

Bordertown High School

Subject Information 2018

Year 12



Government of South Australia

Department for Education and
Child Development

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INTRODUCTION

This booklet contains the subject offerings at Bordertown High School for 2017 for students currently in Year 12. The subjects offered allow for a diversity of choices and preparation for a wide variety of careers.

Before students make their subject choices, they need to consider very carefully what their future career plans are and what course pre-requisites are involved in any of those careers. Students who are not sure of pre-requisites for further study or entry into courses should discuss this with their class teacher or the Student Counsellor.



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1. Read the booklet.
 2. Consider career options and pre-requisite subjects for entry into those careers.
 3. Make a preliminary choice.
 4. Consult 2017 teachers regarding abilities to cope with these chosen subjects and entry requirements.
 5. Discuss subject choices with parents.
 6. Discuss subject choices with class teacher.
 7. Meet with Student Counsellor or Coordinator for final decision.
 8. Obtain parents' signature.
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The following websites may be useful in providing career information to help with the decision making:

Job Guide	www.jobguide.dest.gov.au
My future website	www.myfuture.edu.au

Final decisions regarding classes will be subject to review after students' final assessment or at the beginning of 2018 depending on student numbers and teacher availability.

GENERAL INFORMATION

- 1 This guide is a description of subjects that will be offered in the Year 12 in 2018. Every effort will be made to satisfy the choices of all students but class numbers, availability of staff and facilities will be limiting factors.
- 2 Year 12 students will normally select up to 5 SACE 20 credits subjects (but are able to choose some SACE Stage 1 units). Some students may choose less subjects if they have acquired some VET units and are not considering tertiary study.
- 3 All students must, at this stage, select subjects for the whole year, as schools are staffed on an annual basis. Students are asked to select their courses carefully, as changes to original choices at the end of semester 1, are very difficult because of the limited number of single semester courses at Stage 2.
- 4 A "**semester**" is two terms' work which is equivalent to 10 credits.
- 5 Entry into some courses at Tertiary Institutions may have pre-requisite subjects or assumed knowledge in a particular subject area. Students are urged to check SATAC Guides to make sure they are studying the correct combination of subjects.

THE TERM DATES FOR 2018 ARE

- Term 1: Monday 29 January to Thursday 13 April
- Term 2: Monday 30 April to Friday 6 July
- Term 3: Monday 23 July to Friday 28 September
- Term 4: Monday 15 October to Friday 14 December

SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION (SACE)

The South Australian Certificate of Education is a certificate awarded to students who successfully complete their senior secondary education.

The SACE is based on 2 years of full-time study, Year 11 Stage 1 and Year 12 Stage 2, but students may take more than two years if they wish.

All students completing Senior Secondary education will be eligible to be awarded the SA Certificate of Education.

REQUIREMENTS FOR SACE STAGE 2

In 2018 Bordertown High School plans to offer the following Tertiary Admission Subjects:

TERTIARY ADMISSION SUBJECTS:

Agricultural and Horticultural Management
Biology
Chemistry
Community Studies – by negotiation
Design and Tech – Furniture Construction
English Communications
Geography
Home Economics:
- Food and Hospitality
Information Processing and Publishing:
- Business Documents
- Desktop Publishing
General Mathematics
Mathematical Methods
Modern History
Physics
Physical Education
Visual Art

RECOGNISED SUBJECTS

Certificate 3 in selected VET Courses

OTHER

Community Studies Courses – *by negotiation*

What is the SACE?

The South Australian Certificate of Education (SACE) is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study. By completing the SACE, students prepare for further learning, work and life, by:

- Building essential skills and knowledge
- Making informed choices about future study and work, based on their strengths and interests
- Gaining a certificate that gives them a head-start on their pathway beyond school.

Students who successfully complete the SACE requirements are awarded the SACE certificate.

How do students get the SACE?

Students gain their SACE in two stages:

- Stage 1, which most students complete in Year 11
- Stage 2, which most students complete in Year 12.

Each subject or course successfully completed earns 'credits' towards the SACE, with a minimum of 200 credits required to gain the certificate. Students receive a grade from A to E for each subject at Stage 1, and from A+ to E- at Stage 2.

To achieve the SACE, students must complete the following requirements with a C grade or higher at Stage 1 and a C- or higher for Stage 2 requirements:

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

Students must also choose from a range of Stage 1 or Stage 2 subjects or courses worth 90 credits, and achieve a grade in these, to gain the SACE.

SACE Overview

What is the Personal Learning Plan?

The Personal Learning Plan is a SACE subject that all students undertake at the start of their SACE, in Year 10 or 11. The subject is worth 10 credits and students need to achieve a C grade or higher. The Personal Learning Plan helps students to:

- Identify strengths and interests
- Set personal and learning goals
- Choose the right SACE subjects and study options for their future plans
- Look at different career paths and choices
- Gain skills for future study and employment – planning and research.

What is the Research Project?

The Research Project is a Stage 2 subject that all SACE students undertake. The subject is worth 10 credits, and students need to achieve a C- grade or higher to achieve their SACE. There are two Research Project options – Research Project A and Research Project B. The Research Project can be included as part of a student's Australian Tertiary Admission Rank (ATAR).

The Research Project enables students to:

- Undertake in-depth research and study a topic of personal interest
- Develop skills in planning, research, analysis and communication
- Gain experience of tertiary-style study through self-directed learning.

What is VET and how can I do it?

VET stands for Vocational Education and Training. VET gives students skills for work, particularly in the trades and industry. VET options in the SACE encourage students to complete, or make significant progress towards completing, VET qualifications while completing the SACE.

To complete the SACE, students must achieve 200 SACE credits, 180 of which can be gained through VET. Within these, students must also satisfy the literacy and numeracy requirements of the SACE. The remaining 20 credits are gained from the Personal Learning Plan (10 credits) and the Research Project (10 credits).

The SACE Board determines whether the SACE credits earned for a particular VET qualification will be recognised at Stage 1 or Stage 2. Students can refer to the VET Recognition Register for more information about recognition at Stage 1 and Stage 2. www.sace.sa.edu.au/subjects/recognised-learning/vetin-the-sace

What is community learning?

Students are able to earn SACE credits for community learning in two ways – Community-developed Programs and Self-directed Community Learning. Community-developed Programs include, for example, the Australian Music Examinations Board, the Duke of Edinburgh's Award and the SA Country Fire Service. Program details are updated as new course information becomes available.

Self-directed Community Learning is gained through informal community activities such as coaching a sports team, being the primary carer of a family member, or leading an environmental project in the community. Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning. www.sace.sa.edu.au/subjects/recognised-learning

University and TAFE SA entry

Gaining the SACE is the main method used by South Australian students to gain admission into university and TAFE courses.

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. TAFE SA recognises the SACE as meeting the Course Admission Requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes. Applications for university and TAFE courses are handled by the South Australian Tertiary Admissions Centre (SATAC).

Details of university and TAFE entry requirements for 2016 onwards will be included in the SATAC booklet *Tertiary Entrance* to be published by the South Australian Tertiary Admissions Centre in August 2014.

Visit the SATAC website at www.satac.edu.au for more information about tertiary entry. Detailed information about TAFE SA course admission requirements are available at www.tafesa.edu.au

Students with disabilities

The SACE offers a range of modified subjects at Stage 1 and Stage 2 to provide opportunities for students with identified intellectual disabilities to demonstrate their learning. A student's achievement in a modified subject will be reported as 'Completed', with the appropriate number of SACE credits. The SACE certificate will indicate that the student has achieved the SACE using one or more modified subjects. www.sace.sa.edu.au/web/modified-subjects/

Special Provisions

Special provisions are available if a student has an illness, disability or experiences an unforeseen circumstance which significantly impacts their ability to participate in an assessment.

For school-assessed tasks in Stage 1 or Stage 2, schools decide if a student is eligible for special provisions. The SACE Board will determine a student's eligibility for special provisions for external assessments at Stage 2 (examinations, investigations, etc.). If a student applies for special provisions they need to provide evidence of how this impacts their ability to access assessment conditions. www.sace.sa.edu.au/the-sace/teachers-schools/special-provisions

Interstate, overseas and adult students

The SACE Board will grant status for equivalent learning in recognised areas for interstate, overseas and adult students. www.sace.sa.edu.au/the-sace/students-families/interstate-overseas-adult-students

Students Online

Students Online is a one-stop shop for information about an individual student's SACE. It can help students:

- plan their SACE and look at different subjects, or
- subject and course, combinations
- check their progress towards completing the SACE
- access their results.

Students can log in to Students Online using their SACE registration number and PIN at: www.sace.sa.edu.au/students-online

Further information

Visit the SACE website, particularly the Students and Families and Subjects sections. Students are encouraged to read the *Achieve* handbook, and to talk with their teachers about their study options. www.sace.sa.edu.au

UNIVERSITY ENTRANCE

In order to qualify for entry to higher education, school-leavers must have:

- qualified for the SACE
- obtained a Tertiary Entrance Rank (ATAR)

and, in doing so, they must have:

- completed at least 90 credits of study at Stage 2 of which 60 credits of study must be 20 credit Tertiary Admission Subjects (TAS) from a maximum of three attempts which need not be in consecutive years.

Selection will be based on:

- scaled (or adjusted) scores in the three 20 credit Tertiary Admission subjects.
- Plus Final 30 credit score:

Your score for the final 30 credits of study can come from:

Either your score from:

- the scaled score of a 20 credit TAS,
- half the scaled score of one or more 20 credit TAS
- scaled score equivalents for Recognised Studies to the value of 10 or the maximum 20 credits

TAFE ENTRANCE

This varies depending on the course school-leavers are considering.

Some courses require satisfactory completion of SACE Stage 1, others require completion of the SACE recorded achievement in at least three 20 credit subjects.

For all further education, students are encouraged to research entrance requirements and pre requisites very carefully. Refer to the TAFE website for up to date details.

TAFE OPTIONS

Some students may be interested in taking external TAFE modules that complement their career interests. Students need to discuss this with the Student Counsellor.

OPEN ACCESS SUBJECTS

A limited number of places are available to students at both Stage one and two to complete subjects through the Open Access College. Students need to be **self motivated and able to work consistently to achieve success in this mode of learning**. Counselling must occur before an enrolment will be accepted, and there is an extra fee for studying an Open Access subject.

Stage 2 Agriculture Production

Agriculture encompasses the primary industries and includes enterprises such as livestock (for fibre, meat, milk, and egg production), broad acre cropping, horticulture, viticulture, forestry, and aquaculture. Through the study of agriculture, students develop and apply their knowledge and understanding of concepts from science, technology, economics, and marketing. Work health, safety, and ethical principles underpin all aspects of this subject.

Students develop skills in critical thinking that inspire them to explore strategies and possible solutions to address major challenges now and in the future related to the global food supply. They explore and understand agricultural science as a human endeavour, and are encouraged to pursue future pathways, including in agriculture, horticulture, land management, agricultural business practice, natural resource management, veterinary science, food and marine sciences, biosecurity, and quarantine.

Stage 2 Agricultural Production focuses on the techniques, procedures, and processes used in agricultural production and on developing an understanding of the relevant agricultural concepts. Students explore aspects of agricultural production that are important in their local area.

The topics in Stage 2 Agricultural Production provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science in the context of agricultural principles and practices.

The three strands of science to be integrated throughout student learning are:

science inquiry skills

science as a human endeavour

science understanding.

Content

The topics for Stage 2 Agricultural Production are:

Topic 1: Animal Production

Topic 2: Plant Production

Topic 3: Resource Management

Topic 4: Agribusiness.

Students study:

a selection of subtopics from Topic 1 *and/or* Topic 2

a selection of subtopics from Topic 3 and Topic 4.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Agricultural Production:

School Assessment (70%)

Assessment Type 1: Agricultural Reports (30%)

Assessment Type 2: Applications (40%)

External Assessment (30%)

Assessment Type 3: Production Investigation (30%).

Stage 2 Biology

STAGE 2 BIOLOGY

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.

In Biology, students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges. Students also pursue scientific pathways, for example in medical research, veterinary science, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation, and ecotourism.

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

The three strands of science to be integrated throughout student learning are:

science inquiry skills

science as a human endeavour

science understanding.

Content

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

Students study all four topics. The topics can be sequenced and structured to suit individual groups of students.

Assessment

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

School Assessment (70%)

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

External Assessment (30%)

- **Assessment Type 3: Examination (30%).**

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

- **at least two practical investigations**
- **one investigation with a focus on science as a human endeavour**
- **at least three skills and applications tasks**
- **one examination.**

Stage 2 Chemistry

STAGE 2 CHEMISTRY

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 integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges, and pursue future pathways, including in medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.

Content

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

The three strands of science to be integrated throughout student learning are:

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

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.**

Students study all four topics. The topics can be sequenced and structured to suit individual groups of students.

Assessment

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

School Assessment (70%)

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

External Assessment (30%)

- **Assessment Type 3: Examination (30%).**

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

- **at least two practical investigations**
- **one investigation with a focus on science as a human endeavour**
- **at least three skills and applications tasks**
- **one examination.**

Stage 2 Design and Technology – Product Design & Manufacture

Content

Material Products – Students use a range of manufacturing technologies such as tools, machines, and/or systems to convert resistant materials into useful products. Students demonstrate knowledge and skills associated with using systems, and processes and resistant materials such as, metals, plastics and wood, composites.

Assessment

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

<i>School-based Assessment</i>	<i>Weighting</i>
Skills and Applications Tasks	20%
Product	50%
<i>External Assessment</i>	
Folio	30%

Information on the External Assessment

Folio

Students complete a Folio that contains documentation of their investigation and planning for their product, process, or system.

The Folio consists of two parts:

- Part 1: Product Design (Documentation and Analysis)
- Part 2: Product Evaluation

Product Design (Documentation and Analysis)

- Students document investigation and planning skills.
- when documenting their investigation skills in Part 1, students include a report on the impact of technological practices related to their product, on individuals, society and/or the environment.

Product Evaluation

Students provide a maximum of twelve pieces of evidence that best illustrate the key design phases of investigating, planning, and evaluation. The evidence should include a maximum of 2000 words or 12 minutes of recorded oral explanation, analysis, and evaluation.

Evidence of development, with supporting written or oral summaries that explain, analyse, and evaluate the process and product could be presented in the form of photographic or electronic or digitally generated materials, audio visual evidence, materials, products, models, sketches, diagrams or annotations.

Students should submit their evidence either in an A4 folder, or on CD or DVD, or by any other electronic means conducive to external assessment.

The Folio is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the Folio with reference to performance standards.

Stage 2 Geography

Content

Stage 2 Geography focuses on the transforming world, under 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 the external examination

Assessment

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

<i>School-based Assessment</i>	<i>Weighting</i>
Fieldwork	30%
Four geographical skills and applications tasks	40%
<i>External Assessment</i>	
Examination (Topics 1 and 3)	30%

Information on the External Assessment

Examination (2 hours)

Students undertake a 2-hour written examination that focuses on the core topic. The examination consists of short-answer and extended-answer questions on knowledge, skills, application, and analysis of issues.

Stage 2 Information Processing and Publishing

Stage 2 Information Processing and Publishing has the following two focus areas:

- Desktop Publishing
- Business Documents.

Assessment

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

<i>School-based Assessment</i>	<i>Weighting</i>
Practical Skills	40%
Issues Analysis	30%
<i>External Assessment</i>	
Product and Documentation	30%

Information on the External Assessment

Product and Documentation

Students undertake one Product and Documentation task that may come from either one focus area or the integration of two focus areas.

Students complete, for an identified audience, a text based Product that demonstrates knowledge and use of the four parts of the designing process: investigating, devising, producing, and evaluating. The completed Product should be at least five pages in length.

There must be adequate text to demonstrate use of design elements. The designing process must be covered in separate documentation, of maximum of 1500 words, which must be submitted with the completed product for.

The Product and Documentation is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the Product and Documentation with reference to the performance standards.

Stage 2 Modern History

Content

Stage 2 Modern History is a 20-credit subject

Students study:

- one topic from a thematic study
- one topic from a depth study
- an individual history essay

Thematic Study

The thematic study requires students to undertake a critical analysis of a period, phenomenon, or event. The analysis may involve comparison of people, ideas and events within one or more cases studies.

Students choose one of the following six topics for a thematic study:

- Topic 1: Pain and Gain: Modernisation and Society since c. 1700
- Topic 2: Intruders and Resisters: Imperialism and Its Impact since c. 1500.
- Topic 3: Revolutions and Turmoil: Social and Political Upheavals since c. 1500
- Topic 4: A Sense of Belonging: Groups and Nations since c. 1500.
- Topic 5: The Captives, the Unwanted, and the Seekers: Forced and Free Migration since c. 1500
- Topic 6: Slaves, Serfs and Emancipation: Forced Labour since c. 1500.

Depth Study

The depth study requires students to undertake an analysis that leads to an appreciable depth of involvement in the processes of historical inquiry. Through this approach, students gain detailed knowledge of the topic under investigation.

Students choose one of the following five topics for a depth study:

- Topic 7: Public and Private Lives: A Social and Political History of Women since c. 1750
- Topic 8: The War to End All Wars: The First World War and Its Consequences, c. 1870-1929
- Topic 9: An Age of Catastrophes: Depression, Dictators and Second World War, c. 1929-1945
- Topic 10: Post war Rivalries and Mentalities: Superpowers and Social Change since c. 1945
- Topic 11: Persecution and Hope: Power and Powerless in Society since c. 1500.

Individual History Essay

Students choose a topic for inquiry from any of the eleven topics, or from any other area of interest relevant to modern history c. 1500

Assessment

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

<i>School-based Assessment</i>	<i>Weighting</i>
Folio	50%
Essay	20%
<i>External Assessment</i>	
Examination	30%

Information on the External Assessment

Examination (3 hours)

The 3-hour external examination consists of three parts:

- Part 1: Thematic Study
- Part 2: Depth Study
- Part 3: Sources Analysis

Stage 2 Physical Education

Content

Stage 2 Physical Education consists of two key areas of study and related key concepts:

- Practical Skills and Applications
- Principles and Issues

Practical Skills and Applications

Students complete *three* practicals that are balanced across a range of individual, fitness, team, racket, aquatic, and outdoor activities and that cater for the different skills, interests of the students. Practical for 2016 are Table tennis, Lawn Bowls & Sailing

Principles and Issues (consists of the following three topics)

- Exercise Physiology and Physical Activity
- The Acquisition of Skills and the Biomechanics of Movement
- Issues Analysis

Topics include:

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

The Acquisition of Skills and the Biomechanics of Movement

Key Concept 1: Skill acquisition

Key Concept 2: Specific factors affecting learning

Key Concept 3: The effects of psychology of learning on the performance of physical skills

Key Concept 4: The ways in which biomechanics improve skilled performance

Issues Analysis

Students analyse and interpret their findings from investigating a chosen issue.

Assessment

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

<i>School-based Assessment</i>	<i>Weighting</i>
Practical	50%
Folio	20%
<i>External Assessment</i>	
Examination	30%

Information on the External Assessment

Examination

Students undertake a 2-hour external examination, which is made up from short-answers and extended-response Questions (100%):

The examination covers the content of the 'Exercise Physiology and Physical Activity' and 'The Acquisition of Skills and the Biomechanics of Movement' topics.

Stage 2 Food and Hospitality

Students focus on the impact of the food and hospitality industry on Australian society and examine the contemporary and changing nature of the industry. Students develop relevant knowledge and skills as consumers and/or as industry workers.

Content

Students study topics in the following five areas of study:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Sociocultural Influences
- Technological Influences.

Assessment

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

<i>School-based Assessment</i>	<i>Weighting</i>
Practical Activity	50%
Group Activity	20%
<i>External Assessment</i>	
Investigation	30%

Information on the External Assessment

Investigation

The Investigation is a piece of writing of up to a maximum of 2000 words. Students identify a relevant contemporary issue related to an area of study, which is stated as a research question or hypothesis.

The Investigation is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the investigation with reference to the performance standards.

Stage 2 English

English is a 20-credit subject at Stage 2.

In English students analyse the interrelationship of author, text, and audience, with an emphasis on how language and language 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 who gain a C- grade or better in this subject will meet the literacy requirement of the SACE.

The focus capabilities for the subject are:

- literacy
- numeracy
- information and communication technology (ICT) capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

Content:

The content includes:

<i>School-based Assessment (70%)</i>	<i>Weighting</i>
<i>Responding to Texts</i>	30%
<i>Creating Texts</i>	40%
<i>External Assessment (30%)</i>	
<i>Comparative Analysis</i>	30%

Stage 2 Essential English

English is a 20-credit subject at Stage 2.

In this subject 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.

In this subject, students are expected to:

1. extend communication skills through reading, viewing, writing, listening, and speaking
2. consider and respond to information, ideas, and perspectives in texts selected from social, cultural, community, workplace, and/or imaginative contexts
3. examine the effect of language choices, conventions, and stylistic features in a range of texts for different audiences
4. analyse the role of language in supporting effective interaction
5. create oral, written, and multimodal texts that communicate information, ideas, and perspectives for a range of purposes.

Students who gain a C- grade or better in this subject will meet the literacy requirement of the SACE.

The focus capabilities for the subject are:

- literacy
- numeracy
- information and communication technology (ICT) capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

Content:

The content includes:

<i>School-based Assessment (70%)</i>	<i>Weighting</i>
<i>Responding to Texts</i>	<i>30%</i>
<i>Creating Texts</i>	<i>40%</i>
<i>External Assessment (30%)</i>	
<i>Language Study</i>	<i>30%</i>

Stage 2 Visual Arts

Content

With a focus on either art or design, the following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

Assessment

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

<i>School-based Assessment</i>	<i>Weighting</i>
Folio	40%
Practical	30%
<i>External Assessment</i>	
Visual Study	30%

Information on the External Assessment

Visual Study

A visual study is an exploration of, or experimentation with, one or more styles, ideas, concepts, methods, techniques or technologies based on research and analysis of the work of other practitioner(s).

Students are to provide an A3 folio or CD or DVD with photographs of their visual explorations. Audiovisual electronic format may be necessary if the study idea is a practical application in three dimensions, for example, model making, sculpture, installation, performance, or body art. The A3 folio, CD or DVD should contain written or verbal material that should include introductory information, annotated comments, analysis, response, synthesis, and conclusions.

Students submit no more than twenty A3 pages (or equivalent) of visual study, integrated with no more than 2000 words or 12 minutes of recorded oral explanation.

The visual study is moderated twice, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the visual study with reference to performance standards.

Practical

Students will create two practical works during the year in the medium of their choice. They can choose to do large works or collective in 2D, 3D or mixed media. Each practical will be reflective of the 10 weeks of work developing it.

Practitioners statement: A written statement explaining each practical Artwork in a maximum of 500 words. (1 per practical)

Folio

Each practical must be accompanied with a supporting folio of 30 A3 pages maximum. The folio must give detail on all visual thinking, experimentation and research. It is important for students to annotate throughout its creation.

Stage 2 General Mathematics

Content

Stage 2 General Mathematics consists of the following topics:

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

Assessment

Students provide evidence of their learning through eight assessments, including the external assessment component. Students undertake:
five skills and applications tasks
two mathematical investigations
one examination.

<i>School-based Assessment</i>	<i>Weighting</i>
<i>Skills and Applications Tasks</i>	<i>40%</i>
<i>Mathematical Investigations</i>	<i>30%</i>
<i>External Assessment</i>	
<i>Examination</i>	<i>30%</i>

External Assessment

Students undertake a 2-hour external examination in which they answer questions on the following three topics:

- Topic 3: Statistical Models
- Topic 4: Financial Models
- Topic 5: Discrete Models.

Stage 2 Mathematical Methods

Content

Stage 2 Mathematical Methods consists of the following six topics:

Topic 1: Further Differentiation and Applications

Topic 2: Discrete Random Variables

Topic 3: Integral Calculus

Topic 4: Logarithmic Functions

Topic 5: Continuous Random Variables and the Normal Distribution

Topic 6: Sampling and Confidence Intervals.

Assessment

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

six skills and applications tasks

one mathematical investigation

one examination.

<i>School-based Assessment</i>	<i>Weighting</i>
<i>Skills and Applications Tasks</i>	<i>50%</i>
<i>Mathematical Investigations</i>	<i>20%</i>
<i>External Assessment</i>	
<i>Examination</i>	<i>30%</i>

External Assessment

Students undertake a 3-hour external examination. The examination is based on the key questions and key concepts in the six topics.

STAGE 2 PHYSICS

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.

In Physics, students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges. Students also 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.

Content

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

The three strands of science to be integrated throughout student learning are:

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

The topics for Stage 2 Physics are:

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

Students study all three topics. The topics can be sequenced and structured to suit individual groups of students.

Assessment

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

School Assessment (70%)

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

External Assessment (30%)

- **Assessment Type 3: Examination (30%).**

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

- **at least two practical investigations**
- **one investigation with a focus on science as a human endeavour**
- **at least three skills and applications tasks**
- **one examination.**

A range of VET Courses are available, preparing students for employment in industry. A majority of learning and assessment occurs in the workplace, with students having flexible work placements per term.

DEADLINES POLICY

POLICY

All students are expected to complete tasks on time. Extensions may be granted under special circumstances.

PROCEDURE

- All subject teachers are to give the Principal and the students in their classes an outline of the assessment for that subject, including the assessment process used, the weightings, and the approximate time line for deadlines.
- Marking schemes for assignment/assessment are to be given to students at the start of the assignment/assessment.
- Stated deadlines for assignments must be strictly adhered to :
 - (a) Students should submit the assignments by the stated deadline, unless there is a medical certificate. Where possible, the medical exemption should be discussed with the teacher prior to the deadline, and an extension negotiated.
 - (b) All work submitted after deadlines (unless under medical exemption) should receive 0, which is to be recorded as the student's mark. The assignment may be marked for feedback purposes only.
 - (c) If an extension is negotiated due to medical reasons, the remainder of the class should be advised of the new deadline for that student.
 - (d) If a student is absent on the day of the deadline, the work will only be graded if a medical certificate is presented for that absence.

CHOOSING A CAREER

Choosing a career pathway can be anything from exciting to daunting, challenging or worrying. The world of work has changed and is still changing. It is very different from the one your grandparents and parents have worked in. Things that have changed include the types of jobs that are available, hours of work, skills needed, an increase in contract positions (to replace permanent ones) and high unemployment. So how do you make sure you're prepared for this new world of work? One of the most important things to remember is that in your working life, you are likely to have a career pathway that twists and turns. When deciding on this pathway, try not to choose a specific occupation to work toward without thinking about how the skills and knowledge you might gain in that particular job can be transferred into another field. Not only does this give you options to move into another area of work if necessary, but also makes you more employable in general.

Making Career Decisions

Ask yourself the following questions to help measure how suitable a particular area of work might be for you.

- I have the necessary skills and abilities to do this job (if you don't know, you need more study or advice). *True/False*
- I can get the necessary knowledge and skills to do this job well. *True/False*
- I know how people with this occupation live on and off the job. *True/False*
- I would find living like people in this occupation a good way to live. *True/False*
- I can afford the training I would need to get for this job. *True/False*
- I can see myself happy doing this work for many years. *True/False*
- My friends and relatives think I can succeed at this job. *True/False*

If you answered False to any of these questions, you need to look carefully at what this might mean - have you made an inappropriate choice or can you work out how to address the issue?

What else can you do to help make the best decision about your career?

1. Use your interests as a starting point for looking into possible options.
2. Try asking a valued friend - can they see you working in the field you're thinking about?
3. Seek assistance from your school's Career Counsellor, Work Education teacher or Home Group teacher.
4. Search through and gather all the occupational material you can find - check at school first, try your local TAFE, contact universities or relevant employment bodies. Look for information about the labour market, local opportunities (if relevant), available study and training and industry or company profiles.
5. Use the Internet to access even more information!
6. Talk to people who do the kind of work you are interested in. Ask them about their training, a typical work day and the positives and negatives about the job as they see it.
7. Consider volunteer, community or part-time work that will give you a better picture of the jobs you might be interested in. Work Experience might also be an option.
8. Talk to your parents - you might be surprised what they know and, believe it or not, they are interested in your future!

Adapted from SDS - You and Your Career, ACER press, 2001

Finally, remember that there are no guarantees in life - career planning included! What you can do though, with careful research and consideration, is minimize the chances of an inappropriate decision. If you find yourself on the wrong 'path' or 'track' - don't panic. Simply reassess your situation and make a new plan. Ensure you enlist some help to do this. People in their 20's, 30's and 40's are still making decisions about their careers and loving it. All will not be lost!

Very useful website - – www.myfuture.edu.au

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