

Our teaching staff are inspired by the belief that our young men and women will leave us with a vision of an ever-expanding world, be sensitive to its problems and ever alert to its advances. We are confident that they will be able to use what they have learned with us, to be innovative and creative in their thinking, and caring in their dealings with others. Our fervent hope is that one day we shall see them become wise adaptors and initiators in their chosen fields.

In *one ninety*, we are proud to build on the excellent academic foundations and behavioural practices established in the first three phases of life at Pulteney – Kurrajong, Prep School and the Middle School. On entering *one ninety*, each student, with the help of parents and staff, including our Coordinator of Futures, makes some very significant choices about future life directions. Some are very fortunate to know these directions clearly at Year 10, others may not know them even after they complete Year 12.

Whatever the aspirations of the students as they enter *one ninety*, critical, creative and ethical intelligences continue to play an important role in the learning and teaching of each individual subject. The increased variety of subject choice is balanced by the SACE pattern for Years 11 (Stage 1) and 12 (Stage 2) established by South Australian Certificate of Education (SACE) Board of South Australia to ensure that each student selects an educationally sound programme.

Staff members in *one ninety* are enthusiastic and committed to providing quality education while striving for academic excellence. It is the expectation that each student will achieve his or her individual best, not only academically but also in the wide variety of extra-curricular activities available, thus gaining valuable leadership experience and learning the benefits of a balanced lifestyle.

Leadership experience is also fostered in Tutor groups. Each student belongs to one of the four houses: Bleby-Howard, Cawthorne-Nicholls, Kennion-Miller and Moore-Sunter. Each house is divided into Tutor groups according to year level. Parents are encouraged to contact Heads of House, Tutors and Subject Teachers if they are concerned about any aspect of their child's life at school.

We welcome you to our focused community in *one ninety* and assure you that, at all times, the very best interests of each individual student are of the greatest importance to us. We commend this subject information booklet to both parents and students as a valuable resource, as together you make the subject choices to ensure a suitable preparation for the future.

Kind regards

Nicholas Brice
Head of *one ninety*

Disclaimer

The following information concerns subject choices and further tertiary studies. Every effort has been made to obtain up-to-date and correct information. However, details for courses, at Pulteney, at tertiary institutions and offered through the SACE Board of South Australia are subject to change. Students are advised to contact the relevant institution to verify any information contained in this booklet.

The SACE

What is the SACE Board of South Australia?

The SACE Board is an independent body formed by the State Government and it is responsible for the provision of curriculum statements and certification of all studies undertaken at Year 11 and Year 12 level by students in all South Australian Secondary Schools.

Its functions include:

- The development of curriculum statements for a wide range of subjects designed to cater for a diversity of abilities and interests at Stage 1 and 2 (Years 11 and 12).
- The approval of school-based courses designed to meet the specific needs of the school's own students.
- The assessment of subjects for which it provides or approves curriculum statements.
- The issuing of the South Australian Certificate of Education (SACE) to all students in South Australia who satisfactorily complete the requirements of the SACE.

What is the SACE?

The SACE is the South Australian Certificate of Education awarded to students who successfully complete their secondary school education.

The SACE has been designed to enable students to:

- Develop the capabilities to live, learn, work and participate successfully in a changing world.
- Plan and engage in a range of challenging achievable, and manageable learning experiences, taking into account their goals and abilities.
- Build their knowledge skills and understanding in a variety of contexts (e.g. schools, workplaces, and training and community organisations).
- Gain credit for their learning achievements against performance standards.

To complete the SACE, students must achieve 200 credits. Students gain 10 credits for one semester or six months of study in a particular subject. A benefit of the SACE is that students can gain credits for learning both in and out of school, including vocational training, university studies, community service and some employment.

Achieving the SACE

To gain the SACE, students complete two years of full-time study. There are two stages:

- Stage 1: most students study and complete in Year 11, apart from the Stage 1 Personal Learning Plan, which most students complete in Year 10.
- Stage 2: most students study and complete in Year 12.

Each subject or course successfully completed earns 'credits' towards the SACE, with a minimum of 200 credits required for a student to gain the certificate.

Students will receive a grade from A to E for each Stage 1 subject and A+ to E- at Stage 2. For compulsory subjects, a C grade or better must be achieved.

The compulsory subjects are:

- Personal Learning Plan (10 credits at Stage 1).
- Literacy – at least 20 credits from a range of English subjects or courses (Stage 1).
- Numeracy – at least 10 credits from a range of Mathematics subjects or courses (Stage 1).
- Research Project – an in-depth major project (10 credits at Stage 2 level)
- Other Stage 2 subjects totalling at least 60 credits.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or SACE Board recognised courses (such as VET or community learning) of a student's choice.

Requirements	Credits
Year 10 +++ Personal Learning Plan	10
Year 11 (Stage 1) +++ Literacy (selected from a range of English subjects and courses) Numeracy (selected from a range of Mathematics subjects and courses)	20 10
Year 11 or 12 (Stages 1 or 2) ++ Other subjects and courses of the student's choice	Up to 90
Year 12 (Stage 2) ++++ Research Project (undertaken in Year 11) Other Stage 2 subjects and courses*	10 60 or more

++ Other subjects and courses

+++ Stage 1 compulsory subjects and courses

++++ Stage 2 compulsory subjects and courses

* Many students will complete subject or courses worth more than 70 credits at Stage 2.

The SACE Pattern for a Pulteney Student could look like this:

Year Level	Subject	Credits
10	Personal Learning Plan +	12
11	English or Essential English	20
11	Mathematical Methods or General Mathematics	20*
11	Legal Studies	10
11	Physics	20
11	Drama	10
11	Physical Education	10
11	History	10
11	Art	10
11	Research Project +	10
*Under the SACE model students are only required to undertake 10 credits of Mathematics at Stage 1. Pulteney Grammar encourages all students to undertake a full year of Mathematics in order to better develop their numeracy skills.		
12	Geography	20
12	Biology	20
12	English Literary Studies	20
12	Physical Education	20
12	Physics	20

+ Compulsory SACE Subjects

Community Learning

Students are able to earn SACE credits for learning undertaken in the community. Some opportunities could involve the Duke of Edinburgh, AMEB Music Examinations, Surf Life Saving and other community based activities. Further information on community based courses can be found at www.saceboard.sa.edu.au (go to 'subjects' and follow the link from 'Recognised Learning'). These details are updated as new course information becomes available.

VET in SACE

The SACE Board has endorsed key directions for recognising Vocational Education and Training (VET) in the SACE.

VET courses deliver industry-endorsed units of competence from nationally accredited training packages, so students are able to receive dual accreditation – SACE credits and VET qualifications. VET courses provide students with the opportunity to:

- Personalise their learning pathways;
- Develop and practice business and industry specific skills, often including on-the-job structured workplace learning;
- Achieve their SACE through diverse and rigorous learning experiences.

Who can study a VET program?

At Pulteney, VET courses are available to *one ninety* students (from Semester 2, Year 10 onwards) and may be incorporated into their SACE study for a variety of reasons, including interest, skill development or career exploration. Some courses are only available to Year 11 and 12 students because of the Structured Workplace Learning requirements. It is important that the process for selection is thoroughly considered and that all parties concerned are aware of the implications for gaining the SACE. Our experience is that successful participation in, and completion of, a VET course is more likely if:

- Students have an interest in the particular career/industry area they are studying.
- Students have a level of maturity and independence that would accommodate a more adult style of learning and training. Evidence of managing part time work, or other related responsibilities, would be relevant
- Reasonable literacy and numeracy skills are essential components of the work environment and students will need to be able to demonstrate an appropriate skill level in both.
- The VET program operates with a lower level of direct supervision of students and therefore relies on students to be able to manage their time well, and be responsible and reliable, with particular focus on:
 - **Relating to adults** – given that much of the training is done by Registered Training Organisations who work in the adult training environment, eg TAFE
 - **Independent learning** – students will receive their training once a week and it is therefore necessary that they are able to continue with set work independently in the interim period.
 - **Responsibility of time management** – given that training will be done in large ‘chunks’, students need to attend all sessions and catch up on any missed school work.
 - **Self direction** – students should be able to independently follow directions and demonstrate an ability to problem solve or seek help when unsure.
 - **Ability to meet deadlines** – this relates to administrative paperwork, VET assignments and school-related work.
 - **Flexibility** – ability to cope with a variety of supervisors and work place situations.
 - **Communication** – students must ensure they communicate openly, honestly and in a timely manner, with their VET trainer and the school’s VET coordinator, particularly in relation to negotiating any issues that may arise.

Involvement in a VET course in Semester 2, Year 10 or in Year 11 **will not** affect university entrance selection, as VET studies are counted within the ‘other’ subjects in those years and will form part of the SACE that is separate from the compulsory study units. If students choose to continue a VET pathway into Year 12 this **may** affect university entry directly from Year 12.

If students want their VET subject to contribute towards their ATAR, they **MUST SATISFACTORILY COMPLETE A CERTIFICATE III or higher qualification (Certificate III in Retail Operations does not fall into this category).**

What courses are available?

There are a myriad of courses available for students to study, including but not limited to, automotive, business, construction, electronics, fashion design, fitness, media, nursing, pharmacy, plumbing, beauty therapy, architectural drafting, child studies and massage. Some course information is available at training.vetnetwork.org.au or www.easc.org.au.

When and where will the training occur?

- VET training can occur during school hours and after school hours, depending on the course and the provider.
- VET courses are held across a range of settings from schools, purpose built skills centres, TAFE sites, on the job or a combination.

Application Process

Students wishing to study a VET course will be required to submit a school application, after discussion with their parents, the Coordinator of Futures, their Head of House and the Director of *one ninety*. Submitting an application does not automatically mean you have been approved or accepted. Once a student has been approved through the school, they can apply to the VET organisation. You will be required to wait for confirmation from the VET provider BEFORE you can modify your school subject selections.

For further information, contact the Coordinator of Futures or visit the SACE Board website: www.sace.sa.edu.au.

Assessment and Moderation

Students are assessed against performance standards. These standards – specifically outlined in each subject outline – describe in detail the level of achievement required to achieve each grade, from A to E. Teachers and assessors will use these standards to decide how well a student has demonstrated his or her learning.

At Stage 1, schools assess student performance. The SACE Board will approve learning and assessment plans for Stage 1 subjects. The SACE Board will moderate the Personal Learning Plan and the English and Mathematical subjects at the C/D borderline.

At Stage 2, assessment will be 70 percent school-based, with the remainder assessed externally. The SACE Board will undertake central moderation which will confirm that school-based assessment levels are consistent with each subject's performance standards.

Tertiary Entrance

University Entry

Students applying for University entry must:

- Complete the SACE.
- Complete at least 90 credits of SACE Stage 2 subjects. At least 60 credits must be 20-credit Tertiary Admissions Subjects (TAS).
- Complete any prerequisite subject requirement for their chosen University course.
- Obtain an Australian Tertiary Admissions Rank (ATAR).

Further information is available in the SATAC Tertiary Entrance Booklet.

TAFE Entry

Completion of the SACE can meet the Course Admission Requirements (CAR) for many TAFE SA courses.

Course Admission Requirements differ according to the level of the TAFE course. Many courses do not have any CAR. For further information, go to www.tafesa.edu.au and click on courses of interest to determine what, if any, are the Course Admission Requirements.

Parents and students should be aware of the procedures for entry to South Australia’s tertiary institutions before they make final decisions about subjects in Stage 2. Knowledge of entry requirements for courses and institutions is vital. As entry to the majority of faculties is very competitive, parents and students should undertake research into courses in which they may be interested. Students will have completed some of this research as part of the PLP in Year 10. The Coordinator of Futures can provide students with further resources for this research if required. Students and parents may wish to explore online resources. A good place to start is www.education.gov.au/job-guide, as it not only has a great deal of information but also has links to several related websites, including myfuture.edu.au and job outlook.

The school will counsel each student several times between the initial decision regarding SACE entry and final tertiary selection. The **final responsibility for subject selection rests with the student and their family.** It is not Pulteney’s policy to exclude students from subjects they wish to study, but the school may, in some cases, strongly advise against certain selections.

TAS – Tertiary Admissions Subjects for 2018 – an explanation

These are SACE Stage 2 subjects which have been approved by TAFE SA and the Universities as providing appropriate preparation for tertiary studies. Both TAFE SA and the Universities require students to study a minimum number of credits of TAS to be eligible to receive a selection score rank.

The methods of assessment used by the School, and the standards accepted, are moderated by officials of the SACE Board of South Australia.

For further details regarding different assessment methods, please refer to the individual faculty information provided in this curriculum guide.

Year 12 in 2018

How your University Aggregate is Calculated		
60 Three 20 credit scores	+	30 Final 30 credits – flexible option
Your scaled score from three 20 credit Tertiary Admission Subjects (TAS) are used. Normally, 10 credit subjects do not count towards this requirement by some 10 credit subjects in the same subject area, when studies in pairs, can substitute for a 20 credit subject. These are called Valid Pairs.		Your score for the flexible option is the best 30 credits of scaled scores or scaled score equivalents from: <ul style="list-style-type: none"> • The scaled score of a 20 credit TAS • Half the scaled score of one or more 20 credit TAS • The scaled score of one or more 10 credit TAS • Scaled score equivalents for Recognised Studies to the value of 10 or the maximum of 20 credits.

Your university aggregate is the best possible score calculated from the above options, subject to counting restrictions and precluded combinations.

The university aggregate in 2018 is calculated from your best scaled scores from a maximum of three attempts, and from the following

- Three 20 credit TAS (including valid pairs); plus
- The best outcome from the flexible option, which is the best 30 credits of scaled scores or scaled score equivalents from:
- The scaled score of a 20 credit TAS
- Half the scaled score of one or more 20 credit TAS
- The scaled score of one or more 10 credit TAS

- Scaled score equivalents for Recognised Studies to the value of 10 or the maximum of 20 credits

Subject to precluded combination and counting restriction rules. Subjects with scaled scores of 0.0 can be used in the calculation of the university aggregate. The subjects used in the calculation can only come from a maximum of three attempts which need not be in consecutive years.

General Advice to Students and Parents Regarding Choosing a Subject

Parents and students would be wise to consider the following before making their choice of subjects in *one ninety*.

Balance, Ambition and Realism

While it is important to be ambitious and opt for high goals, it is also important that students are realistic. In today's competitive employment market, it is essential that students are successful in the course of their choice. Lack of success can hinder a student's progress both at school and beyond. For these reasons, students ought to opt for courses and subjects which are within their reach. If, for example, a student has struggled with Science at Year 10, it is probably unwise to hope that they will improve to the point where they can be confident of a high mark in an academic Science subject in Year 12 and hence satisfy the prerequisites for tertiary study in that subject. A student must have a secure fundamental grasp of a subject at one level, before proceeding to the next. Remember it is extremely rare for a student to show remarkable improvement in a subject which has been problematic for some time.

How to decide on the Best Course for You

1. Future Needs of Work/Study

Ensure that you include subjects which you know you need (eg prerequisites), or are likely to need in the future.

2. Interests

A good course should allow you to study some subjects for enjoyment as well as those which you need in order to gain entry to tertiary study. The courses offered should be flexible enough to allow you the opportunity to follow some interest areas and keep your options open for future subject choices.

3. Suitability

Each student is different and has their own individual strengths and weaknesses. The course you choose should be the one that best suits YOU. **Remember: you and your best friend do not necessarily have the same needs. Choose what YOU need.**

Preparing to Select Subjects at all Year Levels

A number of very important matters need to be considered before selection of subjects is made.

1. **Research** the requirements of your proposed future occupation or course of study.

The following are possible sources of help:

- SATAC guides – University and TAFE
- Tertiary Institution Handbooks and websites
- 'Job Guide' www.education.gov.au/job-guide
- Career Information available in the Coordinator of Futures' Office
- Friends / Relatives / Employers who work in areas that interest you

Note: The most up to date information will be found on the University and TAFE websites.

2. **Read through this document thoroughly:** Read each course offered for your year level. Make sure that you get clarification about any aspect you do not understand. Heads of Learning and Teaching are a wealth of information. You also could check the SACE Board of South Australia website: www.sace.sa.edu.au.

Talk to others.

- Your teachers are in the best position to advise you about your capabilities.
- If you need further information about what a subject involves, talk to the teacher who takes that subject.
- Talk to older / past students about their experiences
- Discuss these matters with your parents.

Be informed.

Subject choices may be difficult but must be based on as much information as possible.

In this Senior Curriculum Handbook – Year 10 you will find descriptions of all courses offered to Year 10 Students. Courses have been presented in Faculties (or Groups of Faculties) and a flow chart has been shown for each.

Each student should:

- Examine each flow chart to see where subjects lead and what prerequisites apply at each level.
- Read all courses appropriate to their level.
- Carefully note the prerequisite and/or recommendations contained within each course description.

Helpful Resources

The resources of the Coordinator of Future's office may help students and their parents.

In addition, the following websites may be useful to students when checking prerequisites for courses and general tertiary information.

Helpful links concerning various areas are available:

- Adelaide University – www.adelaide.edu.au
- Flinders University – www.flinders.edu.au
- University of South Australia's six campuses – www.unisa.edu.au
- TAFE SA – www.tafesa.edu.au
- Australian Defence Force entry information – www.defencejobs.gov.au
- Job Guide – www.education.gov.au/job-guide
- Vocational Education and Training (VET) information – www.training.vetnetwork.org.au and www.easc.org.au
- My future – www.myfuture.edu.au
- Job Outlook – www.joboutlook.gov.au
- What degree, which university – www.whatdegreewhichuniversity.com

It is highly recommended that you contact the Coordinator of Futures' office if you require further information.

Curriculum Offerings – Year 12

Students entering **Year 12 SACE Stage 2** will choose the equivalent of four full-year subjects for study if they are intending to proceed to tertiary education

SACE – Stage 2 subject that **may** be offered at Pulteney Grammar School.

Subject	Credit Value
Accounting Studies	20 Credits (full year)
Biology	20 Credits (full year)
Chemistry	20 Credits (full year)
Drama	20 Credits (full year)
Economics	20 Credits (full year)
English	20 Credits (full year)
English Literary Studies	20 Credits (full year)
English as an Additional Language	20 Credits (full year)
Essential English	20 Credits (full year)
Essential Mathematics	20 Credits (full year)
General Mathematics	20 Credits (full year)
Geography	20 Credits (full year)
German	20 Credits (full year)
Information Technology Studies	20 Credits (full year)
Japanese	20 Credits (full year)
Legal Studies	20 Credits (full year)
Mathematical Methods	20 Credits (full year)
Nutrition	20 Credits (full year)
Media Studies	20 Credits (full year)
Modern History	20 Credits (full year)
* Music	20 Credits (full year)
Outdoor Education	20 Credits (full year)
Physical Education	20 Credits (full year)
Physics	20 Credits (full year)
Psychology	20 Credits (full year)
Specialist Mathematics	20 Credits (full year)
Tourism	20 Credits (full year)
Visual Arts	20 Credits (full year)

* Alternative Music Options	Credit Value
Music Individual Study	10 Credits
Musicianship	10 Credits
Music in Technology	10 Credits
Performance Special Study	10 Credits
Solo Performance	10 Credits
Composing and arranging	10 Credits
Ensemble Performance	10 Credits
Students need to select 2 options to equal the 20 credits required	

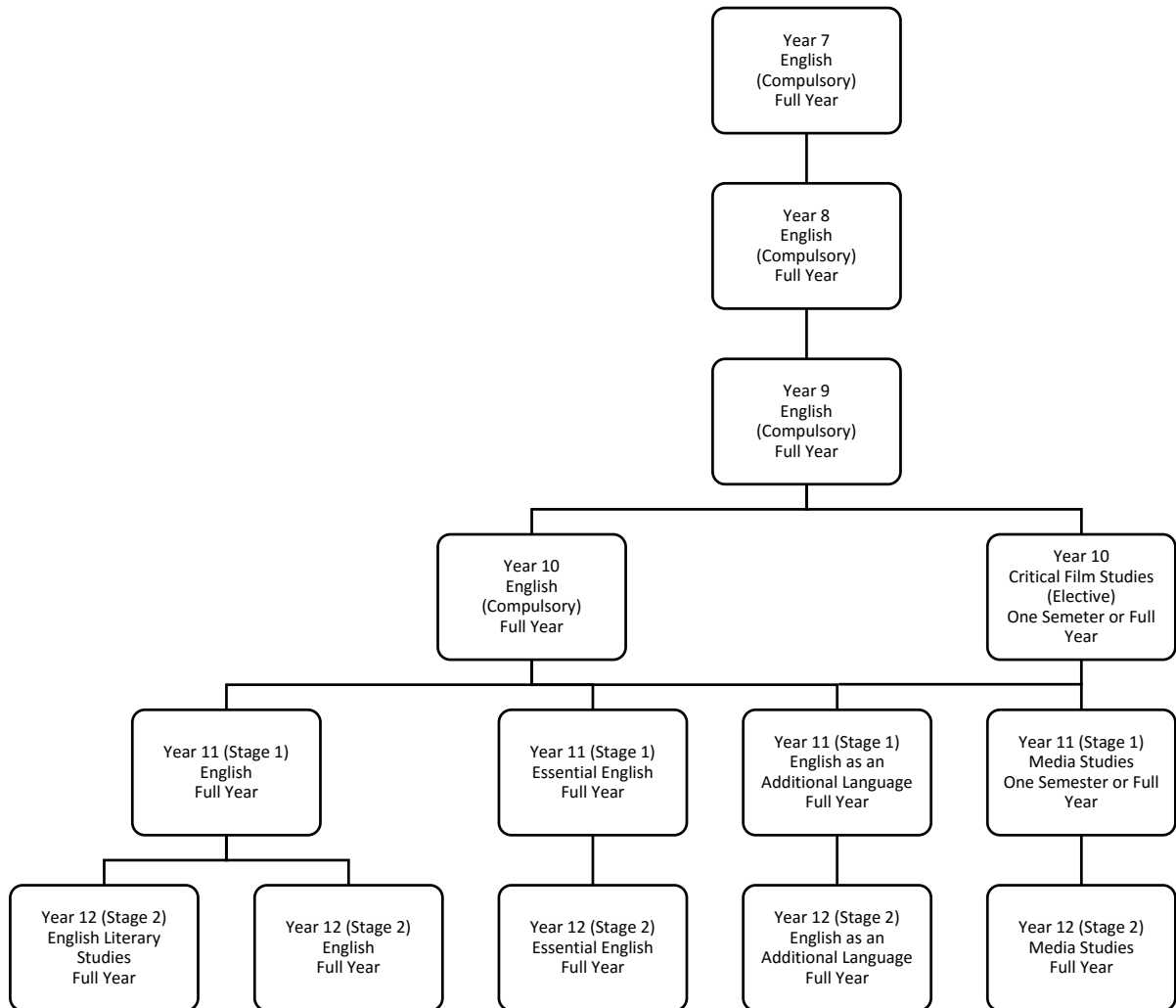
(Subject offerings will be dependent on student numbers)

Parents and students should be aware of the procedures for entry to South Australia's tertiary institutions before they make final decisions about subjects in Stage 2. Knowledge of entry requirements for courses and institutions is vital. As entry to the majority of faculties is very competitive, parents and students should undertake research into courses in which they may be interested. Students will have completed some of this research as part of the PLP in Year 10. The careers Counsellor can provide students with further resources for this research if required. Students and parents may wish to explore online resources. A good place to start is www.jobguide.education.gov.au, as it not only has a great deal of information but also has links to several related websites.

The school will counsel each student several times between the initial decision regarding SACE entry and final tertiary selection. The **final responsibility for subject selection rests with the**

student and their family. It is not Pulteney's policy to exclude students from subjects they wish to study, but the school may, in some cases, strongly advise against certain selections.

ENGLISH



Notes:

- Year 11s must choose at least one strand of English at Stage 1.
- Students may move to a lower level of English (right to left) midyear or end of year in either Year 10 or Year 11.
- Students selecting a Year 12 subject are expected to complete the full year.

Subject Name:	English Literary Studies
Level of Study:	Year 12 (Stage 2)
Length of Course:	Full Year
Prerequisite:	Satisfactory completion of Year 11 (Stage 1). English at a B grade or better is desirable.

Course Description

Learning Requirements

At the end of the English Literary Studies course, students should be able to:

- Understand the interplay between author, text, and context
- Analyse how ideas, perspectives, and values are represented in texts and how they are received by audiences
- Analyse and compare texts, through the identification of the structural, conventional, and language and stylistic features used by authors
- Use evidence to develop critical reasoning and support sustained argument to justify critical interpretation of a text
- Develop analytical responses to texts by considering and challenging other interpretations
- Create oral, written, and/or multimodal texts that experiment with stylistic features by using and adapting literary conventions
- Express ideas in a range of modes to create texts that engage the reader, viewer, or listener

Content

School Assessment (70%)

1. Responding to Texts (50%)
2. Creating Texts (20%)

Responding to Texts consists of:

Shared Studies

Among the texts chosen for shared study there must be:

- Study of three texts
 - One extended prose text
 - One film text
 - One drama text
- Study of poetry
- Study of a range of short texts

The shared studies must include the work of at least one Australian author (the author may be a poet, playwright, prose writer, or film director)

Creating Texts consists of tasks that focus on:

- Transforming texts
- Creating a written, oral, or multimodal text

External Assessment – 30%

- Comparative Text Study (15%)

This study involves the comparative study of two texts: one from the shared studies and the other independently chosen by the student

- Examination (15%)

The examination will consist of a critical reading exercise based upon a reading of one or more short texts which may be in a variety of forms. The examination will be of 90 minutes duration.

Subject Name:	English
Level of Study:	Year 12 (Stage 2)
Length of Course:	Full Year
Prerequisites:	Satisfactory completion of Year 11 English (Stage 1) or Year 11 Essential English (Stage 1).

Course Description

Learning Requirements

At the end of the English course, students should be able to:

- Analyse the relationship between purpose, context, and audience in a range of texts
- Evaluate how language and stylistic features and conventions are used to represent ideas, perspectives, and aspects of culture in texts
- Analyse how perspectives in their own and others' texts shape responses and interpretations
- Create and evaluate oral, written, and multimodal texts in a range of modes and styles
- Analyse the similarities and differences in texts
- Apply clear and accurate communication skills.

Content Summary

School Assessment (70%)

1. Responding to Texts (50%)
2. Creating Texts (20%)

Responding to Texts involves:

Students producing three responses to texts. Two of the responses must be written, and one must be oral. Either the oral response or one of the written pieces may be replaced by a multimodal response.

The texts on which the responses are based must be chosen from at least three of the categories listed below.

One of the three responses could be a comparison of two or more texts from within or across these categories.

The categories are:

1. An extended text such as a novel, a graphic novel, a collection of short stories, a biography, or other non-fiction prose text
2. A selection of poetry texts such as a poet study, anthology, theme study, song lyrics
3. A drama text or performance
4. A film or episode of a television miniseries
5. Media texts such as advertisements, talkback radio programs, magazines, technical journals, news presentations, sports reporting, political commentary or cartoons, editorials, websites, social media, blogs, podcasts, gaming, and other forms of digital media

Creating Texts consists of tasks that focus on:

Creating written, oral, and/or multimodal texts for procedural, imaginative, analytical, persuasive, and/or different purposes.

Students will create:

- Three texts
- One writer's statement

At least one text should be written

External Assessment (30%)

- Comparative Analysis (30%)

Students complete a written comparative analysis of two texts and evaluate how the language features, stylistic features, and conventions in these texts are used to represent ideas, perspectives, and/or aspects of culture, and to influence audience.

These texts can be selected from one or more of the following categories:

- Extended texts
- Poetry
- Drama texts
- Film texts
- Media texts

In completing their comparative analysis students may draw on learning from, but must not use, text read or viewed in other parts of the assessment program. However, students may use texts that are similar in type and purpose.

The comparative analysis must be a product of independent study. Students must not complete the comparative analysis as a shared exercise.

Subject Name:	Essential English
Level of Study:	Year 12 (Stage 2)
Length of Course:	Full Year
Prerequisite:	Satisfactory completion of Year 11 English (Stage 1) or Year 11 Essential English (Stage 1).

Course Description

Learning Requirements

At the end of the Essential English course, students should be able to:

- Extend communication skills through reading, viewing, writing, listening, and speaking
- Consider and respond to information, ideas, and perspectives in texts selected from social, cultural, community, workplace, and/or imaginative contexts
- Examine the effect of language choices, conventions, and stylistic features in a range of texts for different audiences
- Analyse the role of language in supporting effective interaction
- Create oral, written, and multimodal texts that communicate information, ideas, and perspectives for a range of purposes

Content

School Assessment (70%)

- | | |
|------------------------|-------|
| 1. Responding to Texts | (30%) |
| 2. Creating Texts | (40%) |

Responding to Texts consists of:

Students produce three responses to texts. At least one of the responses must be produced in written form, and at least one response in oral or multimodal form.

Texts for study should be selected from at least two of the following text types or purposes:

- A workplace text (ie one dealing with a vocational process or issue)
- An advocacy text (it one that seeks to change attitudes or actions)
- A biographical text
- A narrative text
- An imaginative text
- A social media text
- A non-fiction text
- A prose text (or extract) a speech or oral presentation (eg a motivational speech by a shorts coach)
- A visual text
- A media text
- A dramatic text

Responses to texts could include, but are not limited to:

- An evaluation of a section of a workplace text
- An oral presentation with visual images
- Comments on a section of film text (ie director's commentary)
- An essay
- A web page
- A monologue
- A role play

For this assessment type, students provide evidence of their learning primarily in relation to the specific assessment design criteria.

Creating Texts consists of:

Students creating written, oral, and multimodal texts for procedural, imaginative, analytical, persuasive, and/or interpretive purposes.

Students create:

- One advocacy text (text that advocates for an issue, cause, or process relevant to a context)
- Two additional texts

At least one of the responses must be in written form, and at least one in oral or multimodal form.

External Assessment – 30%

- Language Study (30%)

Students complete an independent language study. The focus of study is an understanding of the use of spoken, non-verbal, visual, and/or written language by people in a chosen context beyond the classroom.

Subject Name:	English as an Additional Language
Level of Study:	Year 12 (Stage 2)
Length of Course:	Full Year
Prerequisite:	By negotiation with Head of Sub-School

Course Description

Learning Requirements

At the end of the English as an Additional Language course, students should be able to:

- Understand and analyse how language and stylistic features are used to achieve different purposes
- Comprehend and evaluate information, ideas, and opinions presented in texts
- Analyse and evaluate personal, social, and cultural perspectives in texts
- Respond to information, ideas, and opinions, using sustained, persuasive, and effective communication
- Create extended oral, written, and multimodal texts appropriate to different purposes, audiences, and contexts

Content*School Assessment (70%)*

1. Academic Literacy Study (30%)
2. Responses to Texts (40%)

Academic Literacy Study consists of:

Students develop their academic literacy skills through creating written and oral academic texts and extending their communication skills and strategies.

Students investigate a question or a topic and present their findings in an academic style by producing two tasks:

- A written report
- An oral interaction, such as a tutorial or discussion

Responding to Texts consists of tasks that focus on:

Students completing four responses to a range of texts, at least one of which must be a literary text. At least one response must be presented in oral form and two must be in written form.

These responses must include

- A response to one or more texts with a focus on a theme or issue
- A creative response to a text or texts (eg a journal entry written by a character in the text; a narrative from a minor character's viewpoint; a speech by a character from the text; a role play)
- An analysis of a persuasive text or the emotive elements of a creative text (eg poem, short story, film trailer)

Students also complete a fourth, free-choice response (ie teachers and students may choose the form of this response).

For this assessment type, students provide evidence of their learning primarily in relation to specific assessment design criteria.

External Assessment – 30%

- Examination (30%)

Students complete an external examination that is divided into two sections:

- Section 1: Comprehending Multimodal Texts
- Section 2: Written Paper

The examination will be of 150 minutes (2 ½ hour) duration.

Subject Name:	Media Studies
Level of Study:	Year 12 (Stage 2)
Length of Course:	Semester or Full Year
Prerequisites:	Satisfactory completion of Year 11 (Stage 1) Media Studies preferable but not essential.

Course Description

Stage 2 Media Studies provides students with an opportunity to explore a range of media in Australian and global contexts. Following on from Stage 1 Media Studies, students look at film, documentary, photojournalism, broadcast media, digital media and print media. Through a variety of assessment tasks, students look at issues, techniques and standards in media and are introduced to journalism and communications. Students develop an understanding of the ways in which media provide views of world events, interpretations of the world, and entertainment, as well as acquiring skills in critical thinking and the ability to be discerning when consuming media. Through research, classwork and guest speakers, students have the opportunity to consider how media influences the ways in which people receive and interpret information about the world, explore their own culture and that of others, construct their identity, make economic choices, develop political ideas, and spend their leisure time. They discover where bias is used and for what purpose, as well as how an audience is positioned to receive messages from the author's perspective.

Students develop media literacy and production skills by critically observing media practice, critically analysing media texts, and creating media products.

Content

Stage 2 Media Studies involves creating media products and analysing media. Students create and examine a range of media texts, thus developing their skills and knowledge, and their understanding of media as symbolic systems.

Students are involved in discussing and analysing current and past media issues, interacting with all forms of media, and creating a range of media products. Students actively engage and interact with media, while learning to make informed choices.

Learning in Media Studies is achieved through a close study of topics selected from the following list taken from the SACE Stage 1 and 2 courses:

- | | | |
|-------------------------------|---------------------------------|-----------------------|
| •Photojournalism | •Documentaries | •Cult Television/Film |
| •Music and Media | •The Internet | •Television Genres |
| •Community Media | •Making the News | •Advertising |
| •Images of Youth in the Media | •Youth and Media | •Children and Media |
| •Media Ethics and Regulation | •Cultural Diversity in Media | •Careers in Media |
| •Creating Media Texts | •Representations in Media | •Media Audiences |
| •Media and Leisure | •Media and The Global Community | |

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Media Studies:

School Assessment – 70%

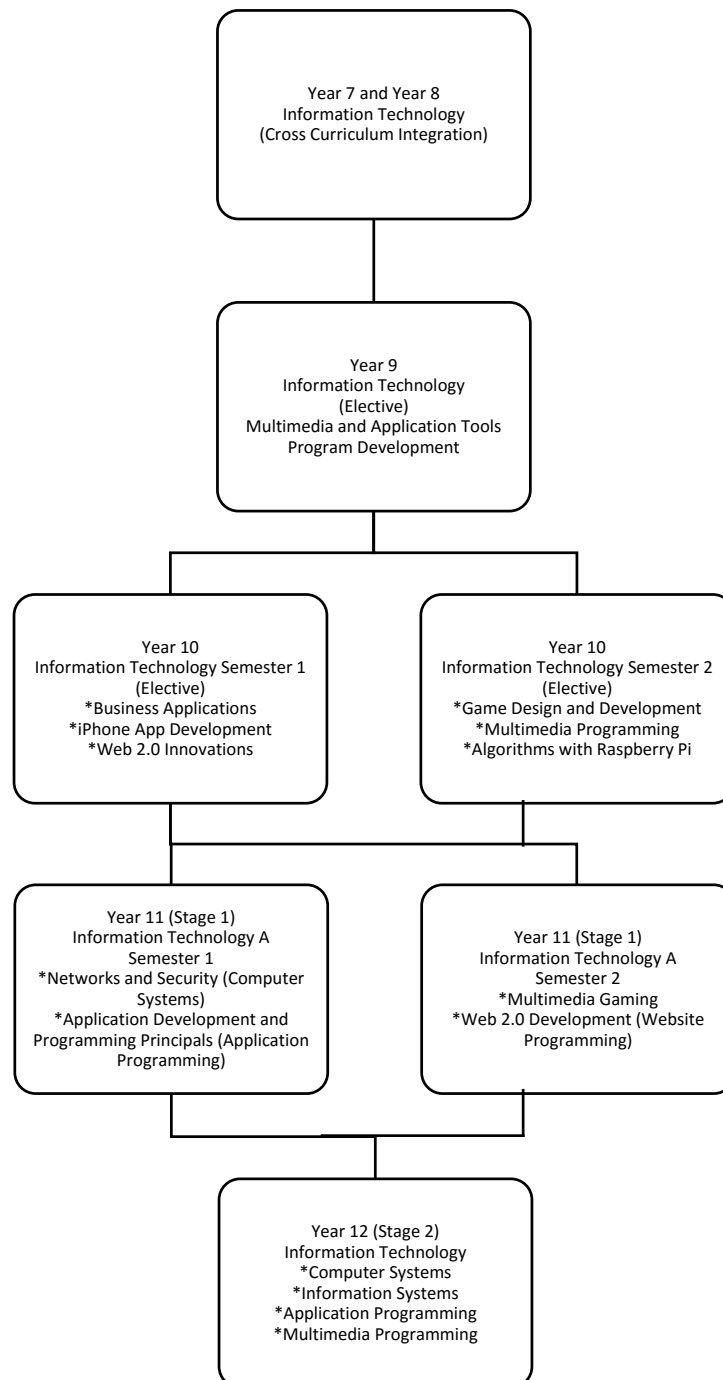
- Assessment Type 1: Folio – 30%
- Assessment Type 2: Product – 40%

External Assessment – 30%

- Assessment Type 3: Investigation – 30%

There is no examination in Media Studies at the end of either semester.

Information Technology



Notes:

- This flowchart is indicative of the learning pathway of a current Year 11 student.
- Year 10 students can participate in practical electronics as an option of the Science curriculum.
- Year 10 students can choose Information Technology as an elective for either one or both semesters.
- Year 11 Information Technology can be chosen by students who have successfully completed Year 10 Electronics, but it is highly recommended that they also complete one or two semesters of Year 10 Information Technology.
- Year 11 Information Technology is highly recommended for Year 12 Information Technology.

Subject Name:	Information Technology
Level of Study:	Year 12 (Stage 2)
Length of Course:	Full Year
Prerequisite:	Preferred study of Year 11 (Stage 1) Information Technology is desirable but not essential as bridging materials are available before course commencement

Course Description

Students will develop an understanding of computer-based systems and the role they play in supporting efficient and effective use of technology. They will learn about how computers work, how people use computers to communicate, and how to develop software solutions that meet the needs of individuals, organisations, and communities. Students will develop and construct real world solutions using dynamic website languages and online Relational Databases. The course delivers theoretical concepts through practical solutions, consisting of blended learning opportunities and flipped classroom pedagogy.

Learning Outcomes

At the end of the programme in Stage 2 Information Technology Studies students should be able to

- Apply and use information technology concepts with appropriate terminology
- Explain how data is represented and transferred in computer-based systems
- Apply skills and concepts to manipulate and process data to produce components involving complex processes
- Apply information technology knowledge, skills and problem solving techniques, to create and document user-friendly, reliable, and accurate systems
- Critically analyse the responsibilities of the developer of systems
- Critically analyse and discuss ethical use, and social impact on individuals and society, of current and potential computer-based systems/technologies

Content Summary

Stage 2 Information Technology is organised into the two compulsory core topics

- Information Systems
- Computer and Communication Systems

And two option topics

- Relational Databases
- Dynamic Website

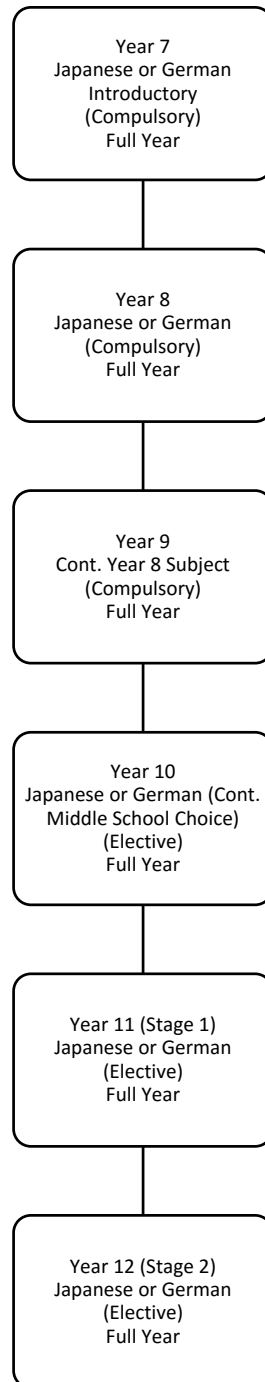
Assessment Procedures

School-based Assessment – 70%

- Assessment Type 1: Folio – 20%
- Assessment Type 2: Three Skills and Applications Tasks – 30%
- Assessment Type 3: Single Project – 20%

External Assessment – 30%

LANGUAGES



Subject Name:	German
Level of Study:	Year 12 (Stage 2)
Length of Course:	Full Year
Prerequisite:	Year 11 (Stage 1) German with a satisfactory level of achievement

Course Description

This SACE Stage 2 German Continuers programme aims to equip the students with skills to meet the externally and internally assessed requirements of the course. It reinforces skills learned in earlier years and seeks to extend the students' ability to communicate effectively in the German language, to impart a greater understanding of the German culture and to enhance their understanding of the relationship between language, culture and identity.

Learning Requirements

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skill to

- Interact with others to exchange information, ideas, opinions and experiences in German
- Create texts in German to express information, feelings, ideas, and opinions
- Analyse texts that are in German to interpret meaning
- Examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication

Content Summary

Stage 2 German is organised around the below listed prescribed topics. The topics will be covered across Stage 1 and Stage 2 and will extend students ability to communicate meaningfully in German.

Topics covered will vary from year to year but are to be chosen from the following

- Personal Identity
- School and Aspirations
- Leisure and Lifestyles
- People and Places
- Past and Present
- Arts and Entertainment
- The World of Work
- Youth Issues
- Tourism and Hospitality

Assessment Procedures

School-based Assessment – 70%

- Assessment Type 1: Folio – 50%
- Assessment Type 2: In Depth Study – 20%

External Assessment – 30%

- Assessment Type 3: Examination (Oral/Written) – 30%

Subject Name:	Japanese
Level of Study:	Year 12 (Stage 2)
Length of Course:	Full Year
Prerequisite:	Successful completion of Year 11 (Stage 1) Japanese

Course Descriptions

This Stage 2 course is selected to ensure the students experience the language in varied forms and meet each of the learning outcomes successfully. The three prescribed themes of Stage 1 Japanese are as in Stage 2.

- The Individual
- The Japanese-speaking Communities
- The Changing World

The topics covered are extended and also include an In-Depth Study on a cultural aspect in both Japanese and English. A Stage 2 Japanese student enhances their communication skills, broadens their employment prospects and thinks positively about other cultures in a more intellectual and stimulating manner.

Learning Requirements

At the end of the programme in Japanese at continuers level, students should be able to

- Exchange information, opinions, and experiences in Japanese
- Express ideas through the production of original texts in Japanese
- Analyse, process, and respond to texts that are in Japanese
- Understand aspects of the language and culture of Japanese-speaking communities

Content Summary

Under the three prescribed themes the following topics and sub-topics will be covered.

Living in Japan – weather, leisure, hobbies, *Visiting Japan* – home-stay experience, travelling, tourist and cultural attractions and *Establishing Relationships* – meeting people and gift giving. Each of these topics and sub-topics will be supported by a series of texts covering vocabulary, characters and grammatical exercises.

An In-Depth Study on a topic of student choice will be undertaken and will include an oral presentation and a written response in both English and Japanese.

The oral component of the course covers the topic of the student's personal world eg life, family, friends, interests and aspirations. Listening, reading and writing tasks complete the course work.

Assessment Procedures

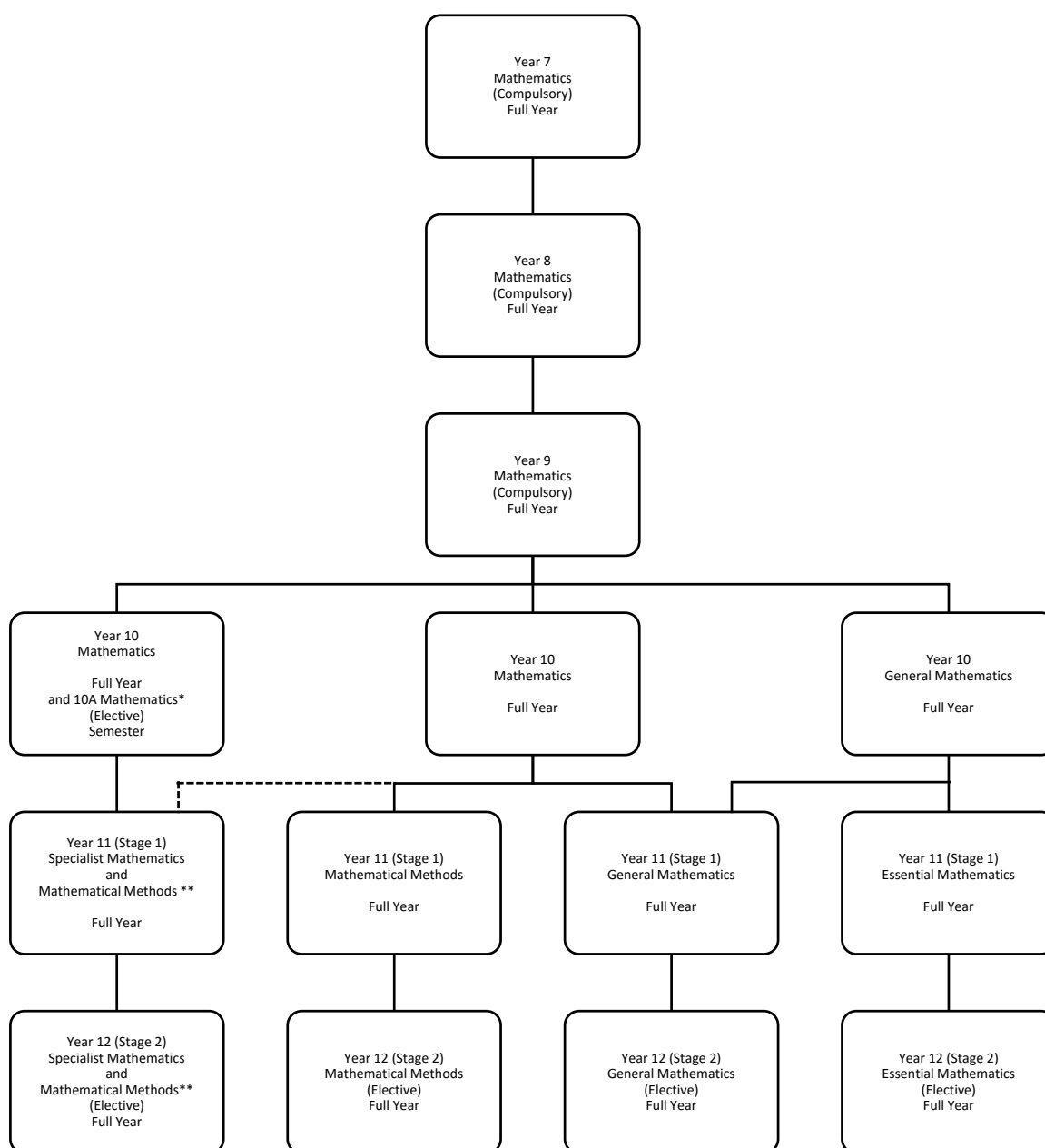
School-based Assessment – 70%

- Assessment Type 1: Folio – 50%
- Assessment Type 2: In Depth Study – 20%

External Assessment – 30%

- Assessment Type 3: Examination (Oral/Written) – 30%

MATHEMATICS



Notes:

* 10A Mathematics is not compulsory for the study of Specialist Mathematics but is strongly recommended.

** Mathematical Methods can be studied as a single subject; however, Specialist Mathematics is designed to be studied together with Mathematical Methods.

- Year 11s must choose at least one strand of Mathematics at Stage 1.
- Students may move to a lower level of Mathematics (left to right) midyear or end of year in either Year 10 or Year 11.
- Students selecting a Year 12 subject are expected to complete the full year.

The Senior Secondary Australian Curriculum: Mathematics consists of four subjects in mathematics, with each subject organised into four units. The subjects are differentiated, each focusing on a pathway that will meet the learning needs of a particular group of senior secondary students.

Essential Mathematics focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. It also provides the opportunity for students to prepare for post-school options of employment or further training.

General Mathematics focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data.

Mathematical Methods focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

Specialist Mathematics provides opportunities, beyond those in Mathematical Methods, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Specialist Mathematics contains topics in functions and calculus that build on and deepen the ideas presented in Mathematical Methods as well as demonstrate their application in many areas. Specialist Mathematics also extends students' understanding and knowledge of probability and statistics and introduces the topics of vectors, complex numbers and matrices. It is the only mathematics subject that cannot be taken as a stand-alone subject.

In simple terms, **Essential Mathematics** focuses on using mathematics to make sense of the world. **General Mathematics** is designed for students who wish to undertake further studies where mathematics knowledge facilitates problem solving and decision making. **Mathematics Methods** is designed for students with an interest in mathematics and whose future paths may involve mathematical studies at university. **Specialist Mathematics** is to be taken in conjunction with **Mathematical Methods** and is designed for students with a strong interest in mathematics.

Subject Name:	Essential Mathematics
Level of Study	Year 12 (Stage 2)
Length of Course:	Full Year
Prerequisite:	Successful completion of Stage 1 Essential Mathematics (or General Mathematics or Mathematical Methods)

Subject Summary

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

Course Description

In this subject, students are expected to:

- Understand mathematical concepts and relationships
- Select and apply mathematical techniques and algorithms to analyse and solve problems, including forming and testing predictions
- Investigating and analyse mathematical information in a variety of contexts
- Interpret results, draw conclusions, and consider the reasonableness of solutions in context
- Make discerning use of electronic technology
- Communicate mathematically and present mathematical information in a variety of ways

Content Summary

1. Scales, Plans, and Models
2. Measurement
3. Business Applications
4. Statistics
5. Investments and Loans
6. Open Topic

Students study five topics (as chosen by the school) from the list of six topics above – Topics 2, 4 and 5 are compulsory.

Assessment Procedures

Skills and Application tasks (tests etc.)	30%
Mathematical Investigations	40%
Final Examination	30%

Career Path

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

Subject Name:	General Mathematics
Level of Study:	Year 12 (Stage 2)
Length of Course:	Full Year
Prerequisite:	Successful completion of Stage 1 General Mathematics (or Stage 1 Mathematical Methods)

Subject Summary

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. These 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.

Course Description

In this subject, students are expected to:

- Understanding mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques
- Investigate and analyse mathematical information in a variety of contexts
- Recognise and apply the mathematical techniques needed when analysing and finding a solution to a problem, including the forming and testing of predictions
- Interpret results, draw conclusions, and reflect on the reasonableness of solutions in context
- Make discerning use of electronic technology to solve problems
- Communicate mathematically and present mathematical information in a variety of ways

Content Summary

1. Modelling with Linear Relationships
2. Modelling with Matrices
3. Statistical Models
4. Financial Models
5. Discrete Models
6. Open Topic

Students study five topics (as chosen by the school) from a list of six topics above – Topics 1, 3, 4 and 5 are compulsory.

Assessment Procedures

Skills and Application tasks (tests etc.)	40%
Mathematical Investigations	30%
Final Examination	30%

Career Path

Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses (university and TAFE) requiring a non-specialised background in mathematics.

Subject Name: Mathematical Methods
Level of Study: Year 12 (Stage 2)
Length of Course: Full Year
Prerequisite: Successful completion of Stage 1 Mathematical Methods

Subject Summary

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep 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.

Course Description

In this subject, students are expected to:

- Understanding mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques
- Investigate and analyse mathematical information in a variety of contexts
- Think mathematically by posing questions, solving problems, applying models, and making, testing, and proving conjectures
- Interpret results, draw conclusions, and determine the reasonableness of solutions in context
- Make discerning use of electronic technology to solve problems and refine and extend mathematical knowledge
- Communicate mathematically and present mathematical information in a variety of ways

Content Summary

- Differentiation and its Applications
- Discrete Random Variables
- Integral Calculus
- Logarithmic Functions
- Continuous Random Variables and the Normal Distribution
- Sampling and Confidence Intervals

Assessment Procedures

Skills and Application tasks (tests etc.)	50%
Mathematical Investigations	20%
Final Examination	30%

Career Path

Mathematical Methods provides the foundation for further study in mathematics, economics, computer science, and the science. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

Subject Name:	Specialist Mathematics
Level of Study:	Year 12 (Stage 2)
Length of Course:	Full Year
Prerequisite:	Successful completion of Stage 1 Mathematical Methods and Stage 1 Specialist Mathematic

Subject Summary

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.

Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

Course Description

In this subject, students are expected to:

- Understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques
- Investigate and analyse mathematical information in a variety of contexts
- Think mathematically by posing questions, solving problems, applying models, and making, testing, and proving conjectures
- Interpret results, draw conclusions, and determine the reasonableness of solutions in context
- Make discerning use of electronic technology to solve problems and refine and extend mathematical knowledge
- Communicate mathematically and present mathematical information in a variety of ways

Content Summary

- Mathematical Induction
- Complex Numbers
- Functions and Sketching Graphs
- Vectors in Three Dimensions
- Integration Techniques and Applications
- Rates of Change and Differential Equations

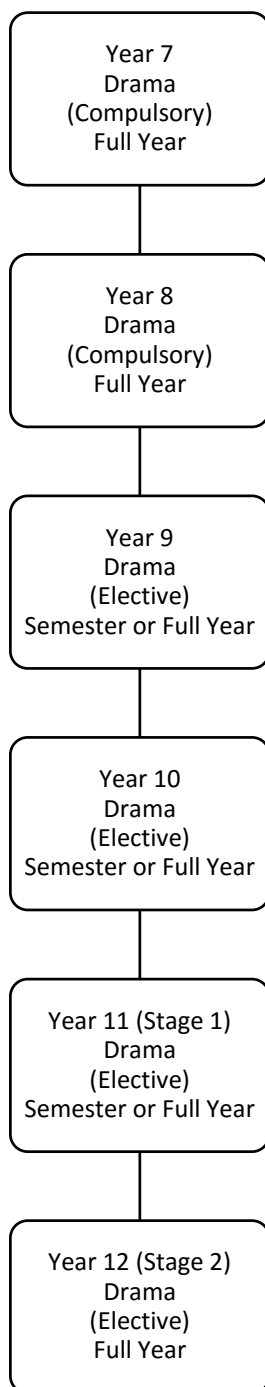
Assessment Procedures

Skills and Application tasks (tests etc.)	50%
Mathematical Investigations	20%
Final Examination	30%

Career Path

The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

PERFORMING ARTS - DRAMA



Notes:

- At this stage there is no prerequisite for Year 10, Year 11 or Year 12 Drama, but studying Senior Drama prior to Year 12 provides a strong advantage and is highly recommended.

Rationale of Drama at Pulteney

Drama is not simply for those who wish to pursue a career in theatre, media or film industries. The life skills we aim to explore in Drama at Pulteney include communication, collaboration, event management, creativity and independence. Students with an English focus will find Drama complements the English curriculum, reinforcing a range of literacies through enjoyable performance experiences and practical activities.

Subject Name:	Drama
Level of Study:	Year 12 (Stage 2)
Length of Course:	Full Year
Prerequisite:	None (Stage 1 Drama and/or Stage 1 English is recommended)

In Stage 2 Drama students acquire the skills and understanding to generate creative and imaginative solutions to the challenge of staging theatrical works. They explore all forms of learning integrating the creative physical and intellectual, and analyse texts, performances, and their own learning.

Course Description

Learning Requirements

In this subject, students are expected to

- Develop, communicate, and apply knowledge and skills in conceiving, developing, creating, interpreting, evaluating, and presenting dramatic works
- Demonstrate and communicate knowledge and understanding of the theories, concepts, skills, techniques, and technologies of drama
- Responding to performed drama and dramatic texts in an analytical and reflective manner, using arts-specific terminology
- Work both independently and collaboratively to achieve dramatic outcomes
- Apply knowledge, understanding, and analysis of the interdependent nature of drama and dramatic elements
- Investigate, integrate, analyse, and evaluate information, concepts, and ideas to communicate for dramatic purposes
- Communicate and articulate ideas to an audience, through a variety of forms and methods

Content Summary

The learning areas include

- Presentation of dramatic works – students take part in a play, as a performer, a designer, a stage manager etc OR students carry out an individual performance or presentation
- Review and reflection – a folio that includes – a report of the student’s involvement in the play or individual project AND reviews of live or recorded performances attended
- Interpretative study – an INDIVIDUAL in-depth study of a play, in which the student looks at a specific play-script and plans how they would design, direct or act in it OR a study of a dramatic innovator – a writer, director, designer, performer etc
- Group analysis and creative interpretation – a GROUP study of a play or a dramatic innovator, culminating in a practical presentation

Assessment

For a 10-credit subject, students take part in

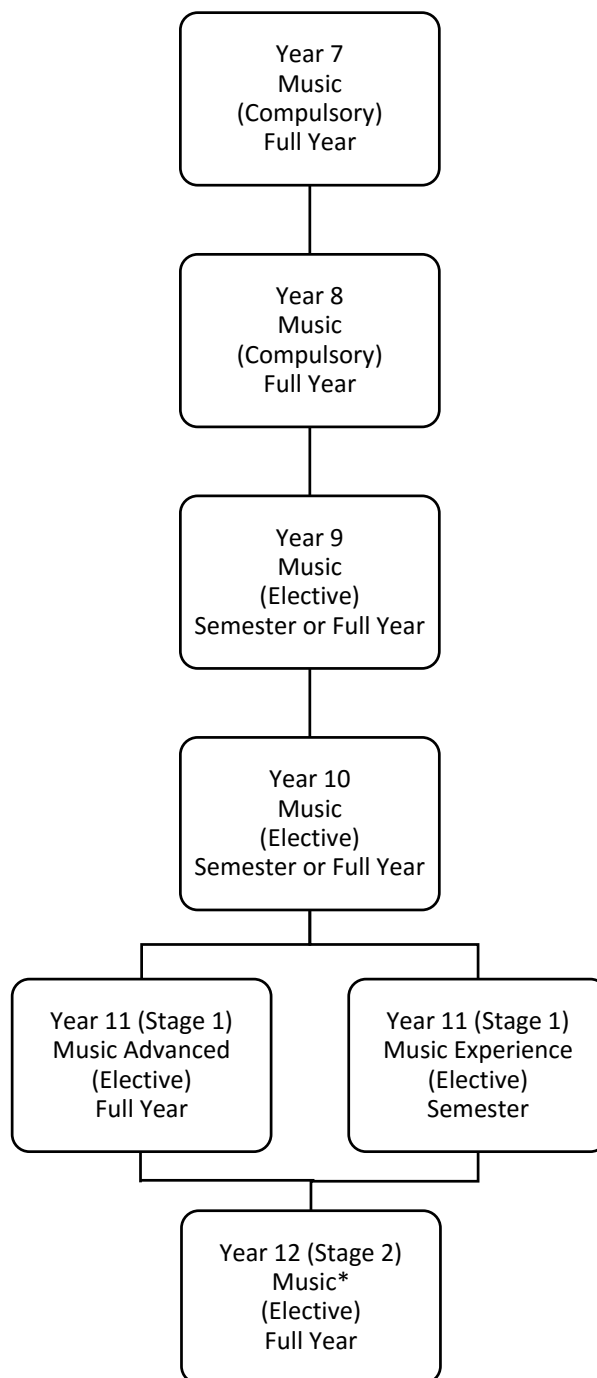
- Review and Reflection
- Interpretative Study
- Presentation of Dramatic Works

For a 20-credit subject, the students take part in

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

All assessments are moderated internally with the exception of the Group Performance, which is externally moderated by the SACE Board of South Australia

PERFORMING ARTS - MUSIC



Notes:

* Music at Year 12 (Stage 2) has 7 elective units (10 credits per unit). Discussion and consultation with the Head of Music is essential when choosing units. Not all units may be offered in any given year and this is dependent on student interests and staff expertise.

Units include:

- Musicianship
- Music Technology
- Individual Study
- Ensemble Performance
- Solo Performance
- Performance Special Study
- Composing and Arranging

Subject Name:	Musicianship
Level of Study:	Year 12 (Stage 2)
Length of Course:	Full Year - 10 credit unit
Prerequisite:	Successful Completion of Year 11 (Stage 1) Music Advanced

Course Description

Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. In this subject, students are expected to

- Understand and use musical notation and terminology
- Demonstrate an understanding of the relationship between theoretical notation and sound
- Recognise and identify rhythm, pitch, tonality and harmony
- Harmonise short melodies appropriate to the style
- Create and develop an arrangement writing appropriately for instruments and/or voices
- Present a score and a recording of an arrangement

These learning requirements from the basis of the

- Learning scope
- Evidence of learning that students provide
- Assessment design criteria
- Levels of achievement describe in the performance standards

Content Summary

Theory, Aural recognition and Musical techniques: Study of chords, scales, intervals, chord progressions, melodic and rhythmic patterns, theoretical and aural aspects

Harmony: To harmonise one tonal melody in a major key of 6 to 8 bars in keyboard style and create a countermelody

Students learn to alter a given skeleton harmonic structure by including at least two examples of chord substitution and at least two examples of an extension to the seventh. Students then invent a countermelody. Students are also required to transpose a small fragment of the melody for a transposing instruments

Arranging: To complete two assessments – an arrangement and a statement

Students create an arrangement of a melody of their choice taken from the existing repertoire (not created by the student), and write a statement of a maximum of 200 words describing the musical intention of, and the ideas in, the arrangement

Assessment Procedures

School-based Assessment – 70%

- Assessment Type 1: Skills Development – 30%
- Assessment Type 2: Arrangement – 40%

External Assessment – 30%

- Assessment Type 3: Examination – 30%

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

- Two skills development assessments
- One arrangement and a statement
- One examination

During the course of study students will complete tests designed to assess their skill development in theory, aural, musical techniques and harmony. The teacher will nominate two of these tests, the marks of which will be submitted for moderation. Each test will be weighted at 15%

Subject Name:	Music Technology
Level of Study:	Year 12 (Stage 2)
Length of Course:	Full Year - 10 credit unit
Prerequisite:	Successful Completion of Year 11 (Stage 1) Music Advanced

Course Description

Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. In this subject, students are expected to

- Demonstrate an understanding of basic acoustics, recording equipment, digital and/or analogue signals, and signal processing
- Demonstrate knowledge of recording or sequencing
- Demonstrate skills when applying music technology
- Communicate the processes used in recording and/or sequencing
- Develop skills of aural analysis
- Demonstrate creativity in the use of music technology

These learning requirements form the basis of the

- Learning scope
- Evidence of learning that students provide
- Assessment design criteria
- Levels of achievement describe in the performance standards

Content Summary

Students will study a selection of the following topics including one of the option topics

Suggested Core Topics

- Acoustics
- The Mixing Console
- Microphones
- Digital Audio Basics
- Signal Processing
- Aural Analysis

Suggested Option Topics

- MIDI
- Recording Process
- The Loops and Waves

Assessment Procedures

Evidence of Learning: the following assessment types enable students to demonstrate their learning in Stage 2 Music Technology

School-based Assessment – 70%

- Assessment Type 1: Folio of Minor Projects – 70%

External Assessment – 30%

- Assessment Type 2: Major Project – 30%

Students should provide evidence of their learning through six assessments, including

- Five minor projects with commentary for the folio
- One major project with commentary

Subject Name:	Performance Special Study
Level of Study:	Year 12 (Stage 2)
Length of Course:	Full Year - 10 credit unit
Prerequisite:	Successful Completion of Year 11 (Stage 1) Music Advanced

Course Description

This unit is for advanced performers. Students need to be having individual weekly instrumental/vocal lessons and need to allocate approximately 45 minutes every day for practising.

Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. In this subject, students are expected to

- Present a performance of approved work(s) (ie an extended work, selected movements from an extended work, or a folio of related works or syntactically linked works)
- Demonstrate accuracy, musical skills, and technique as a performer
- Demonstrate musicianship in interpretation by presenting a musically sensitive performance of approved work(s)
- Engage a public audience
- Use analytical skills to determine and describe the structure of the approved work(s)

These learning requirements form the basis of the

- Learning scope
- Evidence of learning that students provide
- Assessment design criteria
- Levels of achievement described in the performance standards

Content Summary

- Performance of an approved work – students must prepare an approved work, ie an extended work, or a folio of related works of at least 12-15 minutes duration
- Commentary and annotated analysis of the score

Assessment Procedures

Evidence of Learning: the following assessment types enable students to demonstrate their learning in Stage 2 Performance Special Study

School-based Assessment – 70%

- Assessment Type 1: First Performance – 20%
- Assessment Type 2: Second Performance – 30%
- Assessment Type 3: Commentary – 20%

External Assessment – 30%

- Assessment Type 4: Final Performance – 30%

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

Subject Name:	Solo Performance
Level of Study:	Year 12 (Stage 2)
Length of Course:	Full Year - 10 credit unit
Prerequisite:	Successful Completion of Year 11 (Stage 1) Music Advanced

Course Description

This unit is suited to competent practical musicians. Students need to be having individual weekly lessons in their instrument or voice and need to allocate approximately 45 minutes every day for practicing

Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. In this subject, students are expected to

- Demonstrate accuracy, musical skills, and technique as a solo performer
- Present repertoire of contrasting works for instrument or voice
- Demonstrate musicianship in interpretation by presenting musically sensitive performances
- Engage a public audience

These learning requirements from the basis of the

- Learning scope
- Evidence of learning that students provide
- Assessment design criteria
- Levels of achievement describe in the performance standards

Content Summary

Performance – students must prepare a programme of contrasting works lasting a minimum of 18 minutes for public performance throughout the year

Students must pay attention to

Aspects of interpretation (dynamics, tempo, fluency, rhythm, intonation)

Aspects of technique (tone, breath control, bowing, accuracy of pitch and rhythm, etc)

Assessment Procedures

Evidence of Learning: the following assessment types enable students to demonstrate their learning in Stage 2 Solo Performance

School-based Assessment – 70%

- Assessment Type 1: Final Performance (7-9 minutes) – 30%
- Assessment Type 2: Second Performance (8-11 minutes) – 40%

External Assessment – 30%

- Assessment Type 3: Final Performance (10-12 minutes) – 30%

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

Subject Name:	Composing and Arranging
Level of Study:	Year 12 (Stage 2)
Length of Course:	Full Year - 10 credit unit
Prerequisite:	Successful Completion of Year 11 (Stage 1) Music Advanced

Course Description

Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. In this subject, students are expected to

- Compose and/or arrange music in a variety of styles
- Complete and record a range of compositions and/or arrangements
- Demonstrate effective, imaginative, and creative use of composing and/or arranging techniques
- Present scores using traditional, non-traditional, or contemporary notation as appropriate
- Analyse the use of composing and/or arranging techniques in their work
- Communicate ideas about music

These learning requirements from the basis of the

- Learning scope
- Evidence of learning that students provide
- Assessment design criteria
- Levels of achievement describe in the performance standards

Content Summary

Folio: Students need to prepare a folio of a minimum of 3 works which may be any combination of original compositions and arrangements. The major work must be for a minimum of three instruments and must be between 3 – 5 minutes. Students must show a grasp of arranging techniques and show an understanding of form, structure and style.

Commentary: Presentation of an oral or written commentary on all their completed works. Oral commentary may be up to 5 minutes and written commentary up to 750 words.

Assessment Procedures

School-based Assessment – 70%

- Assessment Type 1: Folio of Minor Works – 70%

External Assessment – 30%

- Assessment Type 2: Major Work and Commentary – 30%

Students should provide evidence of their learning through three, four, or five assessments.

- Two, three, or four minor works with commentary for the folio
- One major work with analysis

Subject Name:	Ensemble Performance
Level of Study:	Year 12 (Stage 2)
Length of Course:	Full Year - 10 credit unit
Prerequisite:	Successful Completion of Year 11 (Stage 1) Music Advanced

Course Description

This course suits students who may have good practical skills but are not necessarily strong in theory

Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. In this subject, students are expected to

- Demonstrate confidence as an ensemble performer
- Present a repertoire of contrasting works or an extended work with a number of contrasting sections for instrument or voice
- Demonstrate accuracy, musical skills and technique as an ensemble performer
- Demonstrate musicianship in interpretation by performing musically a range of works to a public audience
- Contribute to the cohesiveness of and demonstrate musical rapport within the ensemble to engage the audience

These learning requirements form the basis of the

- Learning scope
- Evidence of learning that students provide
- Assessment design criteria
- Levels of achievement describe in the performance standards

Content Summary

Performance: Students are to work within an ensemble (preferably school-based) and must prepare for public performance, a programme of 20 minutes. The programme must contain works of contrasting character and students must give attention to

- Aspects of interpretation
- Aspects of technique
- Ensemble techniques (intonation, balance)
- Structure of the work and its historical and social background

Assessment Procedures

Evidence of Learning: the following assessment types enable students to demonstrate their learning in Stage 2 Solo Ensemble Performance

School-based Assessment – 70%

- Assessment Type 1: First Performance – 30%
- Assessment Type 2: Second Performance – 40%

External Assessment – 30%

- Assessment Type 3: Final Performance – 30%

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

Subject Name:	Music Individual Study
Level of Study:	Year 12 (Stage 2)
Length of Course:	Full Year - 10 credit unit
Prerequisite:	Successful Completion of Year 11 (Stage 1) Music Advanced

Course Description

This unit has been designed for the student who has a great deal of personal motivation and initiative. Students should enrol in this unit only if they have a particular project or skill that they wish to pursue

Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. In this subject, students are expected to

- Demonstrate skills to plan, negotiate, and implement an individual study
- Demonstrate and/or apply musical skills and/or understanding
- Demonstrate effective use of resources, initiative, and critical analysis and thinking
- Demonstrate regular review of the process, implement changes as required, and flexibly adapt goals
- Demonstrate evaluation skills

These learning requirements form the basis of the

- Learning scope
- Evidence of learning that students provide
- Assessment design criteria
- Levels of achievement describe in the performance standards

Content Summary

This unit consists of an individual project (70%) which may take a variety of formats eg lecture, video, performance

Topics that may be studied include

- Conducting
- Music of Other Cultures
- Musical Instrument Construction
- Cross Age tutoring
- Vocational Directions in Music

This is a School-Based Assessment Folio (30%) Product (40%). Accompanying this must be a report (30%) which documents the process. The written entries can be accompanied by other documentation methods such as

- Audio/Video Tape
- Models
- Still Photos
- Film
- Maps/Drawings

The report should consist of two parts

- Documentation of Skills
- Evaluation

Assessment Procedures

Evidence of Learning: the following assessment types enable students to demonstrate their learning in Stage 2 Solo Performance

School-based Assessment – 70%

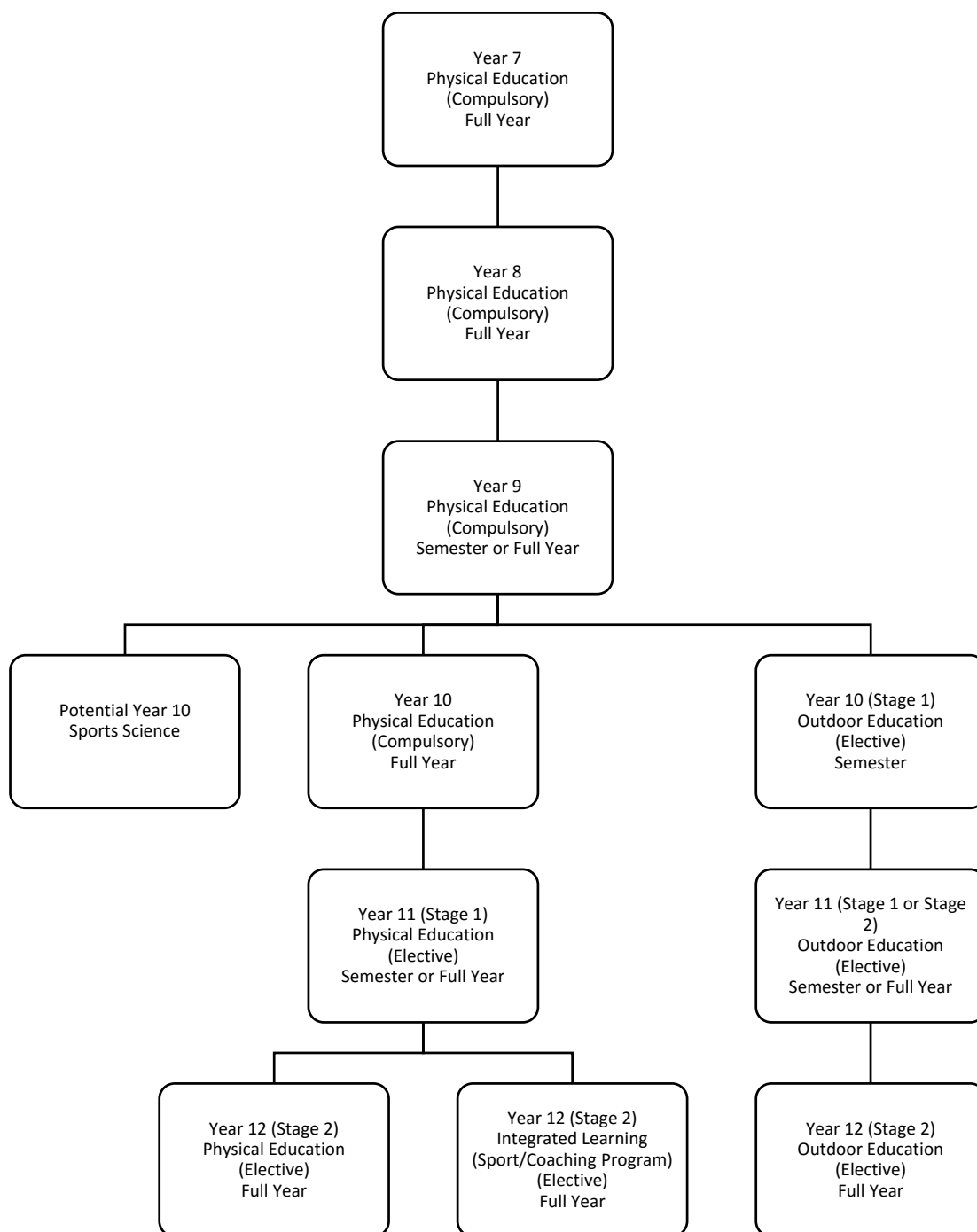
- Assessment Type 1: Folio – 30%
- Assessment Type 2: Product – 40%

External Assessment – 30%

- Assessment Type 3: Report – 30%

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

HEALTH AND PHYSICAL EDUCATION



Notes:

- Year 12 students are able to study Stage 2 Physical Education or Stage 2 Integrated Learning having preferably studied Stage 1 Physical Education
- Stage 1 Outdoor Education can be chosen at either Year 10 or Year 11 and Stage 2 Outdoor Education can be selected at either Year 11 or Year 12, preferably with Stage 1 Outdoor Education studied the year prior.

Please Note: SACE Stage 2 for 2019 is currently under review with proposed changes to be released later in 2018. As soon as the changes are confirmed modifications to the Pulteney Course outline will be made accordingly. What follows is an outline of the 2018 program.

Subject Name:	Integrated Learning (Sport/Coaching Program)
Level of Study:	Year 12 (Stage 2)
Length of Course:	Full Year
Prerequisite:	Year 10 and Year 11 Physical Education preferred

Course Description

Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. In this subject, students are expected to

- Develop and apply knowledge, concepts, and skills to achieve a purpose
- Investigate and analyse concepts, ideas, and skills from different perspectives, using a variety of sources
- Work collaboratively with others
- Demonstrate self-awareness in reflecting on, and devaluating, learning
- Communicate ideas and informed opinions
- Develop and understand connections between the program focus and the capability in a chosen key area of study

These learning requirements form the basis of the

- Learning scope
- Evidence of learning that students provide
- Assessment design criteria
- Levels of achievement described in the performance standards

Content Summary

At Stage 2, students can complete up to 40 credits of Integrated Learning by undertaking one or a combination of two or more of the following

- Integrated Learning I (10 credits or 20 credits)
- Integrated Learning II (10 credits or 20 credits)

Integrated Learning I

For Integrated Learning I, the key areas of study are

- Learning (Key Area 1)
- Citizenship (Key Area 2)
- Personal Development (Key Area 3)

For a 10-credit subject, students undertake one or two of these key areas of study. For a 20-credit subject, students undertake two or all three of these key areas of study.

Integrated Learning II

For Integrated Learning II, the key areas of study are

- Learning (Key Area 1)
- Work (Key Area 4)
- Communication (Key Area 5)

For a 10-credit subject, students undertake one or two of these key areas of study. For a 20-credit subject, students undertake two or all three of these key areas of study.

Program Focus

Listed below are some suggested starting points for designing a program focus, which is decided by the teacher or by the teacher in consultation with students. The list is neither prescriptive nor exhaustive. Suggestions include

- Outdoor Activities
- Integrated Health and Well-Being Programs
- Health-Related Programs
- Fitness and Physical Activity
- Sports/Coaching Programs
- Health and Lifestyle

Assessment Scope and Requirements

The following assessment types enable students to demonstrate their learning in Stage 2 Integrated Learning

School-based Assessment – 70%

- Assessment Type 1: Practical – 30%
- Assessment Type 2: Group Activity – 20%
- Assessment Type 3: Folio and Discussion – 20%

External Assessment – 30%

- Assessment Type 4: Project – 30%

Subject Name:	Physical Education
Level of Study:	Year 12 (Stage 2)
Length of Course:	Full Year
Prerequisite:	None – completion of Year 11 (Stage 1) highly recommended. A good level of physical fitness is an advantage

Course Description

In Physical Education, students study human physical activity and its place in the lives of individuals and groups of people. Students examine the practical application of human physical skills and analyse the personal, community, and global issues that surround the role of human physical activity in society.

Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. In this subject, students are expected to

- Achieve a level of proficiency in performance of physical activities with reference to specific skill criteria
- Critically analyse, and evaluate the personal, community, and/or global implications of physical activity
- Demonstrate knowledge and understanding of exercise physiology and biomechanics of movement and skills acquisition
- Demonstrate knowledge and understanding of physical education concepts relevant to physical activities
- Apply and reflect on principles and issues related to physical performance and activity and skills acquisition
- Demonstrate initiative, self-reliance, collaborative skills, leadership, and effective interpersonal skills

These learning requirements form the basis of the

- Learning scope
- Evidence of learning that students provide
- Assessment design criteria
- Levels of achievement described in the performance standards

Content Summary

Practical Skills and Applications

- Centrally developed practical 1
- Centrally developed practical 2
- Centrally developed practical 3

Please note: Activities offered will vary according to class size, class interest, strengths and resource availability.

Principles and Issues

- *Exercise Physiology and Physical Activity*
 - Key Concept 1: The Sources of Energy Affecting Physical Performance
 - Key Concept 2: The Effects of Training and Evaluation on Physical Performance
 - Key Concept 3: The Specific Physiological Factors Affecting Performance
- *Acquisition of Skills and the Biomechanics of Movement*
 - Key Concept 1: Skills Acquisition
 - Key Concept 2: Specific Factors Affecting Learning
 - Key Concept 3: The Effects of Psychology of Learning of the Performance of Physical Skills
 - Key Concept 4: The Ways in which Biomechanics Improve Skilled Performance

Assessment Scope and Requirements

The following assessment types enable students to demonstrate their learning in Stage 2 Physical Education

School-based Assessment – 70%

- Assessment Type 1: Practical – 50%
- Assessment Type 2: Folio – 20%

External Assessment – 30%

- Assessment Type 3: Examination – 30%

Subject Name:	Outdoor Education
Level of Study:	Year 12 (Stage 2)
Length of Course:	Full Year
Prerequisite:	Stage 1 Outdoor Education

Course Description

Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. In this subject, students are expected to

- Demonstrate skills in planning and implementing human-powered outdoor journeys, or journey that use natural forces
- Demonstrate knowledge and skills in evaluating and communicating information about the natural environment and outdoor journeys in a variety of ways and contexts
- Demonstrate independence, self-reliance, leadership, and a sense of responsibility towards other people in a natural environment
- Evaluate, choose, and apply personal and group risk management practices
- Identify and apply the appropriate skills to minimise the impact of human-powered journeys, or journeys that use natural forces, on fragile natural environments
- Investigate, critically analyse, and reflect on the activities and strategies needed to achieve the sustainable use of natural environments

These learning requirements form the basis of the

- Learning scope
- Evidence of learning that students provide
- Assessment design criteria
- Levels of achievement described in the performance standards

Content Summary

Stage 2 Outdoor Education subject consists of the following six topics

- Environmental studies
- Planning and management practices
- Outdoor journeys
- Sustainable environmental practices
- Leadership and planning
- Self-reliant expedition

Assessment Scope and Requirements

The following assessment types enable students to demonstrate their learning in Stage 2 Outdoor Education

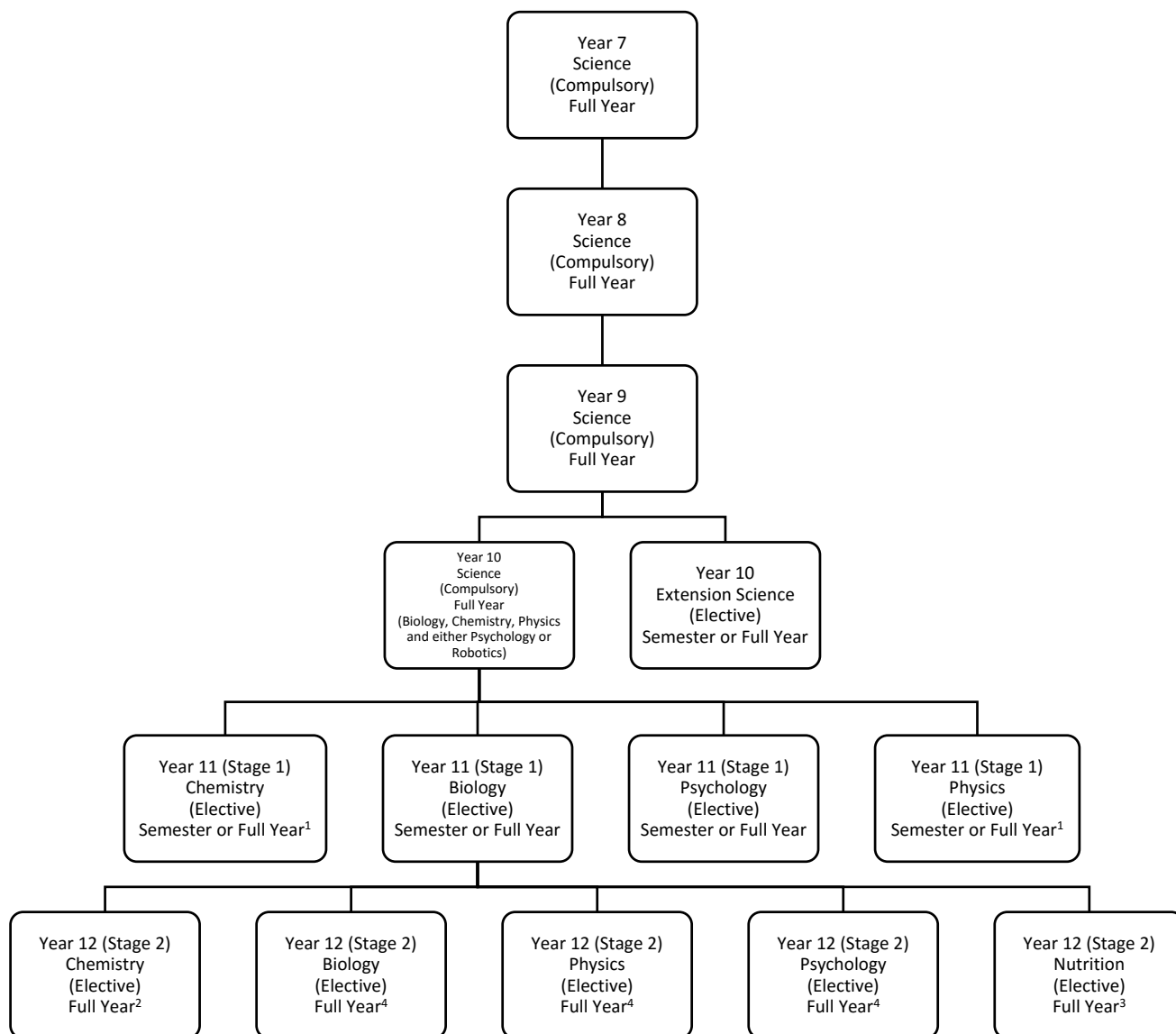
School-based Assessment – 70%

- Assessment Type 1: Folio – 20%
- Assessment Type 2: Group Practical – 30%
- Assessment Type 3: Individual Practical – 20%

External Assessment – 30%

- Assessment Type 4: Investigation – 30%

SCIENCE



Notes:

- ¹Year 11 (Stage 1) students may change subjects after 1 semester but in Physics and Chemistry a satisfactory pass of Semester 1 in the subject is a prerequisite for Semester 2 in those subjects.
- ²Year 11 (Stage 1) Chemistry is a prerequisite for Year 12 (Stage 2) Chemistry
- ³Year 11 (Stage 1) Physics is a prerequisite for Year 12 (Stage 2) Physics
- ⁴Any Year 11 (Stage 1) science subject can be a prerequisite for Biology, Nutrition and Psychology.

Subject Name:	Biology
Level of Study:	Year 12 (Stage 2)
Length of Course:	Full Year
Prerequisite:	It is expected that students will have satisfactorily studied at least one science subject at Year 11 (Stage 1) level

Course Description

In this subject, students are expected to:

1. apply science inquiry skills to design and conduct biological investigations, using appropriate procedures and safe, ethical working practices
2. obtain, record, represent, analyse, and interpret the results of biological investigations
3. evaluate procedures and results, and analyse evidence to formulate and justify conclusions
4. develop and apply knowledge and understanding of biological concepts in new and familiar contexts
5. explore and understand science as a human endeavour
6. communicate knowledge and understanding of biological concepts and information, using appropriate terms, conventions, and representations.

Content Summary

The topics for Stage 2 Biology are:

- Topic 1: DNA and Proteins
- Topic 2: Cells as the Basis of Life
- Topic 3: Homeostasis
- Topic 4: Evolution

Assessment Procedures

The final SACE Board of South Australia score in Biology is determined as follows

Investigations Folio (School-based) – 40%

- Practical Investigations
- Science as a Human Endeavour Investigation

Skills and Applications Tasks (School-based) – 30%

- Written Tests

Examination (Externally Assessed in November) – 30%

Subject Name:	Chemistry
Level of Study:	Year 12 (Stage 2)
Length of Course:	Full Year
Prerequisite:	Successful completion of Year 11 (Stage 1) Chemistry (B level or higher is desirable)

Course Description

In this subject, students are expected to:

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

Content Summary

The topics for Stage 2 Chemistry are:

- Topic 1: Monitoring the Environment
- Topic 2: Managing Chemical Processes
- Topic 3: Organic and Biological Chemistry
- Topic 4: Managing Resources.

Assessment Procedures

The final SACE Board of South Australia score in Chemistry is determined as follows

Investigations Folio (School-based) – 40%

- Practical Investigations
- Science as a Human Endeavour Investigation

Skills and Applications Tasks (School-based) – 30%

- Written Tests

Examination (Externally Assessed in November) – 30%

Subject Name:	Physics
Level of Study:	Year 12 (Stage 2)
Length of Course:	Full Year
Prerequisite:	Successful completion of Year 11 (Stage 1) Physics (B level or higher is desirable)

Course Description

In this subject, students are expected to:

1. apply science inquiry skills to design and conduct physics investigations, using appropriate procedures and safe, ethical working practices
2. obtain, record, represent, analyse, and interpret the results of physics investigations
3. evaluate procedures and results, and analyse evidence to formulate and justify conclusions
4. develop and apply knowledge and understanding of physics concepts in new and familiar contexts
5. explore and understand science as a human endeavour
6. communicate knowledge and understanding of physics concepts, using appropriate terms, conventions, and representations.

Content Summary

The topics for Stage 2 Physics are:

- Topic 1: Motion and Relativity
- Topic 2: Electricity and Magnetism
- Topic 3: Light and Atoms.

Assessment Procedures

The final SACE Board of South Australia score in Physics is determined as follows

Investigations Folio (School-based) – 40%

- Practical Investigations
- Science as a Human Endeavour Investigation

Skills and Applications Tasks (School-based) – 30%

- Written Tests

Examination (Externally Assessed in November) – 30%

Subject Name:	Psychology
Level of Study:	Year 12 (Stage 2)
Length of Course:	Full Year
Prerequisite:	It is assumed that students have successfully completed at least one Science subject at Year 11 (Stage 1) level

Course Description

In this subject, students are expected to:

- Explain the factors that cause psychological differences and similarities between people and give examples of how these factors affect the behaviour of themselves, others, and groups of people
- Analyse the behaviour of themselves, others, and groups of people in different contexts in a way that recognises the values of independence and interdependence
- Demonstrate an understanding of ethical research by undertaking and evaluating guided investigations
- Make informed decisions about issues, events, and situations in society by applying relevant psychological principles and ethics and by presenting particular points of view, giving examples of the thinking and reasoning behind them
- Demonstrate organisation and critical reflection in the application of psychological principles, taking into account ethical considerations
- Search for, evaluate, and organise psychological information and use appropriate terms effectively to communicate key ideas, understanding, processes, and values in a range of contexts
- Undertake a variety of roles while working as a member of a team to achieve individual and shared goals

Content Summary

In *An Introduction to Psychology*, students learn about the different ways in which psychologists obtain data about human behaviour via investigations. They study how information is interpreted in *Social Cognition* and look at similarities in and differences between people in the *Personality* topic. Students learn about classical and operant conditioning and observational learning in the *Learning* topic, and then consider the biological basis of sleep, meditation, arousal and stress in the *Awareness* topic. The *Healthy Minds* topic examines the characteristics that help people to achieve high levels of emotional and social well-being.

Assessment Procedures

The final SACE Board of South Australia score in Psychology is determined as follows

Investigations Folio (School-based) – 30%

- Collaborative Investigation
- Individual Investigation

Skills and Applications Tasks (School-based) – 40%

- Tests (5)
- Mid-year Examination
- Issues Investigation

Examination (Externally Assessed in November) – 30%

Subject Name:	Nutrition
Level of Study:	Year 12 (Stage 2)
Length of Course:	Full Year
Prerequisite:	None – BUT it is desirable that students have successfully completed a minimum of a semester of any of the Year 11 (Stage 1) Science units

Course Description

In this subject, students are expected to

- Identify and formulate questions, hypotheses and purposes that guide nutrition investigations and their design
- Design, safely conduct and evaluate investigations and apply knowledge and problem-solving skills to individual and collaborative practical tasks
- Select and use evidence to analyse, compare and evaluate strategies for the prevention and management of disorders related to diet and lifestyle and to make recommendations for promoting good health
- Communicate knowledge and understanding of nutrition, using the terms and conventions of the language of nutrition to suit particular purposes and contexts
- Critically evaluate and apply knowledge and understanding of nutrition to identify and explain decisions based on ethical, personal, social, environmental and/or economic factors that influence the diet and lifestyle choices of individuals and communities
- Demonstrate knowledge and understanding of, and respect for, varying cultural influences on diet and lifestyle decisions

Content Summary

The subject consists of three core topics

- Core Topic 1: The Fundamentals of Human Nutrition
- Core Topic 2: Diet, Lifestyle and Health
- Core Topic 3: Food Selection and Dietary Evaluation
- Core Topic 4: Food, Nutrition and the Consumer

And the option topic:

- Option Topic 2: Global Hunger

Assessment Procedures

The final SACE Board of South Australia score in Nutrition is determined as follows

Investigations Folio (School-based) – 40%

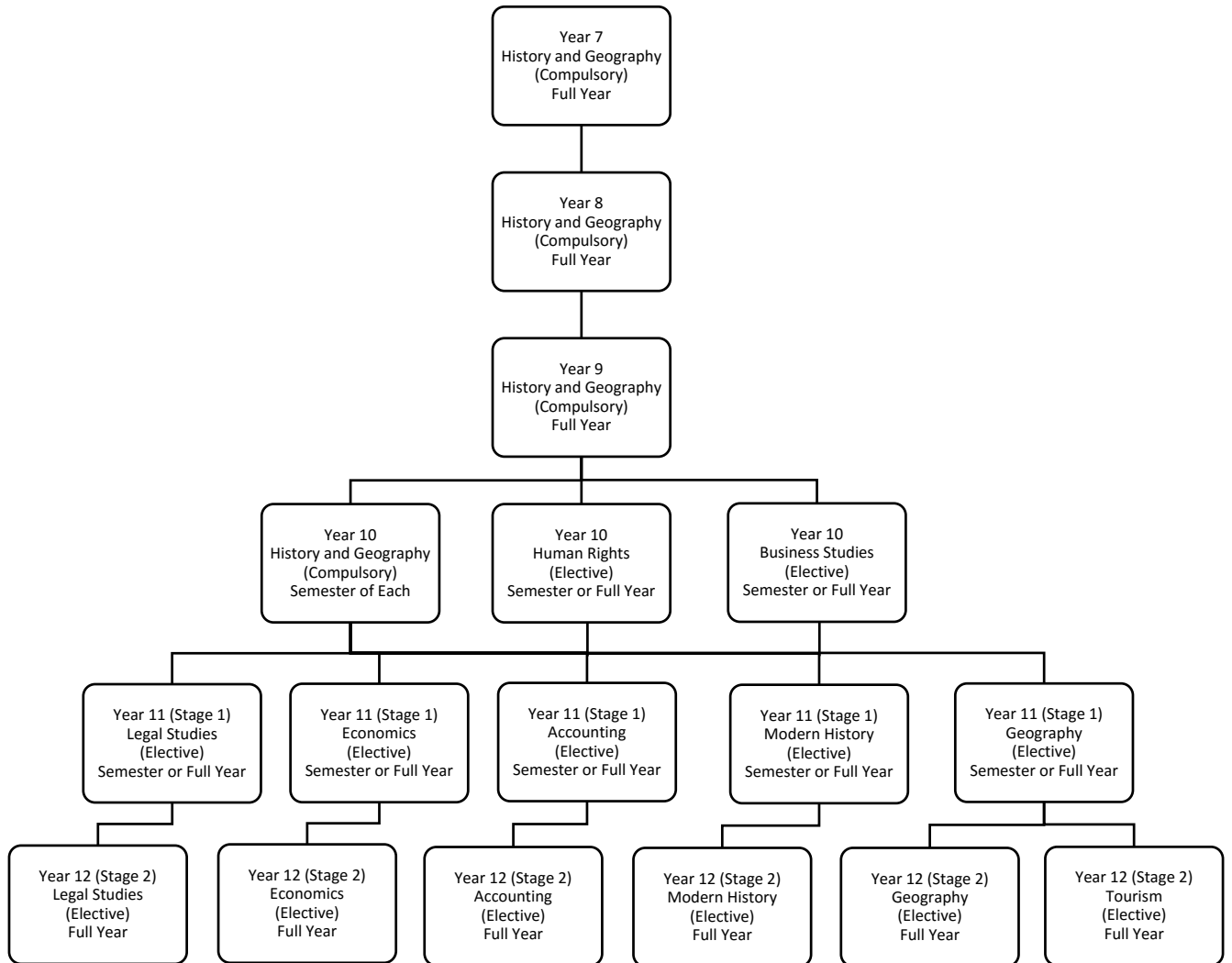
- Practical Work
- Issue Investigation

Skills and Applications Tasks (School-based) – 30%

- Written Tests

Examination (Externally Assessed in November) – 30%

HUMANITIES



Subject Name:	Accounting Studies
Level of Study:	Year 12 (Stage 2)
Length of Course:	Full Year
Prerequisite:	Year 11 (Stage 1) Accounting is desirable

Course Description

The study of Accounting gives students opportunities to learn the practical skills needed to manage their own financial affairs and to develop an understanding of the ethical considerations that affect financial decision-making. Students develop an understanding of the successful management of financial affairs in business, and gain knowledge and skills related to accounting processes for organisational and business applications.

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

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

Course Content

Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to

- Identify various accounting entities and the main users of financial information
- Recognise, understand, record, report, and communicate financial information in a manner appropriate to the identified needs of the user
- Understand and apply the process required to maintain financial information in order to report the results of business activity
- Recognise that accounting concepts and standards determine the responsibilities and obligations of accounting entities to report financial information
- Apply identified accounting concepts and standards to generate financial reports
- Analyse and critically interpret financial and non-financial information for decision making and problem-solving
- Recognise that social, legal, and ethical issues both influence and are influenced by business and accounting decisions

Stage 2 Accounting is a 20-credit subject. Students are required to study the following three sections

- Section 1: The Environment of Accounting
- Section 2: Financial Accounting
- Section 3: Management Accounting

Evidence of Learning (Assessment)

The following assessment types enable students to demonstrate their learning in Stage 2 Accounting

School-based Assessment – 70%

- Assessment Type 1: Skills and Application Tasks – 50%
- Assessment Type 2: Report – 20%

External Assessment – 30%

- Assessment Type 3: Examination – 30%

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

- Five to eight skills and applications tasks
- One report
- One examination

Subject Name:	Economics
Level of Study:	Year 12 (Stage 2)
Length of Course:	Full Year
Prerequisite:	None – but it is an advantage to have successfully completed Year 11 (Stage 1) Economics

Course Description

Studying Economics enables students to understand how an economy operates, the structure of economic systems, and the way in which they function. Students develop an understanding of different economic systems and institutions, and can assess the degree to which these systems and institutions help satisfy people's needs and wants.

Students research, analyse, evaluate, and apply economic models that are expressed in graphical and/or diagrammatic form. They evaluate issues for individuals and groups in local, national, and global settings. They learn how some of these issues affect their lives and how they can use the knowledge and skills of economics to inform their participation in society.

Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. In this subject, students are expected to

- Know, understand, communicate, and apply economic concepts, principles, models, and skills
- Explain the role of economic systems in dealing with the economic problem of scarcity
- Evaluate the effects of interdependence on individuals, business, and governments locally, nationally, and globally
- Evaluate and explain the way in which economic decisions involve costs and benefits
- Critically analyse and evaluate economic issues and events (past and current) using economic models and the skills of economic inquiry
- Critically analyse and evaluate the impact of economic change locally, nationally, and globally

Course Content

Stage 2 Economics is a 20-credit subject. It consists of skills in Economics developed through the following five key areas of study

- Key Area 1: The Economic Problem
- Key Area 2: Microeconomics
- Key Area 3: Macroeconomics
- Key Area 4: Globalisation
- Key Area 5: Poverty and Inequality (not examinable – major assignment)

Evidence of Learning (Assessment)

The following assessment types enable students to demonstrate their learning in Stage 2 Economics

School-based Assessment – 70%

- Assessment Type 1: Folio – 30%
- Assessment Type 2: Skills and Applications Tasks – 40%

External Assessment – 30%

- Assessment Type 3: Examination (2 hours) – 30%

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

- At least two directed assessments for the folio
- At least two skills and applications tasks
- One examination

Subject Name:	Geography
Level of Study:	Year 12 (Stage 2)
Length of Course:	Full Year
Prerequisite:	It is assumed that students have successfully completed a semester of Year 11 (Stage 1) Geography or have successfully completed a semester of a Year 11 Humanities or Science subject.

Course Description

Through the study of Geography, students develop an understanding of the spatial interrelationships between people, places, and environments. They appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world.

Geography develops an appreciation of the importance of place in explanations of economic, social, and environmental phenomena and processes.

Geography provides a systematic, integrative way of exploring, analysing, and applying the concepts of place, space, environment, interconnection, sustainability, scale, and change. Students of Geography identify patterns and trends, and explore and analyse geographical relationships and interdependencies. They use this knowledge to promote a more sustainable way of life and an awareness of social and spatial inequalities.

Through a humanities lens, students investigate spatial aspects of society using inquiry methods that are analytical, critical, and speculative. Through a science lens, students develop an appreciation of the interdependence between the biophysical environment and human activities.

Students engage in geographical inquiry by using geographical methods and skills. They pose geographical questions, seek answers, and evaluate responses, using a range of fieldwork and spatial technology skills. Fieldwork, in all its forms, is central to the study of Geography, enabling students to develop their understanding of the world through direct experience.

Learning Requirements

In this subject, students are expected to:

1. demonstrate knowledge and understanding of geographical concepts of place, space, environment, interconnection, sustainability, scale, and change
2. demonstrate knowledge and understanding of the complexity of human–environment interdependence in local, national, and/or global contexts
3. use geographical and fieldwork skills, including the use of spatial technologies, to examine geographical features, patterns, and processes
4. analyse information to evaluate projections for change, and make recommendations for improvements to human and physical environments
5. evaluate the environmental, social, and economic causes, effects, and consequences of change
6. communicate geographical information, using subject-specific terminology and visual representations.

Course Content

Stage 2 Geography consists of the following content:

- The Transforming World
- Geographical Skills & Application
- Fieldwork.

Themes and Topics

The Transforming World

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

In each of the three systems, students examine the role of people in causing both positive and negative changes. Through the study of environmental change, students investigate the interrelationship between people and ecosystems, changes in land cover, and how people contribute to climate change. Students develop their understanding of population and economic change and how these are interdependent through the study of population trends, the impact of globalisation, and patterns of inequality.

The transforming world focuses on the following five topics, which are organised under the two themes of environmental change and social and economic change.

Theme 1: Environmental Change

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

Theme 2: Social and Economic Change

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

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

All Topics 1 – 5 will be school assessed.

At Pulteney Grammar School in Stage 2 Geography there will be numerous field trips (excursions) and incursions, utilizing the various resources of the school and Pulteney's CBD location.

Evidence of Learning (Assessment)

The following assessment types enable students to demonstrate their learning in Stage 2 Geography.

School Assessment (70%)

- Assessment Type 1: Geographical Skills and Applications (40%)
- Assessment Type 2: Fieldwork Report (30%)

External Assessment (30%)

- Assessment Type 3: Examination.

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

- four geographical skills and applications tasks
- one fieldwork report
- an examination.

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

Subject Name:	Modern History
Level of Study:	Year 12 (Stage 2)
Length of Course:	Full Year
Prerequisite:	It is assumed that students have successfully completed at least a semester of Year 11 (Stage 1) History

Course Description

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

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

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

Students investigate the political and economic interactions of nations and the impact of these interactions on national, regional, and/or international development. They consider how some nations, including some emerging nations, have sought to impose their influence and power, and how others have sought to forge their own destiny.

Through their studies, students build their 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.

Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Modern History.

In this subject, students are expected to:

1. understand and explore historical concepts
2. understand and explore the role of ideas, people, and events in history
3. analyse ways in which the development of the modern world has been shaped by both internal and external forces and challenges
4. analyse interactions and relationships in the modern world, and their short-term and long-term impacts on national, regional, and/or international development
5. apply the skills of historical inquiry to examine and evaluate sources and interpretations, and support arguments
6. draw conclusions and communicate reasoned historical arguments.

Content

Students study one topic from 'Modern Nations' and one topic from 'The World since 1945', selected from the following list of topics:

Modern Nations	The World Since 1945
Topic 1: Australia (1901–56)	Topic 7: The Changing World Order (1945–)
Topic 2: United States of America (1914–45)	Topic 8: Australia's Relationship with Asia and the South Pacific Region (1945–)
Topic 3: Germany (1918–48)	Topic 9: National Self-determination in South-East Asia (1945–)
Topic 4: The Soviet Union and Russia (1945–c.2004)	Topic 10: The Struggle for Peace in the Middle East (1945–)
Topic 5: Indonesia (1942–2005)	Topic 11: Challenges to Peace and Security (1945–)
Topic 6: China (1949–c.2012)	Topic 12: The United Nations and Establishment of a Global Perspective (1945–)

Evidence of Learning (Assessment)

In SACE 2 Modern History, there are three types of assessment.

Assessment Type 1: Historical Skills (50% of total grade)

Students complete five historical skills assessments. They apply their skills of historical inquiry to research, explore, interpret, and communicate their understanding of ideas, people, and events in history. They apply their historical literacy skills, using historical sources, interpreting historical texts, and analysing and synthesising evidence to support and develop a reasoned argument on historical questions. Two assessments must be based on the topic from 'Modern Nations' and three assessments must be based on the topic from 'The World since 1945'.

Assessment Type 2: Historical Study (20%)

Students undertake an individual historical study based on an aspect of the world since c.1750. Students inquire into, explore, and research a historical idea, event, person, or group in depth. They interpret and synthesise evidence to support their argument and draw conclusions. Additionally, students complete three historical skills assessments based on the topic they have studied for 'The World since 1945', for the school assessment. They also complete a historical study based on an aspect of the world since c.1750.

Assessment Type 3: Examination (30%)

Students complete a 2-hour external examination that is divided into two sections:

- Section 1: Essay
- Section 2: Sources Analysis.

Subject Name:	Legal Studies
Level of Study:	Year 12 (Stage 2)
Length of Course:	Full Year
Prerequisite:	One semester at Year 11 (Stage 1) is desirable but not essential

Course Description

Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition.

The study of Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice. Students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgments about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. In this subject, students are expected to

- Display knowledge and understanding of the influences that have shaped the Australian legal system
- Know and understand legal principles, processes, and structures
- Recognise how the Australian legal system responds to cultural diversity
- Demonstrate civic literacy through active inquiry into the legal system
- Evaluate how the changing global community influences the Australian legal system
- Evaluate the ways in which legal issues shape and are shaped by society now, and how they may do so in the future
- Communicate informed observations and opinions on contemporary legal issues and debates, using legal terminology and appropriate acknowledgement of sources

Course Content

Stage 2 Legal Studies is a 20-credit subject that consists of the following four topics

- Topic 1: The Australian Legal System
- Topic 2: Constitutional Government
- Topic 3: Law-making
- Topic 4: Justice Systems

Evidence of Learning (Assessment)

The following assessment types enable students to demonstrate their learning in Stage 2 Legal Studies

School-based Assessment – 70%

- Assessment Type 1: Folio – 50%
- Assessment Type 2: Inquiry – 20%

External Assessment – 30%

- Assessment Type 3: Examination – 30%

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

- Six to eight assessments for the folio
- One inquiry
- One examination

Subject Name:	Tourism
Level of Study:	Year 12 (Stage 2)
Length of Course:	Full Year
Prerequisite:	None

Course Description

In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry. They investigate local, national, and global tourism; and explore tourism as a business. Students gain an understanding of the complex economic, social, cultural and environmental impacts of tourism. A student's understanding of the sustainable management of tourism is central to the subject.

Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. In this subject, students are expected to

- Understand and explain tourism knowledge, including the diverse nature of tourists
- Tourism, and the tourism industry
- Understand and apply tourism concepts and models, including sustainable tourism and cultural sustainability, and evaluate their application in different contexts – local, national and global
- Investigate, analyse, and evaluate viewpoints and information about tourism trends, developments, and/or contemporary issues
- Apply practical tourism skills in different contexts
- Interpret, critically analyse, and evaluate different perspectives and different sources of information about tourism to develop informed opinions, conclusions, and recommendations
- Communicate information about tourism in different contexts for particular audiences and purposes, using appropriate terminology, forms, and acknowledgement of sources

Course Content

Stage 2 Tourism is a 20-credit subject. The content of the subject consists of the themes and topics (listed below) and practical tourism skills (as described in the sections on the capabilities, literacy, and numeracy).

An in-depth understanding of the themes forms a core knowledge and underpins the development of the topics. Teachers develop a teaching and learning program that best suits the needs of their students based on a combination of themes and topics, incorporating the development and demonstration of relevant practical tourism skills.

Programs must cover each of the four themes and should include three topics

Themes

- Operations and Structures of the Tourism Industry
- Travellers' Perceptions, and the Interaction of Host Community and Visitor
- Planning for and Managing Sustainable Tourism
- Evaluating the Nature of Work in the Tourism Industry

Topics

- | | | |
|--|---------------------------------|----------------------------|
| • Applications of Technology in Tourism | • The Economics of Tourism | • The Impacts of Tourism |
| • Establishing a Tourism Venture | • Indigenous People and Tourism | • Marketing Tourism |
| • Management of Local Area Tourism | • Tourism Industry Skills | • Special Interest Tourism |
| • The Role of Governments and Organisations in Tourism | • Negotiated Topic | • Responsible Travel |

Evidence of Learning (Assessment)

The following assessment types enable students to demonstrate their learning in Stage 2 Legal Studies

School-based Assessment – 70%

- Assessment Type 1: Folio – 20%
- Assessment Type 2: Practical Activity – 20%
- Assessment Type 3: Investigation – 25%

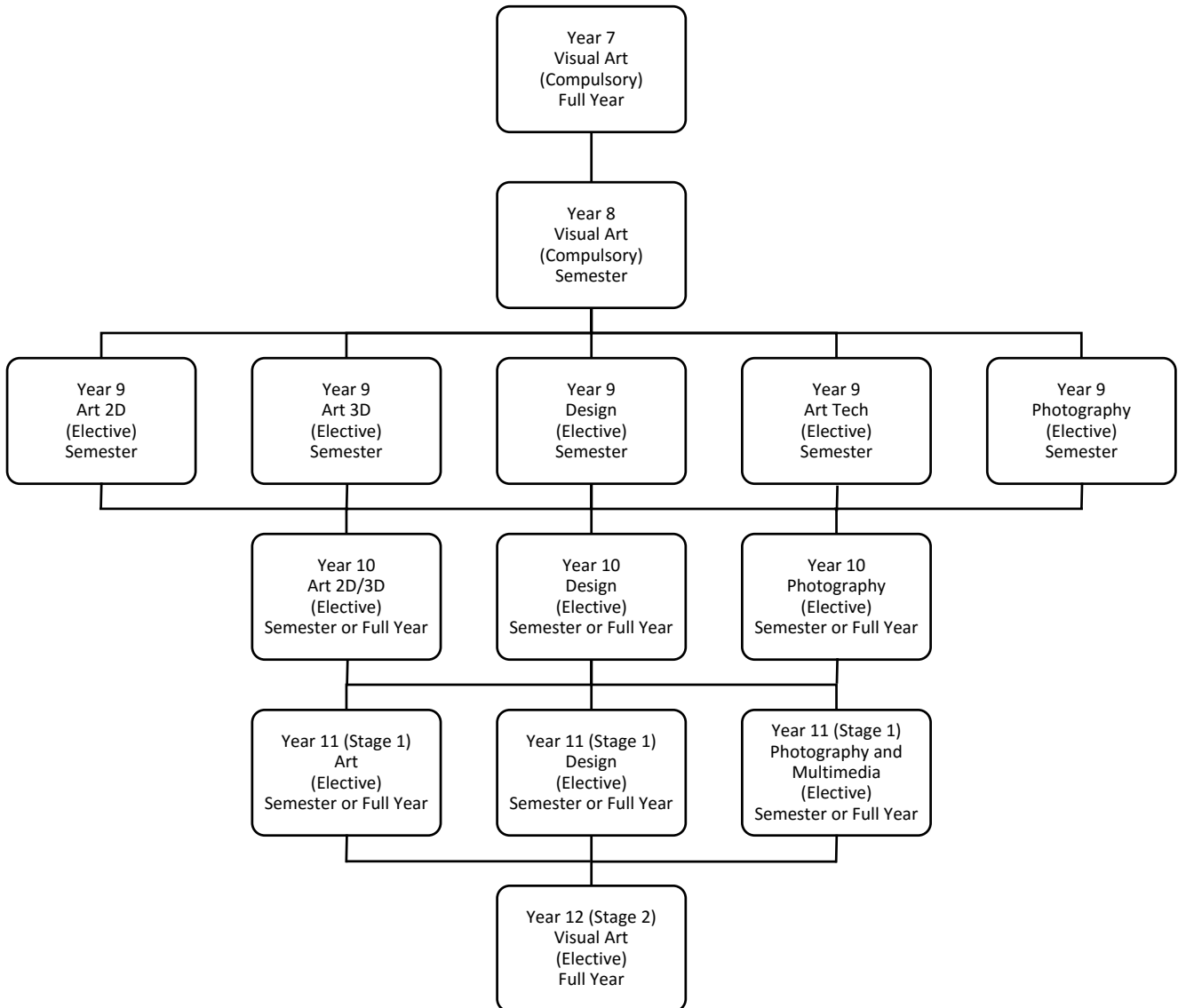
External Assessment – 30%

- Assessment Type 4: Examination – 30%

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

- At least two assessments for the folio
- At least two practical activities
- One investigation
- One examination

VISUAL ART



Subject Name:	Visual Art – Art or Design
Level of Study:	Year 12 (Stage 2)
Length of Course:	Full Year
Prerequisite:	Minimum one semester of Year 11 (Stage 1) Visual Art

Course Description

Students develop the skills to summarise, analyse and reflect on their visual thinking. Emphasis is placed on visually recording, inspirations, influences ideas, thoughts and media applications in art or design through use of technology, developing ideas and skills and working towards a resolution in works of art or design.

Learning Outcomes

Student should be able to

- Conceive, develop and make work(s) of art or 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 work(s) of art or design
- Communicate knowledge and understanding of their own works and the connections between their own and other practitioners' works of art or design
- Analyse, interpret and respond to visual arts in cultural, social and/or historical contexts.
- Develop inquiry skills to explore visual arts issues, ideas, concepts, processes, techniques and questions

Content Summary

Areas of Study

Assessment Type 1: Folio: Visual thinking

- For both art and design, visual thinking is about developing the skills to think visually and to record this thinking. Visual thinking skills for artists and designers are integral to the creative or problem-solving process
- At Stage 2, visual thinking extends to the clear communication of a *personal visual aesthetic*, which has been refined throughout the process of developing works of art or design for resolution
- Visual thinking for artists usually involves applying a creative or problem-solving process in a logical sequence
- Visual thinking for designers is usually based around the development and formulation of a design brief that specifies parameters for the designer and working through the Design Cycle to produce a design outcome
- The Folio should include visual, practical, written and/or oral forms of research. Written evidence may include, for example, notes, annotations, analysis of artists' / designers' works, and/or a structured essay to a maximum of 60 pages

Assessment Type 2: Practical: Practical Resolution

- A work of art or design may be a single resolved practical or a body of resolved work
- Works can be resolved using the various practical genres of art and design, which may include for example:
 - Art: video, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, wood, plastic or metal fabrication, sculpture, ceramics and textiles
 - Design: product design, environmental design architectural concept design (interior and/or exterior), landscape concept design.
- Practitioner's Statement (art and design): students evaluate what they have achieved and provide insights into how processes have affected the outcome.

Assessment Type 3: Visual Studies: Visual Arts in Context

- Students contextualise art or design; that is, they place works of art or design culturally, socially and/or historically through investigative research practices. Maximum 30 A3 pages + 2000 words of integrated text
- At Stage 2, the ability to compare and contrast works of art or design within a context or from different contexts is emphasised.
- An understanding of the inquiry process through the location and acknowledgement of sources of information, analysing and interpreting the work of relevant practitioners and/or works of art or design in context and the exploration and experimentation of practical applications are integral to the research process for visual study

Assessment Scope and Requirements**School-based Assessment – 70%**

- Assessment Type 1: Folio – 40%
- Assessment Type 2: Practical – 30%

External Assessment – 30%

- Assessment Type 3: Visual Study – 30%

Assessment Design Criteria

Practical Application

Knowledge and Understanding

Analysis and Synthesis

Inquiry and Exploration