CURRICULUM GUIDE – *one ninety*
2022

YEAR 12

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Subject	Credit Value	
Visual Arts (Art)	20 Credits (full year)	42
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Welcome to *one ninety*

Our young people are graduating into a world that is rapidly changing. To prosper, young people need more than just knowledge and skills, rather the initiative and innovative thinking to be able to demonstrate *what they can do with what they know*. The learning experience at Pulteney Grammar School is designed so that in all subjects, immersive experiences and co-curricular activities, students are developing the capacity to transfer their learning into skillful and purposeful action while cultivating a sense of belonging and connection to the world around them.

Our teaching staff are inspired by the belief that our students will leave us with a vision of a boundless future. 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 empathetic, thoughtful and ethical in deed. With a strength of character, our hope is that our students step into their chosen fields, as leaders who will make an impact on their world. And by this, prosper by their handiwork.

In *one ninety*, we are proud to build on the excellent academic foundations and values established in the first three phases of life at Pulteney – Kurrajong, Prep School and the Middle School.

Staff members in *one ninety* are enthusiastic and committed to providing quality education while striving for academic excellence. We proudly deliver the South Australian Certificate of Education (SACE). A certificate which through a wide range of subjects, has at its core, the knowledge, skills and capabilities to thrive in an ever-changing world.

It is the expectation that each student will achieve his or her individual best, not only academically but also in the wide variety of co-curricular activities available, thus gaining valuable leadership experience, learning the benefits of a balanced lifestyle and valuing the pursuit of passion.

Authentic relationships are at the heart of the Pulteney Experience. 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. Tutors and Heads of House are the conduit between school and home for the wellbeing and academic needs of students.

We welcome you to our senior 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 Year 12 Curriculum Guide to both parents and students as a valuable resource, as together you make the subject choices to ensure a robust foundation for a prosperous future.

Rebecca Baker
Head of one ninety

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 development of subject outlines for a wide range of subjects designed to cater for a diversity of abilities and interests at Stage 1 and II (Years 11 and 12).
- 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.

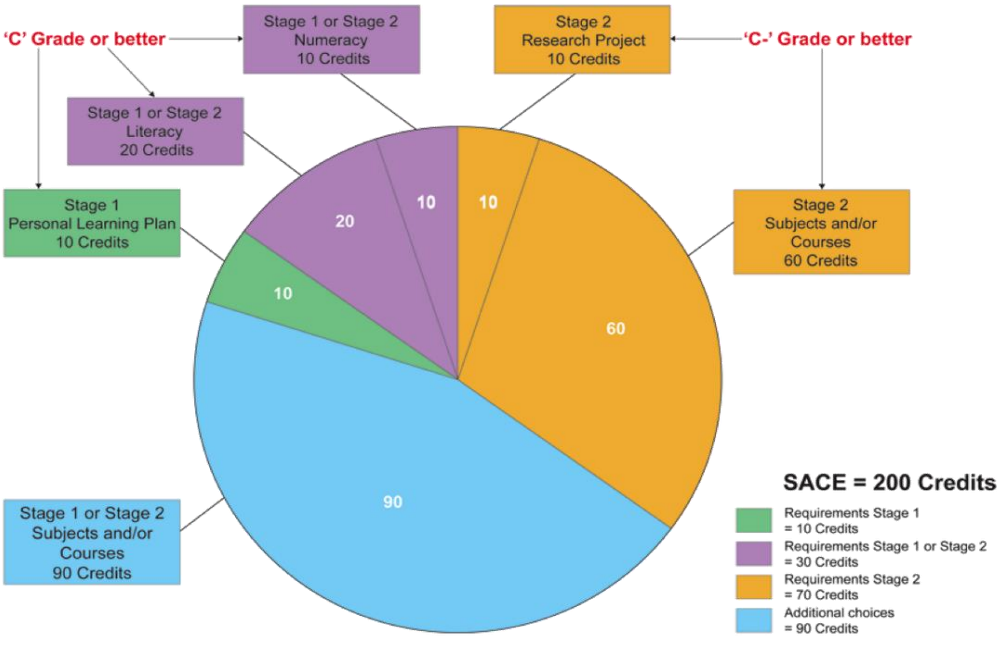
What is the SACE?

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.

For more information regarding studying in the SACE and **detailed discussion regarding assessment** please visit the SACE Board website.



VET Information: *Year 11 and Year 12*

Vocational Education and Training (VET) courses allow students to achieve a nationally-accredited qualification, whilst also studying subjects within SACE. Most Pulteney students who are looking to undertake a VET program, will do so in Year 11 or Year 12.

VET courses can be a valuable part of a student's secondary education, but **they are not the best option for all students.** It is important for both students and parents to carefully consider the reasons for undertaking a VET course whilst at school, and research the requirements, so that informed decisions can be made. Please be aware that many VET programs have a **compulsory Structured Workplace Learning component** that often needs to be completed in school holidays.

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.
- Competent 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 to undertake a VET program.

The Pulteney VET program operates with a **lower level of direct supervision of students** than if they were in a classroom, and therefore relies on students to be responsible and to manage their time well.

A VET course might be a good choice if:

- A student has a clear idea about their career pathway and the VET course is going to give them skills and a qualification towards their goal **OR** they are keen to pursue a VET course to explore an identified industry area as a possible career option
  AND
- The student has a real talent and/or interest in that particular practical area
  AND
- The student is good at managing their time, staying organised and focussed, and learning independently

A student should think twice about doing a VET course if:

- They need to keep their options open by doing a range of school subjects. In this case, more traditional school subjects might better suit the student's needs
  OR
- They are considering a VET course because they think it will be easier than a subject at school.

There are a range of courses available to students wishing to pursue VET options, including (but not limited to):

- Animal Studies
- Business/Business Administration
- Childcare
- Construction
- Fitness
- Hospitality
- Information Technology
- Photography
- Plumbing
- Screen Media (Game Art/Animation)

Involvement in a VET course in Year 11 is not likely to affect university entrance selection, however, if students choose to continue a VET pathway into Year 12, this may affect university entry directly from Year 12. If a student wants 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).

For further information about **VET at Pulteney**, please go to the Pulteney Futures website and click on the **red** button.

For further information about **VET in SACE**, please click here.

If you or your child are considering a VET course, please contact the Coordinator of Futures to discuss further.

Headstart (Adelaide University Extension Program)

Headstart provides gifted and highly motivated Year 12 students with a challenge beyond the Year 12 curriculum as they combine secondary school and university studies. Students accepted into *Headstart* can choose to replace or supplement their Year 12 subjects with university courses (subjects). University grades are recorded, and students are able to credit these grades towards their SACE Stage 2 level studies and ATAR. *Headstart* students may also receive credit towards their university degree if they enrol in a University of Adelaide program after attending Pulteney Grammar (*one ninety*), enabling them to complete their university study early or study a wider range of courses than usual. Successful *Headstart* applicants will also receive a scholarship from the University of Adelaide exempting them from both tuition fees and the student services and amenities fee for one course per semester.

Who can apply for Headstart?

There are strict guidelines that Year 11 students will need to adhere to, and meet should they wish to apply. In the first instance, the students need to fill in a proforma outlining their study and career path. Students also need to submit a personal statement outlining why they should be considered for the *Headstart* program. The following evidence will also need to be provided:

- Any evidence, such as letters of reference from experts in the subject specific field, competitions, etc. placing the student in the top tenth percentile.
- A portfolio of practical evidence, i.e. Art portfolio.
- A- grade in accelerated Stage 2 subject/s and/or A- grades from semester 1 and current grades at the time of application.

Process for selection:

The school's standard for the selection process for *Headstart* is purposely set high to ensure that students can successfully combine their studies. While students undertake the course independently, schools are required to provide a recommendation which is why it is crucial that we have a rigorous selection process; exemplary behaviour is also an expectation.

Once applications have been received, the Head of *one ninety* and the Gifted and Talented Coordinator and Teacher, will meet and decide if further evidence or tests are required. Results will be collated with the student's formal application and a vetting process will take place to shortlist those who will be invited to apply for *Headstart*.

For successful applicants, the school will arrange a meeting with the Coordinator of *Headstart*, from the University of Adelaide. Students will then be advised how and when to submit their application online which occurs the following year.

Further information about *Headstart* can be found at https://www.adelaide.edu.au/headstart/ or you can contact Sue Mavropoulos, Gifted and Talented Coordinator and Teacher and Coordinator of *Headstart* at Pulteney: sue.mavropoulos@pulteney.sa.edu.au

Frequently Asked Questions

How many subjects do I undertake in Year 12?

At Pulteney Grammar, students traditionally undertake 5 subjects within Year 12. This will provide students with the opportunity to obtain 100 SACE credits (each individual subject being worth 20 credits each).

To achieve an ATAR, students must successfully undertake subjects which total 90 credits (4 subjects + the Research Project – worth 10 credits).

By studying 5 subjects, students have the ability to maximize their opportunity for success. It also allows students to pursue a subject for passion or skill development in preparation for their tertiary studies, without concern over any potential impact on their ATAR.

Can I withdraw from a subject and, if so, by when?

Our students are encouraged to be aspirational and aim for success across the full load of subjects in order to gain the most out of their senior secondary studies. However, in some circumstances they may need to reduce, and students have the opportunity to withdraw from a subject at any time up until the end of Term 3 pending they still meet the requirements for SACE credits, ATAR or tertiary pre-requisites.

Should a student wish to make the decision to withdraw, they are to approach their subject teacher and Head of House to have detailed discussion regarding the potential consequences. Following this discussion, students must obtain written parent approval for the final decision to be considered and potentially approved.

Alleviations to subject loads are more readily considered should a student be undertaking (or have undertaken) a VET course or other external course(s) which will award (or have awarded) SACE credits.

Can I change subjects after beginning a course?

Students may have the opportunity to change from one subject to another at the beginning of the year. However, this change must take place before the end of the second week of Term 1. Following this, changes will not be considered.

Should a student wish to change courses, they are to approach their subject teacher and Head of House to have detailed discussion regarding the potential consequences.

Following this discussion, students must obtain written parent approval for the final decision to change subjects be considered and potentially approved.

Students are, however, encouraged to plan their subjects carefully the year before and avoid disruptions to the start of studies by requesting changes at the start of the year.

How do I know what subjects to choose so as to qualify for a potential tertiary degree or course?

Tertiary course prerequisites are different for each individual institution. Further differences exist from state to state. Students are therefore highly encouraged to visit or contact the individual institutions they are considering. However, to assist, you may wish to visit the following sites:

- South Australian Tertiary Admissions Centre (SATAC): Undergraduate Courses
- Australian Tertiary Institutions

Disclaimer

The information found within this guide 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 Pulteney Learning Area Leader, SACE or tertiary institution to verify any information contained in this curriculum guide.

Subject Name:	Digital Technologies
Level of Study:	Stage II
Length of Course:	Year
Prerequisite:	NA

What will be in the course?

Digital Technologies is extremely flexible at the Year 12 level with a focus on student choice, initiative and entrepreneurship. The course content is based on student interest and is centred around programming skills. In the past, students have used Arduinos with Raspberry Pis to collect and analyse sound data in the Centre for Senior Learning, created interactive voting websites for Triple J and applied facial recognition to automatically sort and tag party photographs. Depending on student interests and skills, it is also possible to explore game and app development. The course culminates in a term-long major project, where students make a software solution to help others. This course also includes the necessary skills of data analysis and the research of ethical issues in digital technologies, so that students are empowered to develop products that improve the lives of others.

How will I be assessed?

School Assessment (70%)

- Project Skills (50%)
- Collaborative Project (20%)

External Assessment (30 %)

- Individual Digital Solution (30%)

Why would this interest me?

Click on the below video to listen to views from an old scholar.

Subject Name:	English
Level of Study:	Stage II
Length of Course:	Year
Prerequisite:	A Stage I English course (excluding English as an Additional Language)

What will be in the course?

Students analyse the interrelationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world. Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. They have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

How will I be assessed?

School Assessment (70%)

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

External Assessment (70 %)

- Assessment Type 3: Comparative Analysis (30%)

Why would this interest me?

Click on the below video to listen to views from an old scholar.

Subject Name:	English Literary Studies
Level of Study:	Stage II
Length of Course:	Year
Prerequisite:	English (Stage 1) or English Literary Studies (Stage I)

What will be in the course?

English Literary Studies focuses on ways in which literary texts represent culture and identity, on the dynamic relationship between authors, texts, audiences, and contexts, and on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions.

How will I be assessed?

School Assessment (70%)

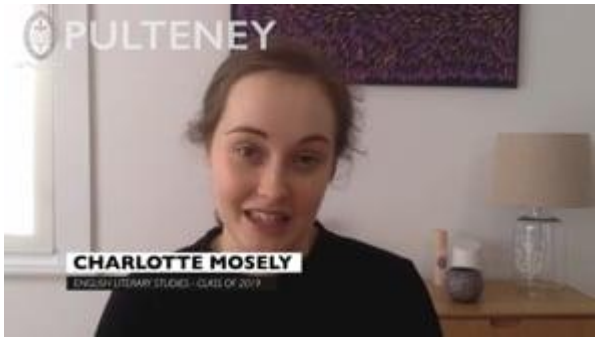
- Assessment Type 1: Responding to Texts (50%)
- Assessment Type 2: Creating Texts (20%)

External Assessment (30%)

- Comparative Text Study (15%)
- Critical Reading (SACE issued examination) (15%)

Why would this interest me?

Click on the below video to listen to views from an old scholar.



Subject Name:	English as an Additional Language
Level of Study:	Stage II
Length of Course:	Year
Prerequisite:	NA

What will be in the course?

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

How will I be assessed?

School Assessment (70%)

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

External Assessment (30%)

- SACE issued examination (30%)

Why would this interest me?

Click on the below video to listen to views from an old scholar.

Subject Name:	Essential English
Level of Study:	Stage II
Length of Course:	Year
Prerequisite:	A Stage I English course (excluding English as an Additional Language)

What will be in the course?

Students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning and to position the audience to respond to ideas and perspectives.

How will I be assessed?

School Assessment (70%)

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

External Assessment (30%)

- Assessment Type 3: Language Study (30%)

Why would this interest me?

Click on the below video to listen to views from an old scholar.

Subject Name:	Media Studies
Level of Study:	Stage II
Length of Course:	Year
Prerequisite:	NA

What will be in the course?

Students develop media literacy and production skills. They research, discuss and analyse media issues, and interact with, and create media products. Students explore the role of media in Australian and global contexts, and how media can exert a significant influence on the way people receive and interpret information about the world, explore their own and other cultures, make economic choices, develop political ideas, and spend their leisure time.

How will I be assessed?

School Assessment (70%)

- Assessment Type 1: Folio (30%)
- Assessment Type 2: Product (40%)

External Assessment (30%)

- Assessment Type 3: Investigation (30%)

LEARNING AREA: HEALTH AND PHYSICAL EDUCATION

Subject Name:	Outdoor Education
Level of Study:	Stage II
Length of Course:	Year
Prerequisite:	NA

What will be in the course?

Students develop their sense of self-reliance and build relationships with people and natural environments and enhance their awareness of environmental issues through observation and evaluation. Students gain an understanding of ecology, environmental sustainability, cultural perspectives (including Indigenous Australians' perspectives about land), and physical, emotional, and spiritual health. Through outdoor journeys, students increase their effectiveness as members of a group and develop skills in leadership, self-management, group management, planning and evaluating, personal reflection, assessing and managing risks, managing safety, and minimising environmental impacts for sustainable futures.

How will I be assessed?

School Assessment (70%)

- Folio (20%)
- Group Practical (30%)
- Self-Reliant Journey and Report (20%)

External Assessment (30%)

- Investigation (30%)

Why would this interest me?

Click on the below video to listen to views from an old scholar.

Subject Name:	Physical Education
Level of Study:	Stage II
Length of Course:	Year
Prerequisite:	NA

What will be in the course?

Students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. Students explore their own physical capacities and analyse performance, health, and lifestyle issues. They develop skills in communication, investigation, and the ability to apply knowledge to practical situations.

How will I be assessed?

School Assessment (70%)

- Diagnostics task (30%)
- Improvement analysis (40%)

External Assessment (30%)

- Group Dynamics (30%)

Why would this interest me?

Click on the below video to listen to views from an old scholar.

Subject Name:	Accounting
Level of Study:	Stage II
Length of Course:	Year
Prerequisite:	NA

What will be in the course?

Accounting helps students to develop critical thinking and problem-solving skills and is useful whether you want to become a manager in a business, the government, a non-government organisation or be an entrepreneur. Accounting helps business owners and managers to understand their business so that they can make informed decisions and promote financial sustainability. Students prepare and report accounting information and propose authentic accounting advice to meet a variety of stakeholder needs. Students transfer this knowledge to real-world scenarios and consider the influence of local and global perspectives on accounting practices. Students examine current and emerging social trends, evolving technologies, government regulations, environmental issues, new markets, and other economic factors, as well as ethics and values, when exploring the practice of accounting.

Learning takes place around two focus areas:

- Financial Literacy: ledgers, profit and loss statements, balance sheets, cashflow statements, budgets, stock control and break-even
- Providing accounting and business advice from business data

How will I be assessed?

School Assessment (70%)

- Assessment Type 1: Skills and Applications Tasks (50%)
- Assessment Type 2: Report (20%)

External Assessment (30%)

- SACE issued examination (30%)

Why would this interest me?

Click on the below video to listen to views from an old scholar.

Subject Name:	Economics
Level of Study:	Stage II
Length of Course:	Year
Prerequisite:	NA

What will be in the course?

The study of Economics can lead to a diverse range of career paths for students because of the skills it helps to develop. It is a subject that helps you understand the world around you and how governments, consumers and businesses deal with issues such as the Global Financial Crisis and Covid-19. Central to the study of Economics is the study of human behaviour and how best to use our scarce resources. Economics looks at costs and benefits, trade-offs such as efficiency versus fairness, and what provides the best for society. Students explore and develop their understanding of micro and macro-economics through an inquiry-based approach, in which they apply critical thinking skills.

What specific topics will be covered?

Core topic: 'Thinking like an economist'.

- Behaviour of firms, markets and the price mechanism
- Macro-economic objectives and economic policy
- Trade and globalisation

Optional topics could cover but are not limited to:

- Wealth, poverty, and inequality
- The environment
- Health
- Sport and entertainment

How will I be assessed?

School Assessment (70%)

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

External Assessment (30%)

- SACE issued examination (30%)

Why would this interest me?

Click on the below video to listen to views from an old scholar.

Subject Name:	Geography
Level of Study:	Stage II
Length of Course:	Year
Prerequisite:	NA

What will be in the course?

Geography helps students shape their thinking about local and global issues which affect their future. In our increasingly globalised world, a deep understanding of current affairs such as mitigating and adapting to climate change and the sustainability of population growth, is critical. The contemporary course studied at Pulteney Grammar will prepare students for an uncertain future and equip them with the skills and knowledge to help solve the 'wicked problems' facing not only Australia, but the world.

Stage 2 Geography includes an independent fieldwork investigation which equips students with robust data collection and analytical skills for further study in both Humanities and more scientific fields.

Topics covered include:

- Climate Change
- Global Inequalities
- Globalisation
- Population Change
- Ecosystems and People
- Geographic Skills

How will I be assessed?

School Assessment (70%)

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

External Assessment (30%)

- SACE issued examination (30%)

Why would this interest me?

Click on the below video to listen to views from an old scholar.

Subject Name:	Integrated Learning
Level of Study:	Stage II
Length of Course:	Year
Prerequisite:	NA

What will be in the course?

Integrated Learning is a subject framework that enables students to make links between aspects of their lives and their learning. Schools design Integrated Learning programs for a specific purpose, product, or outcome according to the interests and needs of students in their local context.

Through the lens of the program focus students develop their learning about a real-world situation, task, event, or other learning opportunity, while also growing their knowledge about themselves as learners, and their capabilities.

In Integrated Learning, students develop, extend, and apply critical thinking skills through inquiry about aspects of the program focus that are of interest to them.

Students extend their self-awareness, personal identity, and values through collaborative processes that build from peer and self-assessment. They make meaning from experiences in order to recognise themselves as confident and creative individuals, and critical and evaluative thinkers with the necessary life skills to contribute to society as active and informed citizens.

Potential Projects

The program focus should have relevance for students and give context to their learning. It is the lens through which students make links with their knowledge of themselves as learners, and develop, extend, and apply their capabilities.

Some potential starting points for designing a program focus may include:

- Environmental management and sustainability
- Child development and nutrition
- Marine and maritime studies
- Career-related study
- Innovation, invention and enterprise Initiatives
- Technology and Production
- Small business enterprise
- Arts and performance
- Information and processing and publishing
- Hospitality and catering

This list is neither prescriptive nor exhaustive and further information can be accessed via the SACE website (Stage 1 Integrated Learning Subject Outline.

How will I be assessed?

School Assessment (70%)

- Assessment Type 1: Practical Inquiry (40%)
- Assessment Type 2: Connections (30%)

External Assessment (30%)

- Assessment Type 3: Personal Endeavour (30%)

Subject Name:	Legal Studies
Level of Study:	Stage II
Length of Course:	Year
Prerequisite:	NA

What will be in the course?

The study of Legal Studies enables an understanding of the operation of the Australian legal system, its principles and processes and prepares students to be informed and articulate in matters of the Law and society. Through an exploration of the competing tensions that arise students evaluate, analyse and apply contextually appropriate legal principles, processes, evidence and cases to demonstrate their arguments. Students consider a range of perspectives to make recommendations for reforms to the legal system and laws. They will explore rights and responsibilities, sources of law and adversarial and inquisitorial dispute resolution processes. Students will examine how people, governments and institutions shape the law and how law controls, shapes and regulates interactions between people, institutions and government.
Focus Areas 1 and 2 are compulsory, plus one Optional topic listed below for exploring the questions and tensions:

- Focus Area 1: Sources of Law
- Focus Area 2: Dispute Resolution
- Optional Area 1: The Constitution
- Optional Area 2: When Rights Collide

How will I be assessed?

School Assessment (70%)

- Assessment Type 1: Folio (50%)
- Assessment Type 2: Inquiry (20%)

External Assessment (30%)

- SACE issued examination (30%)

Why would this interest me?

Click on the below video to listen to views from an old scholar.

Subject Name:	Modern History
Level of Study:	Stage II
Length of Course:	Year
Prerequisite:	NA

What will be in the course?

Students research and review sources within a framework of inquiry and critical analysis, and make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions, and phenomena since c.1500, students gain an insight into human nature and the ways in which individuals and societies function.

The Stage 2 Modern History course consists of the study of two key topics.

These topics are:

- The United Nations and establishment of a global perspective
- Germany (1918-1948)

How will I be assessed?

School Assessment (70%)

- Assessment Type 1: Historical Skills (50%)
- Assessment Type 2: Historical Study (20%) External assessment (30%)

External Assessment (30%)

- SACE issued examination (30%)

Why would this interest me?

Click on the below video to listen to views from an old scholar.

Subject Name:	Tourism
Level of Study:	Stage II
Length of Course:	Year
Prerequisite:	NA

What will be in the course?

Tourism added $3.2bn to South Australia's economy in 2018-19, and despite global challenges, our numbers of inter- and intrastate tourists are robust. Tourism draws together fundamental concepts from Business and Economics, Geography, and Research Project and gives students to apply their creativity and problem solving in unfamiliar (and often sunny) locations. Students apply and evaluate academic tourism models, using them to assess the impacts of tourism on the economy, the environment, and society. Tourism students enjoy the problem-solving aspects of the course, and the university tutorial style class discussions. The contemporary curriculum is continuously updated to reflect the latest tourism issues, such as the cruise industry and over-tourism.

Stage 2 Tourism includes an independent investigation, as well as practical data collection tasks. The blend of timed assessments and analytical reports suit a range of learning styles

Topics covered include:
- Structures and Operations of the Tourism Industry
- Global and Local Trends
- Responsible Tourism
- Role of Government
- Special Interest Tourism (including food and wine tourism)

How will I be assessed?

School Assessment (70%)
- Folio – 3 tasks (20%)
- Practical Activities– 2 tasks (25%)
- Investigation (25%)

External Assessment (30%)
- SACE issued examination (30%)

Why would this interest me?

Click on the below video to listen to views from an old scholar.

Subject Name:	Chinese (Background Speakers)
Level of Study:	Stage II
Length of Course:	Year
Prerequisite:	Chinese Background Speakers

What will be in the course?

The Chinese (Background Speakers) course is designed for students who have studied Chinese for more than one year in their home country. Students develop a deeper understanding of contemporary China, including the development of their own perspectives on significant issues relating to China today. Students interact and critically analyse texts and the ways in which culture is expressed through language. Through a range of tasks in different contexts, students think critically, respond to the views and ideas of others, and express and justify their own opinions on a range of issues.

How will I be assessed?

School Assessment (70%)

- Assessment Type 1: Folio (50%)
- Interaction
- Text Analysis
- Text Production
- Assessment Type 2: In-depth Study (20%) on topic of choice

External Assessment (30%)

- Written Examination
- Oral Examination

Why would this interest me?

Click on the below video to listen to views from an old scholar.

English Language Video

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Chinese Language Video

Subject Name:	German (continuers)
Level of Study:	Stage II
Length of Course:	Year
Prerequisite:	German (Stage I)

What will be in the course?

Students will develop and apply linguistic and intercultural knowledge, understanding, and skills through the study of such topics as: stereotypes and identity, immigration, school and further study, social media and the environment. They will interact with others to exchange information, ideas, experiences and opinions in German. They will create texts in German and analyse a range of texts in German to interpret meaning. They will also examine relationships between language, culture, and identity, and reflecting on the ways in which culture influences communication.

How will I be assessed?

School Assessment (70%)

- Assessment Type 1: Folio (50%)
  - Interaction
  - Text Analysis
  - Text Production
- Assessment Type 2: In-depth Study (20%) on topic of choice

External Assessment (30%)

- Written Examination
- Oral Examination

Why would this interest me?

Click on the below video to listen to views from an old scholar.

Subject Name:	Japanese (continuers)
Level of Study:	Stage II
Length of Course:	Year
Prerequisite:	Japanese (Stage I)

What will be in the course?

The continuers level Japanese subject is designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage II, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

How will I be assessed?

School Assessment (70%)

- Assessment Type 1: Folio (50%)
- Interaction
- Text Analysis
- Text Production
- Assessment Type 2: In-depth Study (20%) on topic of choice

External Assessment (30%)

- Written Examination
- Oral Examination

Why would this interest me?

Click on the below video to listen to views from an old scholar.

Subject Name:	Essential Mathematics
Level of Study:	Stage II
Length of Course:	Year
Prerequisite:	Full Year of Essential Mathematics (Stage 1) or higher

What will be in the course?

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that utilise practical problem-solving in everyday and workplace contexts. Students apply 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 students developing their computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways. This subject is valuable for students planning to pursue a career in a range of trades or vocations.

How will I be assessed?

School Assessment (70%)

- Skills and applications tasks (30%)
- Folio (40%)

External Assessment (30%)

- SACE issued examination (30%)

Why would this interest me?

Click on the below video to listen to views from an old scholar.

Subject Name:	General Mathematics
Level of Study:	Stage II
Length of Course:	Year
Prerequisite:	Full Year of General Mathematics (Stage 1) or higher

What will be in the course?

General Mathematics extends students' mathematical skills in ways that utilise practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts. These 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. Successful completion of General Mathematics at Stage II prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

How will I be assessed?

School Assessment (70%)

- Skills and applications tasks (40%)
- Mathematical Investigations (30%)

External Assessment (30%)

- SACE issued examination (30%)

Why would this interest me?

Click on the below video to listen to views from an old scholar.

Subject Name:	Mathematical Methods
Level of Study:	Stage II
Length of Course:	Year
Prerequisite:	Full Year of Mathematical Methods (Stage 1)

What will be in the course?

Mathematical Methods further extends students' mathematical knowledge, skills, and understanding through the study of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students extend their understanding of aspects of the physical world based on relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation. Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, the sciences, 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/or laser physics.

How will I be assessed?

School Assessment (70%)

- Skills and application tasks (50%)
- Mathematical Investigation (20%)

External Assessment (30%)

- SACE issued examination (30%)

Subject Name:	Specialist Mathematics
Level of Study:	Stage II
Length of Course:	Year
Prerequisite:	Specialist Mathematics (Stage 1)

What will be in the course?

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding. It provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and the use of mathematical models. It includes the study of functions and calculus. 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. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

How will I be assessed?

School Assessment (70%)

- Skills and application tasks (50%)
- Mathematical Investigation (20%)

External Assessment (30%)

- SACE issued examination (30%)

Why would this interest me?

Click on the below video to listen to views from an old scholar.

Subject Name:	Dance
Level of Study:	Stage II
Length of Course:	Year
NOTE:	Dance (Stage 1)

What will be in the course?

Students work on four major assessment tasks to build skills and knowledge surrounding three key areas of study: Understanding Dance, Creating Dance, and Responding to Dance. Students progress their technique and performance skills through learning various dance combinations and choreography across a range of genres and dance styles that are performed to a live audience. In addition, students engage in research and analysis of dance in diverse contexts, evaluate and refine their own creative works as an artist, and develop their knowledge and understanding of dance skills, dance elements, structural devices, and production elements. They learn how to communicate choreographic intent through composition and performance, and work towards improving their personal development as a dancer.

How will I be assessed?

School Assessment (70%)

Assessment Type 1: Performance Portfolio (40%) A 10 minute dance portfolio (including 1 minute of solo performance) that has been compiled from the recording of a live performance (Pulteney Dance Concert). The portfolio should highlight students' ability to apply dance skills using safe dance practices, as well as show techniques in presenting.

Assessment Type 2: Dance Contexts (30%)
Task 1: Choreography Recording (15%)
The creation of a self devised dance work demonstrating choreographic intent for stage or screen. Students research and explore a chosen context as a catalyst for their work. The final piece is recorded (maximum 3 minutes).
Task 2: Choreographic Analysis (15%)
A choreographic analysis based on the recording created in Task 1.
Written - Maximum 1000 words
Multimodal - Maximum 6 mins

External Assessment (30%)

Assessment Type 3: Skills Development Portfolio. A skills development portfolio that explores students' personal development as a dance artist through a specific area of interest involving research and reflection.
Written - Maximum 2000 words
Multimodal - Maximum 12 mins

Subject Name:	Drama
Level of Study:	Stage II
Length of Course:	Year
NOTE:	It is strongly recommended that students have undertaken Stage I Drama if considering Stage II Drama

What will be in the course?

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.

How will I be assessed?

School Assessment (70%)

- Assessment Type 1: Group Presentation (20%)
- Assessment Type 2: Folio (30%)
- 2x Theatre Reviews + 1x Group Production Report
- Assessment Type 3: Interpretative Study (20%)

External Assessment (30%)

- Assessment Type 4: Group Production (30%)

Why would this interest me?

Click on the below video to listen to views from an old scholar.

Subject Name:	Music Explorations
Level of Study:	Stage II
Length of Course:	Year
Prerequisite:	Music (Stage 1)

What will be in the course?

Students develop their critical and creative thinking, their aesthetic appreciation of music, and their ability to respond in written and compositional means through the study of this subject. Students engage with live and recorded performances, analyse written scores, artists, and performers, compare and evaluate compositions and performance, and make artistic judgements based upon their observations. These concepts form the basis of two folios of compositional and creative work; one major folio (Music Explorations Folio) and one minor folio (Creative Connections Folio).

How will I be assessed?

School Assessment (70%)

Assessment Type 1: Musical Literacy (30%)

Task 1: Comparative Essay (10%)
Comparison of two or more works discussion composition technique, style, musical elements, and other unique features (1000 words, or equivalent in multimodal format)

Task 2: Analytical Response (10%)
A reflection on and critique of one or more works presented in a live music performance (750 words, or the equivalent in multimodal format)

Task 3: Original Melody (10%)
The creation of an original melody composition of 32 to 48 bars with a composer's statement (32 to 48 bars music and 250 word commentary, or the equivalent in multimodal format)

Assessment Type 2: Music Explorations Folio (40%)
A folio of works which comprises of the following:
A set of short performances which should be presented to a live audience. (8 to 10 minutes in duration)
OR
A set of compositions which explore a range of styles and genres of interest to the student to inform their final Creative Connections task (4 to 6 minutes in duration)

Commentary: Composer's statement of 1000 words, or the equivalent in multimodal format.

External Assessment (30%)

Assessment Type 3: Creative Connections

A creative work which comprises of the following:
An original creative work which should be presented to a live audience (6 to 8 minutes in duration)
OR
A creative work that is a composition or arrangement which should be notated and recorded (3 to 4 minutes in duration)

Commentary: Composer's statement should be in oral or multimodal format (maximum of 7 minutes)

Subject Name:	Music Performance - Ensemble
Level of Study:	Stage II
Length of Course:	Year
Prerequisite:	Music (Stage 1)
NOTE:	10 credit course

What will be in the course?

Students develop and extend their practical music-making skills through performing works in an ensemble. They apply their musical understanding, musicianship, interpretation, and techniques in refining and performing music. Students analyse their repertoire, and critique strategies to rehearse and develop their performances, and contribute and collaborate as effective members of an ensemble. They apply their knowledge and understanding of the style, structure, and conventions appropriate to the repertoire, in developing and refining their musical performances, their stylistic interpretation, their musical imagination, and their own ideas about and appreciation of music.

How will I be assessed?

School Assessment (70%)

Assessment Type 1 (30%)

- 6 to 8 minute performance with ensemble in a public concert
- 2 minute individual part-test

Assessment Type 2 (40%)

- 6 to 8 minute performance with ensemble in a public concert
- 2 minute individual part-test
- 800 word written commentary OR 4 minute oral presentation OR the equivalent in multi-modal format

External Assessment (30%)

Assessment Type 3 (30%(

- 6 to 8 minute performance with ensemble in a public concert
- 2 minute individual part-test
- 500 word written commentary OR 3 minute oral presentation OR the equivalent in multi-modal format

Why would this interest me?

Click on the below video to listen to views from an old scholar.

NOTE: This video applies for all Music subjects

Subject Name:	Music Performance - Solo
Level of Study:	Stage II
Length of Course:	Year
Prerequisite:	Music (Stage 1)
NOTE:	10 credit course

What will be in the course?

Students develop and extend their practical music-making skills through performing works for instrument(s) and/or voice. They apply their musical understanding, skills, technique, and accuracy in refining and performing music, and in developing stage presence and the appropriate performance conventions in engaging an audience. Students analyse their chosen repertoire, and critique strategies to develop their performances, and reflect on and evaluate their performances as a soloist. They apply their knowledge and understanding of the style, structure, and conventions appropriate to their chosen repertoire, in crafting their musical performances, in creating a stylistic interpretation, in developing their musical imagination, and in communicating their own ideas about and appreciation of music.

How will I be assessed?

School Assessment (70%)

Assessment Type 1 (30%)

- 6 to 8 minute public performance on chosen instrument

Assessment Type 2 (40%)

- 6 to 8 minute public performance on chosen instrument
- 800 word written commentary OR 4 minute oral presentation OR the equivalent in multi-modal format

External Assessment (30%)

Assessment Type 3 (30%)

- 6 to 8 minute public performance on chosen instrument
- 500 word written commentary OR 3 minute oral presentation OR the equivalent in multi-modal format

Subject Name:	Music Studies
Level of Study:	Stage II
Length of Course:	Year
Prerequisite:	Music (Stage 1)

What will be in the course?

Music Studies aims to develop a complete musician: performer, composer/arranger, musicologist, and critic. Students apply their knowledge and understanding of the elements of music, and musical conventions and styles, to develop and refine their musical works, their musical imagination, and their own ideas about and appreciation of music. Students create their own compositions, write arrangements, and craft performances of musical works. They reflect on and evaluate their own and others' creative works. Through their studies, students develop and extend their understanding of music theory and standard notation, score-reading, aural skills and application of technical language in discussing and manipulating the elements of music.

How will I be assessed?

School Assessment (70%)

Assessment Type 1: Creative Works (40%)
A performance or set of performance of original works presented to a live audience (10 to 12 minutes in duration)
OR
Composition or set of compositions of original works notated using traditional or graphic notation. (5 to 6 minutes in duration)
Composer's Statement: Commentary of performance(s) or composition(s) (750 words written, or the equivalent in multimodal format)

Assessment Type 2: Musical Literacy (30%)
Task 1: Musical Application
Demonstration of harmonisation or other musical manipulation of a single-line melody (2 minutes in duration)
Task 2 and Task 3: Musical Analysis + Response
Students may choose from the following:

- Comparison of two or more works
- Analysis of chosen score using elements of music
- Musical manipulation of harmony or melody of existing score
- Creative application of aural skills in a chosen genre

Commentary: Written commentary of 2400 words, 15 minutes oral, or the equivalent in multimodal.

External Assessment (30%)

Assessment Type 3: Examination (30%)
Students will complete 130-minute examination where they demonstrate and apply their aural, analytical, and creative skills in a selection of musical and aural examples.

Subject Name:	Biology
Level of Study:	Stage II
Length of Course:	Year
Prerequisite:	NA

What will be in the course?

The study of Biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments.

Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives, society, and the environment. They apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world.

Students pursue scientific pathways, for example, in medical research, veterinary science, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation, and ecotourism.

How will I be assessed?

School Assessment (70%)

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

External Assessment (30%)

- SACE issued examination (30%)

Why would this interest me?

Click on the below video to listen to views from an old scholar.

Subject Name:	Chemistry
Level of Study:	Stage II
Length of Course:	Year
Prerequisite:	Chemistry (Stage 1)

What will be in the course?

In their study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.

Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues.

Through the study of Chemistry, students develop the skills that enable them to be questioning, reflective, and critical thinkers; investigate and explain phenomena around them; and explore strategies and possible solutions to address major challenges now and in the future (for example, in energy use, global food supply, and sustainable food production).

Students pursue future pathways, including in medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.

How will I be assessed?

School Assessment (70%)

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

External Assessment (30%)

- SACE issued examination (30%)

Why would this interest me?

Click on the below video to listen to views from an old scholar.

Subject Name:	Nutrition
Level of Study:	Stage II
Length of Course:	Year
Prerequisite:	NA

What will be in the course?

Nutrition immerses students in the fundamentals of human nutrition, physiology and health and promotes investigation of current and emerging trends. They study dietary, lifestyle, and healthy eating patterns with specific focus on nutrients in food, how the body uses nutrients, and the relationship between diet, health, and disease.

Students conduct investigations and examine case studies. They use technologies, scientific evidence and research to critically analyse information and make informed decisions or recommendations.

Students consider how the nutritional needs of different population demographics are affected by food availability and product development. They examine political, economic, cultural, ecological and ethical influences in order to recommend actions that improve health outcomes for individuals, community groups, and/or society.
Students consider the need to evaluate food systems, quality standards, marketing, availability and cultural influences on food selection. They have opportunities to investigate contemporary issues of global and local food trends, advances in technology, and the development of new foods and food packaging. They explore how these issues will affect the future health and nutrition of populations.

How will I be assessed?

School Assessment (70%)

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

External Assessment (30%)

- SACE issued examination (30%)

Why would this interest me?

Click on the below video to listen to views from an old scholar.

Subject Name:	Physics
Level of Study:	Stage II
Length of Course:	Year
Prerequisite:	Physics (Stage 1)

What will be in the course?

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

By studying Physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies, and innovations.

Through further developing skills in gathering, analysing, and interpreting primary and secondary data to investigate a range of phenomena and technologies, students increase their understanding of physics concepts and the impact that physics has on many aspects of contemporary life.

Students pursue scientific pathways, for example, in engineering, renewable energy generation, communications, materials innovation, transport and vehicle safety, medical science, scientific research, and the exploration of the universe.

How will I be assessed?

School Assessment (70%)

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

External Assessment (30%)

- SACE issued examination (30%)

Why would this interest me?

Click on the below video to listen to views from an old scholar.

Subject Name:	Psychology
Level of Study:	Stage II
Length of Course:	Year
Prerequisite:	NA

What will be in the course?

Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It does this through the systematic study of behaviour, the processes that underlie it, and the factors that influence it. Through such study, students come to better understand themselves and their social worlds.

Psychology also addresses the ways in which behaviour can be changed. It offers a means of liberation for both individuals and societies. It can help not only individuals who are in distress but also those who seek a more satisfying and fulfilling life. It offers a means for making society more cohesive, creative, and equitable; that is, psychology offers ways of intervening to advance the well-being of individuals, groups, and societies.

How will I be assessed?

School Assessment (70%)

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

External Assessment (30%)

- SACE issued examination (30%)

Why would this interest me?

Click on the below video to listen to views from an old scholar.

Subject Name:	Visual Arts (Art)
Level of Study:	Stage II
Length of Course:	Year
Prerequisite:	NA

What will be in the course?

Students elect to explore any number of arts styles and media including, but not limited to, painting, drawing, sculpture, photography, digital media, textiles and installation. Students research, analyse, explore and experiment with media and technique, and resolve and produce practical work. They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form.

How will I be assessed?

School Assessment (70%)

- Folio (40%)
- Practical (30%)

External Assessment (30%)

- Visual Study (30%)

Why would this interest me?

Click on the below video to listen to views from an old scholar.

NOTE: This video only applies to the Design aspects of the Visual Arts course. There is an alternative Art focus. For more information, please contact the Learning Area Leader for Visual Arts.

Subject Name:	Visual Arts (Design)
Level of Study:	Stage II
Length of Course:	Year
Prerequisite:	NA

What will be in the course?

Students elect to work within the realms of architectural design, landscape design, product and packaging design, graphic or fashion design, or a combination of these design forms. Students research, analyse, explore and experiment with media and technique, and resolve and produce practical work. They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form.

How will I be assessed?

School Assessment (70%)

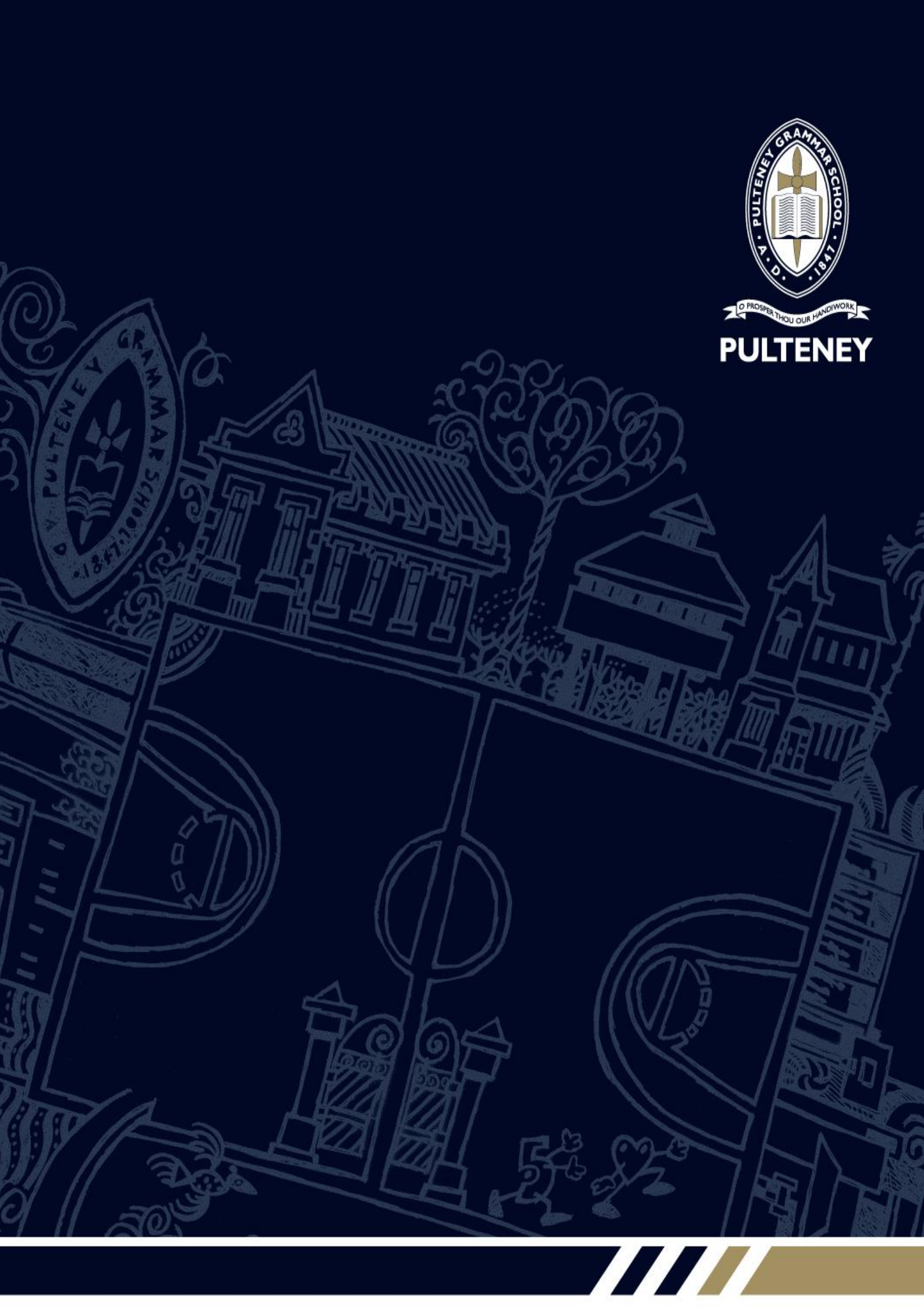
- Folio (40%)
- Practical (30%)

External Assessment (30%)

- Visual Study (30%)

Why would this interest me?

Click on the below video to listen to views from an old scholar.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