

Bordertown High School

2020

Stage 2 Curriculum Handbook

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The Curriculum guide provides information regarding the broad range of programs offered at Bordertown High School for 2020 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.

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

GENERAL INFORMATION

- 1 This guide is a description of subjects that will be offered in Year 12 in 2019. 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 SACE

Information about the SACE

The South Australian Certificate of Education (SACE) is a certificate awarded to students who successfully complete compulsory requirements in their senior secondary education. The SACE is a certificate of completion for secondary education in South Australia and forms the basis for entry into higher education.

The SACE meets the needs of students, families, higher and further education providers, employers and the community. The SACE will continue to help students develop the skills and knowledge needed to succeed, whether they are headed for further education and training, university, an apprenticeship or straight into the workforce.

The certificate is based on two stages of achievement. Stage 1 is normally undertaken in Year 11 and Stage 2 is completed in Year 12. Students will be able to study a wide range of subjects and courses as part of the SACE.

The SACE certificate will be awarded to students upon completion of their secondary schooling.

As part of the SACE students will:

- receive credits for different forms of education and training (such as academic subjects, learning a trade, TAFE, vocational training and community services) provided they are recognised by the SACE Board.
- be able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken.
- Receive A-E grades in every Stage 1 subject and A+ - E- grades for Stage 2 subjects.
- Have thirty per cent of their work in every Stage 2 subject externally assessed. This will be done in various ways, including examinations, practical performances or presentations.

The requirements to achieve the SACE

To gain the certificate students earn 200 credits. Ten credits are equivalent to one semester or six months' study in a particular subject or course.

REQUIREMENTS FOR SACE STAGE 2

In 2020 Bordertown High School plans to offer the following Tertiary Admission Subjects:

Promotion into Stage 2

Promotion from Stage 1 into Stage 2 course is dependent upon a student gaining a C grade or better in Stage 1 subjects.

TERTIARY ADMISSION SUBJECTS:

Agricultural and Horticultural Management
 Biology
 Chemistry
 Design and Technology
 English
 Essential English
 Geography
 Home Economics:
 - Food and Hospitality
 Information Processing and Publishing:
 - Business Documents
 - Desktop Publishing
 General Mathematics
 Mathematical Methods
 Physics
 Physical Education
 Visual Art

RECOGNISED SUBJECTS

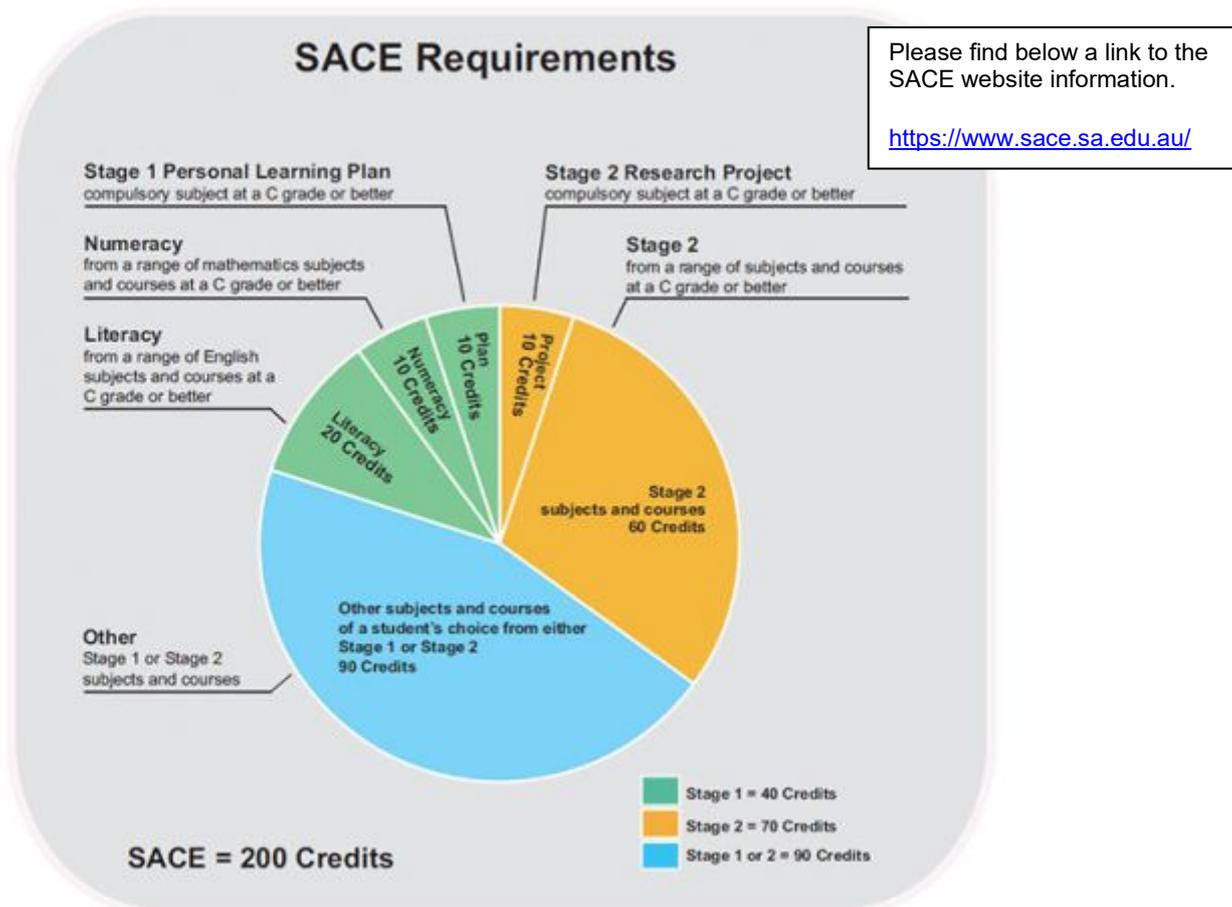
Certificate 3 in selected VET Courses

OTHER

Community Studies Courses – *by negotiation*

Final decisions regarding classes will be subject to review after students' final assessment or at the beginning of 2020 depending on student numbers and teacher availability.

To be awarded the SACE certificate, students must have completed 200 credits as per the SACE pattern below.



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

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

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 Assignment (30%).

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 must be a deconstruct & design)**
- **one investigation with a focus on science as a human endeavour**
- **at least three skills and applications tasks**
- **one examination.**

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 and 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 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.

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.

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>Language Study</i>	30%

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 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

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 are the focus of this examination)	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 General Mathematics

Content

Stage 2 General Mathematics consists of the following topics:

1. Modelling with Linear Relationships
2. Open topic
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>	40%
<i>Mathematical Investigations</i>	30%
<i>External Assessment</i>	
<i>Examination</i>	30%

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>	50%
<i>Mathematical Investigations</i>	20%
<i>External Assessment</i>	
<i>Examination</i>	30%

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 Physical Education

Content

Stage 2 Physical Education consists of three focus areas:

In Movement

Key ideas – Application of Energy sources affecting physical performance

- Application of the effects of training on physical performance
- How does biomechanics affect physical activity and movement
- Practical application of learning theories
- Psychology of sporting performance
- Analysis of movement concepts and strategies

Through Movement

Key ideas – Social Psychology

- Psychology of sporting performance
- Barriers and enablers to physical activity

About Movement

Key ideas – Energy sources affecting physical performance

- Physiological factors affecting performance
- The effects of training on physical performance
- Technological developments in biomechanics
- Psychological motor-learning theories
- The learning process
- The Learning Journey

Assessment design criteria

- Application and Communication
- Analysis and Evaluation

<i>School-based Assessment</i> (70%)	<i>Weighting</i>
Diagnostics	30%
Improvement Analysis	40%
<i>External Assessment</i> (30%)	
Group Dynamics	30%

Students should provide evidence of their learning through four or five assessments, including the external assessment component. **No Exam or assessment of practical performance for this subject**

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.**

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.

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