



**UNIVERSITY  
SENIOR COLLEGE**  
ADELAIDE

# **CURRICULUM HANDBOOK 2025**

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## PRINCIPAL'S WELCOME

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, is interesting and challenging 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. Everyone has different strengths, choose the subject which suits you.

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.





## CURRICULUM

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 Australian and the SACE curriculum so that students with high educational aspirations are challenged in their learning, preparing 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, the Botanic Gardens, Parliament House, The Centre for Democracy 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 we ensure the learning program allows students to develop 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. Research into student expectations and experiences when entering university has highlighted the importance of students possessing an independent learning style and taking responsibility for their own learning.

While the Australian Curriculum and the SACE program provide the foundations for the curriculum, expectations are raised in a number of ways. These expectations are apparent in our unique Partner's Pathway arrangement with the University of Adelaide. Through this pathway, the University has recognised our challenging program and offers places to students who have achieved well with us.

At USC, Year 10 students are provided with an opportunity to experience some Stage 1 (Year 11) subjects, while completing Year 10 curriculum requirements. Our Year 11 students undertake the compulsory Stage 2 (Year 12) Activating Identities and Futures (AIF) and students who have been identified as needing an accelerated learning pathway are supported. Our Year 12 students study 5 academic subjects rather than the 4 subjects generally undertaken at other schools. We believe that undertaking 5 subjects at Stage 2 gives better preparation for success and is one requirement of our Partners Pathway with the University of Adelaide. Students learn to work at the level of intensity required at university, engaging 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 University, it is clear that successful students communicate effectively, both verbally and in writing and are able to think critically and creatively. Engagement in language rich and quantitative experimental subjects ensures students develop a range of attributes.

At USC, we see the opportunity to study a language other than English as 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 subject 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.

All programs at USC are designed to assist students to reach their personal best in their learning and in the development of personal attributes that ensure they leave us ready for tertiary study and life beyond school.





## TIMETABLE

Year 10 classes generally commence at 9am and finish at 4pm whilst on Fridays finish at 3pm. Year 10 students will engage in 1 and 2 hour classes which provide them with time to go deeply into their learning, and while experiencing a range of subjects.

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. At Year 11, students have two x 2 hour lessons in each subject, providing greater opportunity to engage with the subject in considerable depth. At Year 12, many subjects have 2 x one hour lectures, delivered in the USC and University of Adelaide lecture theatres and one x 2 hour tutorial. This structure provides the opportunity to engage through the tutorials in deep learning 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 effectively as they undertake self-directed learning activities, while using a range of resources available to them in our unique location.

## EXTENSION AND HEADSTART PATHWAYS

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 11 level while in Year 10 or 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 Scholarship 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 courses that can count towards their Aggregate and ATAR.

## CURRICULUM PATHWAYS AT UNIVERSITY SENIOR COLLEGE

LEARNING AREA	YEAR 10	Stage 1	Stage 2
<b>THE ARTS</b>	Art - Design Creative Arts** Drama and Film Music	Drama Music Experience Music Advanced Visual Arts - Art Visual Arts - Design	Drama Music Explorations Music Studies Visual Arts - Art Visual Arts - Design
<b>BUSINESS, ENTERPRISE AND TECHNOLOGY</b>	Entrepreneurship	Accounting Business Innovation	Accounting Business Innovation
<b>ENGLISH</b>	English	English (English focus) English (Literary Studies focus)	English English Literary Studies
<b>THE HUMANITIES</b>	History Philosophy Society and Culture**	Ancient Studies Economics Legal Studies Modern History Philosophy Politics, Power and People	Ancient Studies Economics Legal Studies Modern History Philosophy Politics, Power and People
<b>MATHEMATICS</b>	Mathematics	General Mathematics Mathematical Methods Specialist Mathematics	General Mathematics Mathematical Methods Specialist Mathematics
<b>SCIENCES</b>	Psychology The Sciences	Biology Chemistry Earth and Environmental Science Physics Psychology	Biology Chemistry Earth and Environmental Science Physics Psychology
<b>CROSS DISCIPLINARY</b>	Exploring Identities and Futures (EIF) STEM**	Activating Identities and Futures (AIF)	Activating Identities and Futures (AIF)

## YEAR 10 SUBJECTS

All students will undertake studies in Mathematics, English and Science for the whole year. History, Entrepreneurship, Philosophy (SACE Stage 1) and a choice of Stage 1 Creative Arts, Society and Culture or STEM (Integrated Learning) will be studied for a single semester. Students will also be required to choose from three elective options in The Arts for one semester: Music\*, Art - Design\* or Drama and Film\*. Exploring Identities and Futures (EIF) is a compulsory subject of the SACE and 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.

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

### 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 Term 4, students undertake examinations in English, Mathematics and Science 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

- Art - Design\*
- Creative Arts\*\*
- Drama and Film\*
- Music\*

#### BUSINESS

- Entrepreneurship

#### CROSS DISCIPLINARY

- EIF
- STEM\*\*

#### ENGLISH

- English

#### HUMANITIES AND SOCIAL SCIENCES

- History
- Philosophy
- Society and Culture\*\*

#### MATHEMATICS

- Mathematics

#### SCIENCES

- The Sciences
- Psychology

#### Please note:

\* Denotes a single semester Arts elective.

\*\* Denotes a single semester Stage 1 elective.

# YEAR 10 STRUCTURE

Learning Area	English	Mathematics	The Humanities	Science	Business	Electives Students select 1 Elective from Arts and 1 Elective from General	Cross Disciplinary
Semester	English Full Year 5 hours per week	Mathematics Full Year 5 hours per week	Philosophy Stage 1	<div> <div>Psychology</div> <div>Science Full Year 4 hours per week</div> </div>	<div> <div></div> <div>Entrepreneurship</div> </div>	Arts	Exploring Identities and Futures (EIF)
						Drama and Film (Semester 1 Only)	
Semester			History			Visual Art and Design	
						Music (Semester 1 Only)	
						Creative Arts - Stage 1 (Semester 2 Only)	
						STEM - Stage 1	
Semester						Society and Culture Stage 1	



## 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.

### CREATIVE ARTS (STAGE 1)

#### 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 AND FILM

#### WHERE DOES IT LEAD?

Drama and Film 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 and Film 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 and Film 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. 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****ENTREPRENEURSHIP****WHERE DOES IT LEAD?**

The course provides a foundation for study of Accounting, Business Innovation and Economics at Stage 1 and 2 as well as a range of tertiary courses. The knowledge and skills developed in Year 10 are beneficial for study across Humanities courses as well as being useful in real-life.

**WHAT IS IN THE COURSE?**

Entrepreneurship encompasses the range of knowledge and skills that young people need as they engage with the broader business world. Students will develop skills including problem solving, data analysis, creative and critical thinking, teamwork and financial management. Student agency is fostered through this process as students are opportunity creators who explore what they know, what they care about and the skills they already have.

Collaboration is a key component of the course and students will develop skills and approaches that allow them to successfully work with a variety of people to reach a desired outcome. Seeking and responding to feedback is important in the innovation process and students can develop resilience and confidence through engaging in this process.

Personal financial literacy skills are fundamental for successful entrepreneurship and students will develop skills in banking, saving, borrowing and investing, drawing on their own life experiences. Other topics include design thinking, marketing, data analysis, intellectual property and pitching.

Additionally, Australia's economic performance and standard of living is studied along with the ways governments manage economic performance to improve living standards and the reasons why economic performance and living standards differ within and between economies.

**ASSESSMENT**

- Primary and Secondary Research tasks
- Group Pitch

## CROSS-DISCIPLINARY

### EXPLORING IDENTITIES AND FUTURES (EIF)

#### WHAT IS IN THIS COURSE?

Exploring Identities and Futures (EIF) enables students to navigate their aspirations and foster personal identity. It aids students in examining who they wish to be in the future while deepening their understanding of self, worldly connection, and belonging. EIF equips students with the necessary knowledge and skills for their SACE journey, allowing them to chart their own path concerning interests, work, travel, or further studies.

EIF encourages students to transition from being mere learners to active co-creators of their education. They are given the autonomy to seek learning opportunities, exercise their agency, and build relationships.

Key elements include:

- Developing agency by exploring personal identity, interests, strengths, skills, capabilities, values, and steering their learning.
- Showcasing self-efficacy via planning and executing actions to build capabilities and align with future goals
- Applying self-regulation skills by participating in goal-oriented activities, seeking feedback, and decision-making.
- Enhancing communication skills through collaboration, progress sharing, and fostering connections with others

#### ASSESSMENT

- Assessment Type 1:
- Exploring me and who I want to be
- Assessment Type 2:
- Taking action and showcasing my capabilities

### STEM - INTEGRATED LEARNING (STAGE 1)

#### WHERE DOES IT LEAD?

This program allows students to explore numerous fields such as computer and IT programs, engineering, biomedical science, science and earth and environmental science. This program will support students wishing to pursue a career within engineering, energy, mining, computer science and health and medical fields.

#### WHAT IS IN THIS COURSE?

This integrated learning elective is a project-based program providing students the opportunity to have authentic experiences and provide career exploration. Expose students to a range of opportunities within various departments at University. Some of the skills students will learn and develop throughout the course include coding, 3-d printing and soldering. The projects will support student agency whilst allowing students to develop essential collaborative skills highly sought by university and industry.

#### IN THIS SUBJECT, STUDENTS ARE EXPECTED TO:

1. develop and apply knowledge, concepts, and/or skills for a purpose
2. develop, extend, and apply one or more capabilities
3. identify and explore information, concepts, and ideas
4. work collaboratively with others
5. communicate ideas and informed opinions
6. develop self-awareness to reflect on progress in learning

The following assessment types enable students to demonstrate their learning in Stage 1 Integrated Learning:

- Assessment Type 1: Practical Exploration
- Assessment Type 2: Connections
- Assessment Type 3: Personal Venture



## ENGLISH

### 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 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)
- A drama text
- A novel or extended fiction text
- 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
4. World War II

### ASSESSMENT

- Protest poster (Individual)
- Historical essay (Individual)
- Multi-modal presentation (Collaborative)
- Interview (Individual)
- Sources Analysis (Individual)

### PHILOSOPHY

#### WHERE DOES IT LEAD?

Stage 1 Philosophy at Year 10 can lead to Stage 1 Philosophy at Year 11 or Stage 2 Philosophy for those who have excelled at Year 10 and subsequent tertiary study. The branches of Philosophy are applicable to a wide range of human endeavours such as The Arts, Law, Politics, Media and Journalism, Medicine, Public Service, Secondary and Tertiary teaching, Sociology and the Sciences.

In a broader context, the ability to reason and recognise fallacious reasoning is applicable to every aspect of contemporary public and private life. Further, by exploring the ideas of some of the great thinkers who have shaped humanity; students strengthen their own understanding, refining their critical thinking skills, identifying and solving problems creatively.

#### WHAT IS IN THE COURSE?

Stage 1 Philosophy at USC is a 10 credit (1 semester) course involving the rational investigation of three areas:

- Metaphysics – questions the nature of existence and reality. Example issue; is there such a thing as a soul and if so, can it exist without a body?
- Epistemology – examines the nature and reliability of knowledge. Example issue; How can I be sure I know anything?
- Ethics - studies moral choices; how we can tell the difference between right and wrong and live a life well lived. Example issue; is goodness or happiness the purpose of life?

### ASSESSMENT

#### Assessment Type 1: Folio 40%

The folio assesses understanding of skills in reasoning and analysis. Assessment consists of a task booklet requiring continuous responses as the unit progresses, a written test and participation in a group devised oral presentation.

#### Assessment Type 2: Issues Analysis 30%

An issues analysis is a guided ethical issues study. An issue is studied in class, examining ideas of individual philosophers and schools of thought. Each student prepares an individual written response to the issue. Max. 800 word written response.

#### Assessment Type 3: Issues Study 30%

An issues study is a student-negotiated study of a philosophical issue of the student's choosing in consultation with the teacher. The presentation format may be written, oral or multimodal. Max. 800 words if written or 5 minutes if oral, or the equivalent in multimodal form.

## SOCIETY AND CULTURE (STAGE 1)

### WHERE DOES IT LEAD?

This subject leads into a humanities-centric pathway in Year 11 and Year 12. As students get an idea at year 10 of Philosophy, History and Business/Economics, this elective will highlight more of a pathway to Politics, Legal Studies, History and Economics. It will also highlight the importance of collaboration, inquiry, and evidence-based opinion which is crucial to all Stage 1 and 2 Humanities subjects.

### WHAT IS IN THE COURSE

This subject explores the interactions of people, societies, cultures, and environments as well as the structures and systems of contemporary societies and cultures.

The subject outline highlights that, 'Students learn about the ways in which societies constantly change and are affected by social, political, historical, environmental, economic, and cultural factors.' This enables the interdisciplinary approach that SACE is championing and provides scope for a number of different teachers to take ownership of this subject to give students the foundational knowledge and skills to successfully pursue the humanities into Year 11 and 12.

For a 10-credit subject, it is recommended that students study two topics:

- one topic with a focus on an Australian context
- one topic with a focus on a global context

The following topics are suggested as a guide to developing studies in Stage 1 Society and Culture and would easily be applied here. The list is not comprehensive and teachers may devise other topics.

- A current social or cultural issue
- Forces for social change or continuity
- The media
- Popular culture
- Power and authority in society
- Prejudice and discrimination
- Lobby and advocacy groups and social change
- Wealth, work and status
- Relationships between societies and natural environments
- The social impact of environmentally sustainable practices and environmentally unsustainable practices
- Contemporary Aboriginal and Torres Strait Islander societies
- Societies in rural and urban Australia
- Cultures and subcultures in Australian society
- Australia's relationships with the Asia-Pacific region
- The diversity of the Asia-Pacific region
- Refugee and migrant experiences and contributions
- Australia's global connections
- Australians as global citizens
- World-shaping phenomena
- Peace and conflict

### ASSESSMENT

- Assessment Type 1: Sources Analysis
- Assessment Type 2: Group Activity
- Assessment Type 3: Investigation

## MATHEMATICS

### 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, computer science, machine learning and logistics.

### WHAT IS IN THE COURSE?

The content strands of the Year 10 Mathematics course follow the Australian Curriculum v9.0 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 in the SACE Programme.

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 algebraic skills and technology. The use of graphics calculators, software packages, and other online programs will provide opportunities to develop and enhance their capabilities in ICT. Student will have access to MyUni, the University of Adelaide's online platform. This topics covered, in conjunction hands-on problem-solving opportunities, will foster and encourage critical and creative thinking in mathematics.

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

The Year 10 Mathematics curriculum prepares students for entry into Stage 1 General Mathematics, Mathematical Methods, and Specialist Mathematics.

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       | • Linear Relations      |
| • Measurement                     | • Statistics            |
| • Algebraic Skills                | • Quadratic Relations   |
| • Money and Financial Mathematics | • 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

## SCIENCES

### PSYCHOLOGY

#### WHERE DOES IT LEAD?

The Year 10 Psychology course provides a solid foundation for students wishing to study SACE Stage 1 Psychology. Studying psychology can help you understand yourself and other people and can develop practical skills that allow you to navigate the challenges of life more effectively. The study of Psychology provides excellent training in analytic thinking and scientific research methods that are applicable to a broad range of careers. Psychology is relevant to many occupations involving interactions with others. In broad terms, psychology graduates can be found working in all sectors of society, including media, health, criminal justice and rehabilitation, advertising, business and management, sports, education and recruitment.

#### WHAT IS IN THE COURSE?

The Year 10 program in Psychology introduces students to the study of behaviour and mental processes, with a focus on scientific research principles. In this program, students will learn about research methods and ethics in Psychology, along with the key psychological theories applied within the specialist fields of Clinical Psychology and Forensic Psychology.

Clinical Psychology is a specialized field that focuses on the diagnosis and treatment of mental disorders. Students will explore the various psychological theories and treatment approaches used in clinical practice, along with the ethical considerations involved in working with individuals who have mental health concerns.

Forensic Psychology, on the other hand, involves the application of psychology within the legal system. Students will learn about the role of forensic psychologists in areas such as criminal investigations, court cases, and prisons. They will also explore the various psychological theories and approaches used in forensic practice, along with the ethical issues and challenges faced by forensic psychologists.

Overall, the Year 10 Psychology program provides students with an opportunity to gain an understanding of the key theories and concepts used in Clinical and Forensic Psychology, and to explore the ways in which these theories are applied in practice. Students will develop a critical awareness of the ethical considerations involved in working within these specialized fields and will gain valuable insights into the challenges and rewards of pursuing a career in Psychology.

#### ASSESSMENT

- Investigations Folio –including two written investigations
- Skills and Applications Tasks

### THE SCIENCES

#### WHERE DOES IT LEAD?

This subject is designed to establish strong foundations for students in the disciplines of Physics, Chemistry, Biology and Earth and Environmental Science to prepare them for SACE subjects. Further, all students will develop an understanding of the natural world around them through the exploration of scientific theory so that they will build critical thinking and logical reasoning skills to examine and make informed decisions about societal and environmental issues.

#### WHAT IS IN THE COURSE?

In semester one, students build an understanding of Chemistry as a foundation for the other sciences. Learning about the structure of the atom and the bonding between atoms is part of an exploration of the trends of the Periodic Table of elements and enables students to investigate the properties of substances and their chemical reactions. The chemical processes of the cycles found in the various spheres of nature are examined as a part of the Earth and Environmental Sciences in which students explore the human-induced impacts on the environment and its impacts on society. Then energy flow through systems in biological and chemical reactions is linked to the energy transfers and transformations in physical motion and the use of light energy to understand our universe, linking each of the Science subjects.

In Semester 2, students firstly explore Biology through the lens of medicine. The inquiry of how genetic conditions act and the current advancements to improved treatment options give students an understanding of genetics and cellular processes. The inheritance of characteristics leads into evolution, the successive genetic characteristic changes that occur over generations for living things. Following this, students will learn about Physics by investigating the movement of objects and Newton's Laws of motion. We then return to the concept of the conservation of energy, now applying new skills in calculations to link the motion of objects and their energy. Lastly, students develop an 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.

#### ASSESSMENT

- Skills and Application Tasks
- Deconstruct and Design Practical Investigations
- Science as a Human Endeavour task

## STAGE 1 SUBJECTS - YEAR 11

### To successfully complete the SACE students require:

- A grade of C or better in Exploring Identities and Futures (EIF), which is usually completed in Year 10
- 20 credits (2 semesters) of English
- At least 10 credits (1 Semester) of Mathematics
- A grade of C- or better in Activating Identities and Futures (AIF)

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 EIF. For those students who have not completed their EIF at their previous schools, we provide an opportunity for students to complete this.

All students undertake 6 subjects in each semester. For most of our students, one of these 6 subjects is Activating Identities and Futures (AIF).

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

- Exploring Identities and Futures (EIF)
- Activating Identities and Futures (AIF)

#### ENGLISH

- English
- English (Literary Studies focus)

#### HUMANITIES AND SOCIAL SCIENCES

- Ancient Studies
- Economics
- Legal Studies
- Modern History
- Politics, Power and People
- Philosophy

#### MATHEMATICS

- General Mathematics
- Mathematical Methods
- Specialist Mathematics\*

#### SCIENCES

- Biology
- Chemistry\*
- Earth and Environmental Science
- Physics\*
- Psychology

#### 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.

# YEAR 11 STRUCTURE

Learning Area	Stage 1 SACE Compulsory		Student Choice 8 Semester Subjects. (Up to 2 accelerated Stage 2 Subjects by recommendation)					AIF	Acceleration Possibilities
	English	Mathematics	Mathematics	Science	Humanities	Business, Enterprise & Technology	The Arts		
Semester 1	20 Credits Literacy Requirement (English focus)  English (Literary Studies focus)	10 Credits Numeracy Requirement  General Mathematics  OR  Mathematical Methods	Specialist Mathematics	Biology  Chemistry  Earth and Environmental Science  Physics  Psychology	Ancient Studies  Economics  Legal Studies  Modern History  Philosophy  Politics, Power and People	Accounting  Business Innovation	Drama  Music Experience  Music Advanced  Visual Arts - Art  Visual Arts - Design	10 Credits AIF (either semester)	Up to 2 Stage 2 Subjects
Semester 2			General Mathematics  OR  Mathematical Methods**  Specialist Mathematics**	Biology  Chemistry**  Earth and Environmental Science  Physics**  Psychology	Ancient Studies  Economics  Legal Studies  Modern History  Philosophy  Politics, Power and People	Accounting  Business Innovation	Drama  Music Experience  Music Advanced  Visual Arts - Art  Visual Arts - Design		

Note \*\* Must be studied in Semester 1 and excluded from Stage 2 Year 11 Option if Stage 1 is not completed in Year 10



## ARTS

### DRAMA

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

**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 - Art at Stage 2.

**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 - 30%
- Practical - 30% one practical or a suite of works, including a practitioner's statement
- Visual Study - 40%

**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?**

The Visual Arts - Design course provides an excellent background for a wide range of tertiary courses and careers. Tertiary courses include Architectural Design, Interior Architecture, Engineering (Architectural), Industrial Design, Education (Visual Arts), Built Environment, Media Design, Landscape Architecture, Fashion Design, Fashion Illustration, Graphic Design and Web Design.

**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%

**Note:**

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).

## BUSINESS, ENTERPRISE AND TECHNOLOGY

### 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. The recommendation is that you take semester 1 of Accounting if not considering studying it for the full year.

#### 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.

#### Semester 1 Content

- The role of Accounting
- Financial Statements
- Financial analysis and ratios
- Double Entry Accounting

#### Semester 2 Content

- Stock control
- Accounting Advice
- Budgeting and Depreciation
- Double Entry Accounting

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 - weighting 30%

- Pitch - Information from business model summary
- Evaluation - use feedback to evaluate their solution



## ENGLISH

### ENGLISH - SEMESTER 1

#### (English Focus Or Literary Studies Focus)

10 Credits

#### WHERE DOES IT LEAD?

Students have the option of selecting a particular focus in English. These options are designed to provide insight and skills that align with either Stage 2 English or Stage 2 Literary Studies. Both of these options have an end of semester exam. 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 EACH COURSE?

The Literary Studies-focus 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). Students will consider different ways of looking at texts – including gender, culture, power. They will also develop skills needed to construct logical and convincing written viewpoints. The tasks and texts allow students to explore the creativity and craft of authors, playwrights, poets and directors. Students will also work on developing sophisticated expression in both academic and creative writing.

A willingness to read widely, and the exchange of ideas with other keen students of English Literature, add rigour to this course. In addition, there is a particular focus on critical reading and critical theory around texts, so that students may test and expand their perspectives.

The English-focus course is designed to provide students with opportunities to develop knowledge and skills that will assist them in clear and effective written and spoken communication. In addition, the course has a focus on giving students an opportunity to see what Stage 2 English entails. The course explores the idea that language is central to everything we do – from thinking, to expressing, to understanding each other. It involves the study of creative texts, films, articles, poetry and mass media. Key focuses include: exploring the writer's craft, discovering the power of language to influence readers' points-of-view, and evaluating the impact and effectiveness of texts. The study of both course options tap into ideas from ethics, aesthetics and philosophical ideas so as to raise many important questions about how language is used to entertain, manipulate and enlighten.

#### ASSESSMENT

In both courses, options includes:

- Responding to Texts
- Creating Texts
- Intertextual Study

#### NOTES

- Please note that 20 credits of English is 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 EACH 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.

## 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.

#### Semester 1 Content

- New Kingdom Egypt
- Roman Sport
- Pompeii and Herculaneum

#### Semester 2 Content

- Persia
- Homeric Hymn to Demeter
- Mycenae and Troy

#### ASSESSMENT

- Skills and Applications Tasks
- Research Essay
- 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?

Semester 1 starts with the Economic Problem (of limited resources and unlimited wants) and managing Opportunity Cost with economic decision-making to approaches (of different economic systems). Economic Models – Production Possibilities Frontier and Supply & Demand – are then introduced with students learning the key factors of influence and how to use and apply them to explain Market behaviour of Households and Firms. The role of governments in a market economy (Fiscal and Monetary Policy) will also be investigated.

In Semester 2 develop an understanding of 'Markets in Action': the nature of markets, different market structures and government action to address market failure - situations where a government takes action in an economy to modify market outcomes. 'Trade in a Global Economy' follows where students develop an understanding of arguments for and against the free trade of goods and services between nations. The semester is concluded with 'Global Poverty': study of the incidence and causes of poverty, the barriers to economic development in countries experiencing poverty; and the strategies that have been used to achieve substantial economic improvement.

#### Semester 1 Content

- Economic problems
- Economic decision-making
- Economic systems
- Microeconomics focus

#### Semester 2 Content

- Markets
- Government involvement
- Trade
- Macroeconomics focus

#### ASSESSMENT

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

## LEGAL STUDIES

10 or 20 Credits

### WHAT IS IN THE COURSE?

Students question, explore, and discuss legal concepts, the legal system, and legal issues in Australia. Through inquiry and practical activities, such as mock trials and mock parliaments, students develop an understanding of concepts such as rights, fairness and justice, power, and change. These concepts underpin the focus areas which include law and communities, lawmaking, and justice and society. Students use 'big questions' to analyse and evaluate legal concepts, principles, processes, and structures in the Australian legal system and examine scenarios and the law to substantiate arguments and make recommendations. Students participate in court excursions and competitions, such as the mock trial competition. Students develop their inquiry skills to investigate current legal issues in Australia.

#### Semester 1 Content

- Government and lawmaking
- Civil and criminal dispute resolution
- Legal practice, ethics, and court protocol
- The Constitution

#### Semester 2 Content

- Justice and society
- Government and lawmaking
- Crime, law and punishment
- Victims and the law

### ASSESSMENT

- Analytical response
- Inquiry
- 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, 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.

#### Semester 1 Content

- Russian Revolution
- Vietnam and decolonisation

#### Semester 2 Content

- Cuban Revolution
- India and decolonisation

### ASSESSMENT

- Historical skills 75%
- Historical study 25%

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## PHILOSOPHY

### PREREQUISITES

There are no prerequisites to the Stage 1 Year 11 course, but it is helpful to know that philosophy at all levels is a highly participatory course built around the concept of the Community of Inquiry.

This is a format which requires all participants to contribute generously to discussions by listening respectfully to the ideas of others, sharing their thoughts willingly and responding with open minds whether or not they agree with the positions posited. An interest in and desire to further develop skills of spoken and written expression is important to success in this subject.

### WHERE DOES IT LEAD?

Stage 1 Philosophy can lead to Stage 2 Philosophy at USC and subsequent tertiary study. The branches of Philosophy are applicable to a wide range of human endeavours such as The Arts, Law, Politics, Media and Journalism, Medicine, Public Service, Secondary and Tertiary teaching, Sociology and the Sciences.

In a broader context, the ability to reason and recognise fallacious reasoning is applicable to every aspect of contemporary public and private life. Further, by exploring the ideas of some of the great thinkers who have shaped humanity; students strengthen their own understanding of these and other ideas, refining their skills as problem solvers; identifying and solving problems creatively.

### WHAT IS IN THE COURSE?

Philosophy involves the rational investigation of three areas:

- Metaphysics - questions the nature of existence and reality. Example issue: What does 'personhood' mean? Can an animal or robot be a person?
- Epistemology - examines how or whether our knowledge is true. Example issue: Can I know what I believe is true?
- Ethics - studies moral choices; how we can tell the difference between right and wrong and live well. Example issue: What is our responsibility towards the natural environment?

### ASSESSMENT

#### Assessment Type 1: Folio 40%

The folio assesses understanding of skills in reasoning and analysis. Assessment consists of a task booklet requiring continuous responses as the unit progresses, a written test and participation in a group devised oral presentation

#### Assessment Type 2: Issues Analysis 30%

An issues analysis is a guided ethical issues study. An issue is studied in class, examining ideas of individual philosophers and schools of thought. Each student prepares an individual written response to the issue. Max. 800 word written response

#### Assessment Type 3: Issues Study 30%

An issues study is a student-negotiated study of a philosophical issue of the student's choosing in consultation with the teacher. The presentation format may be written, oral or multimodal Max 800 words if written or a max of 5 minutes if oral, or the equivalent in multimodal form.

## POLITICS, POWER AND PEOPLE

10 or 20 Credits

### WHERE DOES IT LEAD?

Politics provides an excellent foundation for those students who wish to pursue studies in law, arts, journalism and diplomacy at the tertiary level. It is also useful for any course in which decision-making, or an understanding of local or global issues is important. It develops skills of analysis and critical thinking and enables students to make informed choices and to provide advice. The study of politics at tertiary level could lead to positions as diverse as the formulation of government policy, industrial relations, the public service, international institutions or political advisors.

### WHAT IS IN THE COURSE?

Students question, explore, and discuss political concepts, the Australian political system, and various elements that contribute to political landscape of Australia. Through debate, group activities, media analysis and practical activities, such as mock parliaments and fictional political parties, students develop an understanding of the Constitution, the political parties in Australia, referenda and voting systems. These concepts underpin the focus of the core compulsory topic in both semesters. In Semester 1, students will explore issues related to Australian Media as an entertainer/informer and consider various perspectives around fairness, bias, and freedom of speech. In Semester 2, students will explore issues related to gender in Australian politics. Students will investigate the suffrage movement, the fight for equal rights, and the current barriers that exist to gender equality.

#### Semester 1 Content

- Constitution (values)
- Political Parties
- Ideology
- Media and politics

#### Semester 2 Content

- Constitution (federalism)
- Voting and elections
- Executive Government
- Women and politics

### ASSESSMENT

- Source Analysis
- Essay
- Group Task
- Advice Task



# 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 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. The emphasis in this subject is to consolidate each student's computational and algebraic skills from the Year 10 Mathematics curriculum, and to expand their ability to reason and analyse mathematically. The graphics calculator is used extensively to provide numerical solutions, or to provide a graphical representation of the problem. Students then demonstrate their understanding of the concept, communicating their reasoning using appropriate mathematical 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:**

#### Semester 1

- Investing and Borrowing
- Statistical Investigation
- Measurement

#### Semester 2

- Matrices and Networks
- Applications of Trigonometry
- Linear and Exponential Functions and their Graphs

## ASSESSMENT

- Skills and Application Tasks
- Mathematical Investigations
- Examination

## 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.

## MATHEMATICAL METHODS

10 or 20 Credits

### WHERE DOES IT LEAD?

This subject focuses on the 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 Sciences, Commerce and the Medical Sciences. A significant number of tertiary courses list Mathematical Methods as either pre-requisite or assumed knowledge.

Two Semesters of 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 differential calculus, 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:**

#### Semester 1:

- Functions and graphs
- Polynomials
- Trigonometry

#### Semester 2:

- Counting and Statistics
- Introduction to Differential Calculus
- Growth and Decay

### ASSESSMENT

- Three Skills and Application Tasks
- One Mathematical Investigation
- Examination

### 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 and Stage 2 Specialist Mathematics.
- 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:**

#### Semester 1:

- Geometry
- Arithmetic and Geometric Sequences & Series
- Matrices

#### Semester 2:

- Vectors in the plane
- Further Trigonometry
- Real and Complex Numbers

### ASSESSMENT

- Three Skills and Application Tasks
- One Mathematical Investigation
- Examination

### 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 Year 10 Mathematics with at least a high B assessment grade.

## SCIENCES

### 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?

##### Biology A

- Cell Structure and Function
- Enzymes
- Cellular Processes - Mitosis and Meiosis
- Genetic Studies - DNA, Protein and Genetic Engineering

##### Biology B

- Human Physiology
- Exchange Surfaces
- Energy Flow - Photosynthesis, Cellular Respiration and Fermentation
- Homoeostasis
- Ecology
- Evolution

#### ASSESSMENT

- Skills and Applications Tasks
  - Tests and Examinations
- Investigations Folio
  - Deconstruct and Design Practical Investigations
  - Science as a Human Endeavour Task

### 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. Student understanding of matter and chemical concepts is supported through observations and experiments made on simple materials in this practical-based course. This approach enables students to develop a range of skills that will enable them to question, reflect, and think critically as they investigate and explain phenomena in their everyday lives and to make informed decisions about how they interact with and modify the world around them, promoting sustainable futures.

There is a vast range of jobs and careers open to those who have studied Chemistry both inside and outside of the lab. There is huge potential growth in future career paths with a chemical basis 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 Health Sciences, Medical Sciences, Engineering and Environmental Science.

#### PREREQUISITES

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.

#### WHAT IS IN THE COURSE?

The core topics in this course:

##### Semester 1

- The Nature of Matter (the structure of the atom and how that influences materials including nanotechnology)
- Bonding (the different ways atoms bond together and the resultant properties of materials)
- Organic Chemistry (hydrocarbons, polymers and emulsions)

## Semester 2

- Reacting ratios (analytical chemistry and energy in chemical reactions)
- Acid and bases (How acid and bases react and the impact of the formation of acids in the environment)
- Redox Chemistry (key chemistry in understanding batteries, electrolysis and electroplating and fuel cells)

Students will be taught how to apply science inquiry skills to deconstruct a problem, design an experiment and conduct chemistry investigations. Results are then analysed and evaluated logically and critically. Students will be expected to convey their knowledge of concepts and ideas with clarity and justification. Students will explore the links between society and science through contemporary materials in their Science as a Human Endeavour tasks.

## ASSESSMENT

- Skills and Applications Tasks
  - Tests and Examinations
- Investigations Folio
  - Deconstruct and Design Practical Investigations
  - Science as a Human Endeavour Task

## EARTH AND ENVIRONMENTAL SCIENCE

10 or 20 Credits

### WHERE DOES IT LEAD?

This subject is suitable for any students who have an interest in exploring the way Earth Systems function and how human society disrupts these systems. It has clear and direct links to global conservation and includes hands on field work.

This subject is also suitable for any students who are keen to integrate and apply a range of understanding and inquiry skills that encourage and inspire them in thinking scientifically, allowing them to contribute their solutions to current and future problems and challenges. Also suitable for students pursuing scientific pathways, including environmental science, wildlife conservation, geology, meteorology, climatology, oceanography, seismology, metallurgy, and scientific research.

### WHAT IS IN THE COURSE?

This subject emphasises ways in which Earth materials and processes generate environments, including habitats, where organisms live; the natural processes and human influences that induce changes in physical environments; and ways in which organisms respond to those changes.

At Stage 1, students consider a range of the Earth hazards that illustrate the dynamic nature of the Earth's systems. Students critically examine the scientific evidence for the origin of life, linking this with their understanding of the evolution of the Earth's hydrosphere and atmosphere. Students review evidence from the fossil record that demonstrates the interrelationships between major changes in the Earth's systems and the evolution and extinction of organisms. They investigate how the distribution and viability of life on Earth influences, and is influenced by, the Earth's systems.

The topics for Stage 1 Earth and Environmental Science include:

### Earth and Environmental Science A

- Turbulent Earth
- Composition of the geosphere
- Processes in the geosphere
- Importance of the hydrosphere

### Earth and Environmental Science B

- Importance of the hydrosphere
- The Earth's atmosphere
- Biosphere

### ASSESSMENT

For a 10-credit subject, students provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%. Students complete:

- at least one deconstruction and design practical investigation, either in the laboratory or in field
- one investigation with a focus on science as a human endeavour
- at least one skills and applications task.



**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
- Heat

**Semester 2**

- Energy and Momentum
- Electric Circuits
- Nuclear Models and Radioactivity.

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 Examinations
- Investigations Folio
  - Deconstruct and Design Practical Investigations
  - Science as a Human Endeavour Task

**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**

The topics in Stage 1 Psychology provide the framework for developing integrated programs of learning through which students extend their knowledge, skills, and understanding of the three strands of science:

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

Topics studied across Semesters 1 and 2 include:

- Cognitive Psychology
- Neuropsychology
- Lifespan Psychology
- Emotion

**ASSESSMENT**

- Skills and Applications Tasks
  - Tests and Examinations
- Investigations Folio
  - Deconstruct and Design Practical Investigations
  - Science as a Human Endeavour Task



### STAGE 2 SUBJECTS - YEAR 12

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
- Music
- Solo Performance
- Visual Arts - Art
- Visual Arts - Design

#### BUSINESS, ENTERPRISE, AND TECHNOLOGY

- Accounting
- Business Innovation

#### ENGLISH

- English Literary Studies
- English

#### HUMANITIES AND SOCIAL SCIENCES

- Ancient Studies
- Politics, Power and People
- Economics
- Legal Studies
- Modern History
- Philosophy

#### MATHEMATICS

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

#### SCIENCES

- Biology
- Chemistry
- Earth and Environmental Science
- Physics
- Psychology

#### HEADSTART SCHOLARSHIP

# YEAR 12 STRUCTURE

Student Choice 5 Stage 2 Subjects OR 4 Stage 2 Subjects + 2 Semesters of Headstart						
Learning Area	English	Mathematics	Science	Humanities	Business, Enterprise & Technology	The Arts
Semester 1	English English Literary Studies	General Mathematics  OR Mathematical Methods*  Specialist Mathematics*	Biology  Chemistry*  Earth and Environmental Science  Physics *  Psychology	Ancient Studies  Economics  Legal Studies  Modern History  Philosophy  Politics, Power and People	Accounting  Business Innovation	Drama  Music Explorations  Music Studies  Visual Arts – Art  OR  Visual Arts – Design
Semester 2						
University Studies Scholarships (Application Required)						
Multiple Course Options Equivalent to 10 Credits Stage 2						
Multiple Course Options Equivalent to 10 Credits Stage 2						

Note: \* Must have completed full year of Stage 1

## 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 need video editing skills and a basic level of comfort in this area is expected.

#### 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, Television, Marketing and Public Relations. An important element of this course is that it cultivates team-work 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. Drama aims to empower students to draw upon and refine their abilities as presenters of ideas, arguments and especially themselves. Students frequently have the option to specialise in one or more roles such as: actor, director, designer, filmmaker and/or scriptwriter. Students work as self-directed, independent artists in many aspects of this course, guided in style and practice by their teacher.

#### ASSESSMENT

##### School Based Assessment (70%)

- Group Production - 40%
- Evaluation and Creativity - 30%

##### External Assessment (30%)

- Creative Presentation - 30%

### MUSIC

Music Studies or Music Explorations - 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.

##### Music Explorations 20 Credits

This unit offers options in musical literacy, explorations and creative connections and is designed for students who aren't proficient performers or have a strong theoretical background.

##### 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

##### Music Explorations:

- Musical Literacy tasks
- Explorations
- Creative connections

##### 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

**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 – Art which provides a solid preparation for Stage 2 Visual Arts – Art.

**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.

**Learning Requirements**

In Visual Arts - Art students:

- Conceive, develop and make works of art 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 art.
- Communicate knowledge and understanding of their own works and the connections between their own and other practitioners' works of art.
- Analyse, interpret and respond to visual arts in cultural, social and historical/contemporary contexts.
- Develop inquiry skills to explore Visual Arts – Art
- issues, ideas, concepts, processes, techniques and questions.

**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%
- Students produce, one folio, two practical works, (or a body of work) including a practitioner's statement and 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?**

The Visual Arts - Design course provides an excellent background for a wide range of tertiary courses and careers. Tertiary courses include Architectural Design, Interior Architecture, Engineering (Architectural), Industrial Design, Education (Visual Arts), Built Environment, Media Design, Landscape Architecture, Fashion Design, Fashion Illustration, Graphic Design and Web Design.

**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.

Three areas of study are covered in the course; Visual Thinking, Practical Resolution and Visual Arts in Context.

**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.

### ASSESSMENT

#### School Based Assessment (70%)

- Folio - 40%
- Practical - 30%

#### External Assessment (30%)

- Visual Study - 30%

Stage 2 Visual

## BUSINESS, ENTERPRISE AND TECHNOLOGY

### 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.

#### 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%

### 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%)

## CROSS-DISCIPLINARY

### ACTIVATING IDENTITIES AND FUTURES (AIF)

10 Credits

#### WHAT IS IN THE COURSE?

The purpose of this compulsory SACE subject is for students to take greater ownership and agency over their learning as they select relevant strategies to explore, create and/or plan to progress an area of personal interest towards a learning output.

Students explore ideas related to an area of personal interest through a process of self-directed inquiry. They draw on knowledge, skills and capabilities developed throughout their education that they can apply in this new context and select relevant strategies to progress the learning to a resolution. The focus of the exploration aims to develop capabilities and support students in their chosen pathways.

#### ASSESSMENT

##### School Based Assessment

- Assessment Type 1: Portfolio (35%)
- Assessment Type 2: Progress Checks (35%)

##### External Assessment

- Assessment Type 3: Appraisal (30%)

## ENGLISH

### 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 - 30%

### 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%

## 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%

## POLITICS, POWER AND PEOPLE

20 Credits

#### WHERE DOES IT LEAD?

In undertaking Politics, Power and People 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 Politics, Power and People 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 Politics, Power and People will examine one Core Topics, with focuses on;

- Ideology
- The functions of parliament and government
- Political Parties
- Electoral Systems

Additionally, students will study two option topics;

Option 3 – Mediatisation of Politics; with focuses on;

- Freedom of speech/press
- The role and power of social media in the political sphere
- Pluralism and ownership
- Governments, censorship, and agenda-setting

Option 2 – The World in Existential Crisis; with focuses on;

- Nuclear weapons
- Climate change
- War & peace keeping
- Terrorism



**ASSESSMENT****School Based Assessment (70%)**

- Folio - 50%
- Sources Analysis - 20%

**External Assessment (30%)**

- Investigation 30%

**ECONOMICS****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. The communication of ideas is seen as a vital part of this subject. Specifically, the course explores the economic problem, which underpins economic decision making and the key concepts of demand and supply. It also considers how markets operate in practice, the economic goals of governments, and how these are measured. Demand and supply in the economy and their impact on government goals, as well as the economic policies available to the government to manipulate economic activity, are considered. Globalisation issues such as free trade, foreign investment and poverty are also studied.

**ASSESSMENT****School Based Assessment (70%)**

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

**External Assessment (30%)**

- Examination - 30%

**LEGAL STUDIES****20 Credits****WHAT IS IN THE COURSE?**

This course enables students to develop an understanding of the operation of the Australian legal system and its underlying principles and processes. Students apply their understanding to explore the tension between the concepts of: rights and responsibilities, fairness and efficiency, the empowered and the disempowered, and certainty and flexibility. 'Big questions' guide student inquiry through the focus areas of sources of law, dispute resolution, and the Constitution. In responding to questions, students analyse and apply their legal understanding to a variety of real life contexts and develop an understanding of checks and balances on the exercise of power.

Students demonstrate their civic literacy by completing an individual inquiry into a current legal issue of their choice. This requires students to understand the complexities of the Australian legal system and develop legal research skills. Students explore the competing tensions within the issue, draw conclusions, and make recommendations.

**ASSESSMENT**

- Folio 40% (four tasks)
- Inquiry 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%

## PHILOSOPHY

### PREREQUISITES

While there are no prerequisites to Stage 2 Philosophy, it is helpful to know that philosophy at all levels is a highly participatory course built around the concept of the Community of Inquiry.

This is a format which requires all participants to contribute generously to discussions by listening respectfully to the ideas of others, sharing their thoughts willingly and responding with open minds whether or not they agree with the positions posited. An interest in and desire to further develop skills of spoken and written expression is important to success in this subject.

### WHERE DOES IT LEAD?

In the short term, Stage 2 Philosophy at USC can lead to tertiary study. The branches of Philosophy are applicable to a wide range of human endeavours such as the Arts, Law, Politics, Media and Journalism, Medicine, Public Service, Secondary and Tertiary teaching, Sociology and the Sciences.

In a broader context, the ability to reason and recognise fallacious reasoning is applicable to every aspect of contemporary social and public life. Further, by exploring the ideas of some of the great thinkers who have shaped humanity; students strengthen their own understanding, refining their skills as problem solvers; identifying and solving problems creatively.

### WHAT IS IN THE COURSE?

#### Key Area 1: Ethics

##### Rights and Responsibilities

- This topic deals with moral rights, the resolution of conflicting rights, and people's obligations to each other.
- Students could examine the following questions:
- Do we have a moral obligation to future generations?
- Do we have the right to stop people from doing what they want?
- Do animals have rights?

#### Key Area 2: Epistemology

##### Scepticism

- This topic introduces the philosophical arguments about scepticism and the replies to these arguments.
- Students could examine the following questions:
- How do we know that reality is not a dream?
- Can we be certain of anything?
- How do we know that our world is not a simulation?

#### Key Area 3: Metaphysics

##### Existentialism and Humanism

- Students could examine the following questions:
- What are the consequences of existentialism for everyday life?
- Are we really free?
- Do we create our own natures?

**ASSESSMENT****Internal Assessment****Assessment Type 1: Argument Analysis (25%)**

Students undertake two argument analysis assessments. In each they consider a different type of text chosen from, for example, various news and social platforms and feeds, poetry, film, lyrics, literature, images and reports.

Students apply their knowledge of reasoning and argument in identifying and analysing the arguments of others. They provide evidence and reasons to support or refute counter arguments. Students may compare how evidence for the premises of argument is developed in particular forms (e.g. through symbolism, sound, images, irony, or analogy). Students analyse the logical strength of arguments.

The presentation may be written, oral, or in multimodal form. An argument analysis assessment should be a maximum of 1000 words if written or a maximum of 7 minutes if oral, or the equivalent in multimodal form. At least one assessment should be presented in writing.

**Assessment Type 2: Issues Analysis (45%)**

Students undertake three issues analysis assessments, one for each of the key areas: ethics, epistemology, and metaphysics. Students identify:

- why the issue chosen is a philosophical issue
- different responses to the philosophical issue
- what position they will take in response to the philosophical issue
- a justifiable defence for the position taken
- how they will communicate this position to others.

Teachers negotiate with students the conditions under which this assessment type is assessed. The presentation may be written, oral, or in multimodal form and could include role plays, oral presentations, written arguments, scripted dialogues, multimedia presentations, \*podcasts and vodcasts, etc.

Presentations should be a maximum of 1500 words if written or a maximum of 10 minutes if oral, or the equivalent in multimodal form. At least one assessment should be presented in writing.

**External Assessment****Assessment Type 3: Issues Study (30%)**

Students undertake one issues study.

They examine a philosophical issue from any of the key areas, choosing the issue in negotiation with their teacher. Students consider the following questions:

- Why is it a philosophical issue?
- What positions do various philosophers hold?
- What are the philosophers' reasons for holding these positions?
- What objections or counter examples are relevant to these positions?
- What is the student's own position, and why?

**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: Share Investments

Topic 3: Financial Models

Topic 4: Statistical Models

Topic 5: Discrete Models

Students study five topics. SACE require all students to study Topics 1, 3, 4, and 5.

**ASSESSMENT**

- School Based Assessment (70%)
- Five Skills and Application Tasks - 40%
- Two 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 Sciences, Commerce and the Medical Sciences. A significant number of tertiary courses list Mathematical Methods as either prerequisite 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

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 2 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 Stage 2 Specialist Mathematics, 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 2 hour Examination - 30%



## SCIENCES

### 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, 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 model examples (i.e. temperature control)

#### Evolution

- The origin of life
- Comparative genomics
- Phylogenetic trees
- Species definition
- Gene pool
- Reproductive isolation and barriers
- Natural selection and evolution
- Genetic drift
- Allopatric and sympatric speciation
- Succession
- Human impacts

#### 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.

## CHEMISTRY

20 Credits

#### PREREQUISITES

It will be assumed that students will have successfully completed 20-credits of Stage 1 Chemistry.

#### 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          | 3.6 Amines        |
| 3.2 Alcohols              | 3.7 Esters        |
| 3.3 Aldehydes and Ketones | 3.8 Amides        |
| 3.4 Carbohydrates         | 3.9 Triglycerides |
| 3.5 Carboxylic Acids      | 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.

## EARTH AND ENVIRONMENTAL SCIENCE

### 20 Credits

#### WHAT IS IN THE COURSE?

This subject emphasises ways in which Earth materials and processes generate environments, including habitats, where organisms live; the natural processes and human influences that induce changes in physical environments; and ways in which organisms respond to those changes.

At Stage 2, students consider how human beings use the Earth's resources and the impact of human activities on the environment. They assess the evidence that informs public debate on social and environmental issues such as use of the Earth's resources, and climate change. They conduct a detailed investigation into an aspect of human activity that impacts on two or more of the Earth's systems. In their study of Earth and Environmental Science, students integrate and apply a range of understanding and inquiry skills that encourage and inspire them in thinking scientifically, contributing their own solutions to current and future problems and challenges, and pursuing scientific pathways, including in environmental science, geology, meteorology, oceanography, seismology, metallurgy, and scientific research.

The topics for Stage 2 Earth and Environmental Science are:

#### Topic 1: Earth Systems

Students will explore the interactions between the hydrosphere, geosphere, atmosphere and biosphere. Processes that occur in one sphere can impact other spheres. Students will gain an understanding of how interconnected the Earth system is and the idea that nothing happens in isolation.

#### Topic 2: Earth's Resources

Students will explore the use of Earth's metallic and energy resources in society focusing on how to find these resources, extract them and use them. The impact of resource extraction and use on the environment is also discussed.

#### Topic 3: Earth's Sustainable Future

Students will explore sustainable solutions to our current energy needs through the use of renewable energy sources. The sustainable use of Earth's resources will also be discussed.

#### Topic 4: Climate Change

Students explore the hot topic of many debates in scientific forums and the media. Climate change will be explored in regards to the natural variation of climate over geological time and human caused climate change.

### ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 2 Earth and Environmental Science:

#### School assessment (70%)

- Assessment Type 1: Investigations Folio (30%)
- Assessment Type 2: Skills and Applications Tasks (40%)

**External assessment (30%)**

- Assessment Type 3: Earth Systems Study (30%)

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

**Students complete:**

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

**PHYSICS****20 Credits****PREREQUISITES**

It will be assumed that students will have successfully completed 20-credits of Stage 1 Physics.

**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%
- Deconstruct and Design Practical
- Sciences a Human Endeavour Task

**External Assessment (30%)**

- Examination - 30%
- Students undertake one 2-hour examination.

### 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

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

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

Topics studied across the year include:

- Psychological Health and Wellbeing
- Psychology of the Individual
- Organisational Psychology
- Social Influence
- The Psychology of Learning

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%
  - Deconstruct and Design Investigation
  - Science as a Human Endeavour Task
- Skills and Applications Tasks - 40%

##### External Assessment (30%)

- Examination - 30%



## DISCLAIMER

The information contained in this publication is correct at the time of publishing but may be subject to change without notice. USC assumes no responsibility for the accuracy of information provided by third parties.



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