australian and International Politics will examine the following Core Topics:
• ‘The Australian Constitution and Federalism’
• ‘Political Representation, Parliament and the Executive’
• ‘Voting and Elections’
• ‘Political Parties’

In the International Politics section there is a choice of topics to be studied. Due to America’s current role and influence in world affairs, and its impact on Australian politics, students study ‘The United States of America and World Affairs’.

Sub topics include
• ‘America - superpower to global hegemon’
• ‘The Impact of September 11’
• Various and alternative perspectives on American foreign policy
• Relations between America and Australia

ASSESSMENT
School Based Assessment (70%)
• Skills and Applications Tasks - 30%
• Folio - 40%

External Assessment (30%)
• Examination - 30%

LEGAL STUDIES
20 Credits

PREREQUISITES
Students must have the ability to write in clear prose. Stage 1 Legal Studies provides an excellent background and is a definite advantage.

WHERE DOES IT LEAD?
A background in Legal Studies provides an excellent foundation for a wide range of tertiary courses. This course emphasises the development of analytical skills and research skills and provides a good background for those students who wish to pursue tertiary courses in the Professions, such as commerce, economics, marketing as well as law itself. Law graduates often work in areas other than as practising lawyers, including government departments, business, the media, education, international relations, NGOs like the World Bank and the Red Cross, and unions.

WHAT IS IN THE COURSE?
The course comprises four interrelated units: The Australian Legal System (ALS); Constitutional Government; Lawmaking and Justice Systems. Students will critically analyse the Australian legal system from a range of legal and cultural perspectives and consider the conflict and injustice that can occur. The legal system is explored from the local level through to its global connections, with a view to developing an understanding of how laws are made, how disputes are resolved for the betterment of society, and the effect that
individuals or groups can have on these processes. A major objective is for students to learn enough about our legal system to emerge with sufficient confidence to understand how it affects their lives, both socially and in the workplace. The inclusion of active learning exercises using simulations like mock trials, sentencing hearings, and treaty making exercises, supplement the traditional learning methods.

**ASSESSMENT**

**School Based Assessment (70%)**
- Folio - 50%
- Inquiry - 20%

**External Assessment (30%)**
Examination - 30%

**MODERN HISTORY**

**20 Credits**

**WHERE DOES IT LEAD?**

Students build skills in historical method through inquiry, by examining and evaluating the nature of sources. This includes who wrote or recorded them, whose history they tell, whose stories are not included and why, and how technology is creating new ways in which histories can be conveyed.

Students explore different interpretations, draw conclusions, and develop reasoned historical arguments. It equips them with knowledge and skills that are valuable and useful throughout life. These include research techniques, the skills needed to process and synthesise varied and complex materials, the skills needed to give clear and effective oral and written presentations, and the ability to articulate ideas and make them clear to others.

With these skills, students enhance their employability and are able to participate actively and critically in their societies.

**WHAT IS IN THE COURSE?**

History is a disciplined process of inquiry and investigation into the past that helps to explain how people, events and forces from the past have shaped our world. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It allows students to locate and understand themselves and others in the continuum of modern nations at a time of rapid global change.

Students engage in a study of one nation, and of interactions between or among nations. Through their studies, students build their skills in historical method through inquiry, by examining and evaluating the nature of sources.

Students explore different interpretations, draw conclusions, and develop reasoned historical arguments. As students develop their understanding of the nature of historical inquiry, they employ a robust methodology. They learn to ask and answer important questions, evaluate evidence, identify and analyse different interpretations of the past, and substantiate their arguments and judgments. Students can see why they are learning and what they are learning, and they can debate the significance of the history they learn.

**Topics**
- One topic from a choice of six Modern Nations topics.
- One topic from a choice of six ‘The World Since 1945’ topics. At USC students will study Topic 7: ‘The changing world order (1945 onwards)’
- An individual Historical Study.

**ASSESSMENT**

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

**School Based Assessment (70%)**
- Historical Skills - 50%
- Historical Study - 20%

**External Assessment (30%)**
- Examination - 30%

**LANGUAGES**

**CHINESE (BACKGROUND SPEAKERS)**

**20 Credits**

**PREREQUISITES**

This course is designed for students with a Chinese cultural and linguistic background. Typically, students originate from, and have been educated in a country where Chinese is the primary language spoken.

**WHERE DOES IT LEAD?**

This course enhances 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.

**WHAT IS IN THE COURSE?**

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 prescribed themes are: ‘China and the World’, ‘Modernisation and Social Change’; ‘The Overseas Chinese-Speaking Communities’; and ‘Language in use in Contemporary China’. Through the exploration of these themes, students will be able to use Chinese language to exchange information, opinions and ideas, produce original texts, analyse, evaluate and respond to texts. By the end of the course they will also be able to understand aspects of the language and culture of Chinese-speaking communities.
ASSESSMENT
School Based Assessment (70%)
• Folio
• In-depth Study
External Assessment (30%)
• Examination - 30%

MATHEMATICS

GENERAL MATHEMATICS
20 Credits

PREREQUISITES
The successful completion of Stage 1 General Mathematics or Mathematical Methods is assumed knowledge for Stage 2 General Mathematics.

WHAT IS IN THE COURSE?
General Mathematics extends students’ mathematical skills in ways that apply to practical problem solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. Topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions and discrete modelling using networks and matrices.

In this subject, students experience and learn the mathematical process associated with investigating, modelling and solving problems drawn from real or realistic contexts. This includes clarifying the question(s) to be answered, gathering information, stating assumptions, ensuring that answers are reasonable, and examining the effects of changing parameters in a systematic way. The teaching and learning program makes provisions in lesson time for routine work, student research, the use of technology and assessments. A problem-based approach is used to develop the mathematical models and associated key ideas in each topic. Through key questions, the fundamental concepts and processes that relate to the mathematical models required to address the problems posed are developed.

Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Topics
• Topic 1: Modelling with Linear Relationships
• Topic 2: Modelling with Matrices
• Topic 3: Statistical Models
• Topic 4: Financial Models
• Topic 5: Discrete Models
• Topic 6: Open Topic – Share Investments

Students study five topics. SACE require all students to study Topics 1, 3, 4, and 5. The fifth topic is selected by the teacher.

ASSESSMENT
School Based Assessment (70%)
• Skills and Application Tasks - 40%
• 2 Mathematical Investigations - 30%
External Assessment (30%)
• Examination - 30%

Students undertake a 2-hour external examination in which they answer questions on the following three topics; Statistical Models, Financial Models and Discrete Models.

MATHEMATICAL METHODS
20 Credits

PREREQUISITES
It will be assumed that students will have successfully completed 20-credits of Stage 1 Mathematical Methods. The course builds on the foundation set in Stage 1 Mathematical Methods.

WHERE DOES IT LEAD?
Mathematical Methods provides an important foundation for tertiary studies in a wide range of courses including Architecture, Engineering, Economics, the Professions, the Sciences, Commerce and the Medical Sciences. A significant number of tertiary courses list Mathematical Methods as either pre-requisite or assumed knowledge. The successful completion of Stage 2 Mathematical Methods attracts a two point adjustment factor to a student’s university aggregate from the South Australian Universities Language, Literacy and Mathematics Bonus Scheme. A maximum of four points is available under this scheme.

WHAT IS IN THE COURSE?
Stage 2 Mathematical Methods focuses on the development of mathematical skills and techniques that enable students to explore, describe, and explain aspects of the world around them in a mathematical way. It places mathematics in relevant contexts and deals with relevant phenomena from the students’ common experiences, as well as from scientific, professional, and social contexts.

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

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

Topics
Topic 1: Further Differentiation and Applications
Topic 2: Discrete Random Variables
Topic 3: Integral Calculus
UNIVERSITY SENIOR COLLEGE - STAGE 2 SUBJECTS

Topic 4: Logarithmic Functions
Topic 5: Continuous Random Variables and the Normal Distribution
Topic 6: Sampling and Confidence Intervals.

ASSESSMENT

School Based Assessment (70%)
- Six Skills and Applications Tasks - 50%
- One Mathematical Investigation - 20%

External Assessment (30%)
- One 3 hour Examination - 30%

NOTES

Stage 2 Mathematical Methods and General Mathematics are a precluded combination in the calculation of the ATAR.

SPECIALIST MATHEMATICS

20 Credits

PREREQUISITES

It will be assumed that students will have successfully completed 20-credits of Stage 1 Specialist Mathematics. It is also assumed that those taking Stage 2 Specialist Mathematics are also studying Stage 2 Mathematical Methods or have already completed it.

WHERE DOES IT LEAD?

The subject leads to study in a range of tertiary courses such as Mathematical Sciences, Engineering, Computer Science, and the Physical Sciences. Students envisaging careers in related fields will benefit from studying this subject.

A significant number of tertiary courses list Specialist Mathematics, Stage 2 as either a prerequisite or assumed knowledge. The successful completion of Stage 2 Specialist Mathematics attracts a two point adjustment factor to a student’s university aggregate from the South Australian Universities Language, Literacy and Mathematics Bonus Scheme. A maximum of four points is available under this scheme.

WHAT IS IN THE COURSE?

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

The topics in Stage 2 expand students’ mathematical experience and extends their mathematical flexibility and versatility.

Specialist Mathematics topics provide different scenarios for incorporating mathematical arguments, proofs, and problem-solving.

Topics
- Topic 1: Mathematical Induction
- Topic 2: Complex Numbers
- Topic 3: Functions and Sketching Graphs
- Topic 4: Vectors in Three Dimensions
- Topic 5: Integration Techniques and Applications
- Topic 6: Rates of Change and Differential Equations.

ASSESSMENT

School Assessment (70%)
- Six Skills and Applications Tasks - 50%
- One Mathematical Investigation - 20%

External Assessment (30%)
- One 3 hour Examination - 30%

SCIENCE

BIOLOGY

20 Credits

WHERE DOES IT LEAD?

Biology may be used as a pre-requisite for Medicine and other science courses with applications in Biology such as Health Science, Biology, Ecology, Botany, Zoology, Biological Sciences, Biochemical Science, Biomolecular science, Veterinary Science.

WHAT IS IN THE COURSE?

In Biology, students investigate current and future challenges, and therefore the subject provides them with strong problem solving skills. Students may pursue scientific pathways, in medical research, veterinary science, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation, and ecotourism.

Topics

There are four major topics in Biology which include:
- DNA and proteins
- Cells as the Basis of Life
- Homeostasis
- Evolution

Each major topic has a range of sub topics and are as follows:

DNA and proteins
- DNA/genes
- DNA replication
- Biological Molecules
- Protein synthesis
- Enzymes and energy
- Mutations
- Genetic engineering
- CRISPR
- PCR
- DNA hybridization

Cells as the Basis of Life
- Cell theory
- Types of cells
- Organelles
- Movement through membranes
- Energy in cells
- Mitosis/binary fission
- Meiosis
- Culturing
- Cell cycle control

Homeostasis
- Homeostasis
- Negative feedback
- Nervous system
- Hormonal system
- Stimulus response model
- Various stimulus response
Evolution
- The origin of life
- Comparative genomics
- Phylogenetic trees
- Species definition
- Gene pool
- Reproductive isolation and barriers

ASSESSMENT
School Based Assessment (70%)
- Skills and Application Tasks - 40%
  4 x tests – one on each topic
- Folio Tasks - 30%
  1x Science as a Human Endeavour (SHE) Investigation
  2 x Summative Practicals
  - Enzymes Design Practical
  - Deconstruction Practical

External Assessment (30%)
- Examination - 30%

CHEMISTRY
20 Credits

WHERE DOES IT LEAD?
Studying Chemistry opens doors to a wide range of careers. Chemistry is involved in our everyday lives and there is a vast range of jobs and careers open to those who have studied Chemistry both inside and outside of the lab. Nobody knows what the roles of the future will look like, but many of them will be created in Chemistry to solve global challenges such as human health, energy and the environment. Chemistry is a good foundation for a wide range of tertiary courses, such as Medical Sciences, Engineering, Science, Environmental Studies and Forensic Science.

WHAT IS IN THE COURSE?
Studying Chemistry gives students the exciting opportunity to develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet’s resources. The study of Chemistry will help students make informed decisions about how they interact with, and modify the world around them. Students will develop a range of skills that will enable them to question, reflect, and think critically while they investigate and explain phenomena in their everyday lives.

In this subject, students are expected to:
- apply science inquiry skills to design and conduct chemistry investigations using appropriate procedures and safe, ethical working practices
- obtain, record, represent, analyse, and interpret the results of chemistry investigations

- evaluate procedures and results, and analyse evidence to formulate and justify conclusions
- develop and apply knowledge and understanding of chemical concepts in new and familiar contexts
- explore and understand science as a human endeavour
- communicate knowledge and understanding of chemical concepts, using appropriate terms, conventions, and representations.

Topics
- Topic 1: Monitoring the Environment
  1.1 Global Warming and Climate Change
  1.2 Photochemical Smog
  1.3 Volumetric Analysis
  1.4 Chromatography
  1.5 Atomic Spectroscopy

- Topic 2: Managing chemical processes
  2.1 Rates of Reactions
  2.2 Equilibrium and Yield
  2.3 Optimising Production

- Topic 3: Organic and Biological Chemistry
  3.1 Introduction
  3.2 Alcohols
  3.3 Aldehydes and Ketones
  3.4 Carbohydrates
  3.5 Carboxylic Acids
  3.6 Amines
  3.7 Esters
  3.8 Amides
  3.9 Triglycerides
  3.10 Proteins

- Topic 4: Managing resources
  4.1 Energy
  4.2 Water
  4.3 Soil
  4.4 Materials

ASSESSMENT
School Based Assessment (70%)
- Investigations Folio - 30%
  Students undertake two practical investigations and one investigation with a focus on science as a human endeavour.
- Skills and Applications Tasks - 40%
  Students undertake four skills and applications tasks.

External Assessment (30%)
- Examination - 30%
  Students undertake one 2-hour examination.

PHYSICS
20 Credits

WHERE DOES IT LEAD?
Physics at Stage 2 prepares students to study Physics at the tertiary level, and for those courses in which Physics is regarded as either a prerequisite or assumed knowledge. Enable students to make informed decisions about many of the significant issues faced by society today. Such decisions include how South Australia should deal with the nuclear waste from a nuclear power station sent from other
countries. Additionally, a solid grounding in Physics should enable students to make informed decisions about many of the significant issues faced by society today. Physics also provides an excellent grounding in evidence-based logical reasoning and develops skills in critical thinking and attending to detail, making it an excellent preparation for any tertiary course.

Physics is regarded as one of the enabling sciences, underpinning a great many other disciplines.

Careers requiring physics include:
- Astro-physics
- Photonics
- Engineering
- Medical Physics
- Geology
- Environmental Science
- Mining and Defence Science

WHAT IS IN THE COURSE?

Topic 1: Motion and Relativity
1.1 Projectile motion
1.2 Forces and momentum
1.3 Circular motion and gravitation
1.4 Relativity

Topic 2: Electricity and Magnetism
2.1 Electric fields
2.2 Motion of charged particles in electric fields
2.3 Magnetic fields
2.4 Motion of charged particles in magnetic fields
2.5 Electromagnetic induction

Topic 3: Light and Atoms
3.1 Wave behaviour of light
3.2 Wave – particle duality
3.3 Structure of the atom
3.4 Standard Model

The topics are divided into 13 sub-topics. Each of the sub-topics relates to an application demonstrating the use of the ideas in practice.

Important elements of the course include the design and implementation of practical investigations, researching and critically relating Physics ideas to society, solving Physics-related problems and communicating effectively about Physics.

ASSESSMENT

School Based Assessment (70%)
- Skills and Applications Tasks - 40%
- Investigations Folio - 30%
- Design Practical and other practical tasks

External Assessment (30%)
- Examination - 30%

PSYCHOLOGY

20 Credits

WHERE DOES IT LEAD?
In general, the skills learnt through Psychology are parallel to those learnt in other science subjects: how to be a critical consumer of information; how to identify psychological processes at work in everyday experiences; how to apply knowledge to real-world situations; how to investigate psychological issues; and how to be an effective communicator. Psychology is relevant wherever contact with other people occurs, and it can lead to a broad range of careers, such as counselling, teaching, health professions, journalism, recruitment, law enforcement and advertising.

WHAT IS IN THE COURSE?

This subject sits between the life sciences and the humanities and emphasizes the construction of psychology as a scientific enterprise. The course aims to provide an insight into behaviour, gain a greater understanding of oneself and identify effective actions to address social problems.

Topics and themes
- Introduction to Psychology
- Social cognition
- Learning
- Personality
- Psychobiology of Altered States of Awareness
- Healthy Minds

Students develop knowledge and understanding relevant to each of the topics and apply it to social issues and/or personal growth. Investigation designs, methods of assessing psychological responses and ethical issues are also explored in each topic. Students will also develop a range of investigation skills.

ASSESSMENT

School Based Assessment (70%)
- Investigations Folio - 30%
  Includes two 1500 word investigations
- Skills and Applications Tasks - 40%
  Includes topic tests, midyear examination and a film analysis

External Assessment (30%)
- Examination - 30%
UNIVERSITY SENIOR COLLEGE

University Senior College is a senior secondary independent school located in the City of Adelaide on the grounds of the University of Adelaide. The College is dedicated to supporting students to take their place in the world through an academic pathway leading to university.

University Senior College supports every student to flourish. We challenge students and personalise their learning. The College is committed to the development of the USC Graduate Attributes which are embedded in the curriculum, the mentoring program, student-led activities and student governance.

USC staff are specialists and many are leaders in their fields. Modelling self-efficacy, staff work collaboratively and purposefully to provide the best opportunities and outcomes for students in the senior years.

The involvement of our community is integral to our success. Students are partners in all aspects of life at USC and our parents and Old Scholars’ Association support our community. Our partnership with the University of Adelaide is significant and our goal is to strengthen our collaboration with the University to foster dynamic learning environments.

USC MISSION
To inspire, empower and nurture lifelong learning

USC GRADUATE ATTRIBUTES

USC graduates are:
- Adaptable, resilient and ready to succeed at university
- Effective communicators
- Leaders and collaborators
- Creative, innovative and critical thinkers
- Ethical and interculturally minded

USC ASPIRATIONS
- Resilient, creative and intrinsically motivated students who are equipped for university.
- Inspirational learning opportunities that support creativity, problem solving and collaboration.
- A genuine partnership with the University of Adelaide, designed to foster a love of learning.
- Passionate and inspirational staff who are leaders in their fields.
- A diverse, cohesive and respectful community.
- Teaching and learning spaces that inspire.
- Exceptional governance and enabling structures support USC as a high performing organisation.
- Build the reputation and the brand of USC as the College of choice for pre-tertiary education.

USC VALUES
Integrity, Mutual Respect and Diversity