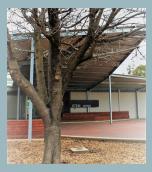
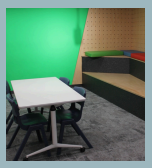
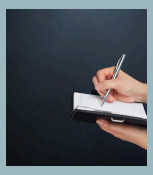
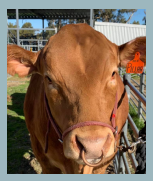
BORDERTOWN HIGH SCHOOL

STAGE 1 & 2
SUBJECT SELECTION HANDBOOK









Subject Selection Handbook

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INTRODUCTION

This booklet contains subjects offered at Bordertown High School for Year 11 and 12 students.

The subjects allow for a diversity of choices and preparation for a wide variety of careers. Students and parents/caregivers are encouraged to read it carefully before choosing subjects. Choosing a study program into Year 11 and 12 can be very challenging, but being well informed and asking questions about subjects, will mean that students are more likely to choose subjects that best suit their needs and aspirations.

How to use this information

- Read the booklet to understand the requirements of the SACE and subjects available
- Consider your career options and any pre-requisite subjects needed for careers
- Make a preliminary choice of subjects and consult with current teachers about those chosen subjects and your abilities in those subjects
- Discuss subject choices with parents
- Fill in your subject selection list and return to the Counsellor by the required date.
- Parents/Caregivers and Students in Year 10 and 11 will be invited to an Information session, and the opportunity for an individual Course Counselling session to assist students to complete their subject selection sheet.

Resources

The following websites may be useful in providing career information to help with the decision making:

Job Outlook
www.joboutlook.gov.au/
My future website
www.myfuture.edu.au
University of South Australia
https://study.unisa.edu.au/
Flinders University
https://www.flinders.edu.au/study/courses
Adelaide University
https://www.adelaide.edu.au/study/
TAFE SA
https://www.tafesa.edu.au/

Interstate universities will have their own information on their websites. If students wish to apply interstate to university or other organisations, they need to investigate this early to determine application processes.

THE SENIOR SCHOOL

Education with a Purpose

THE SENIOR SCHOOL PROVIDES A LEARNING ENVIRONMENT WITH MORE FLEXIBILITY, WHERE STUDENTS ARE ABLE TO ACCESS COURSES THAT PROVIDE MORE RELEVANCE TO THEIR CHOSEN CAREER PATHWAY.

In senior school, students follow a rigorous curricula as part of their SACE. This involves full time study for the final two years of their secondary education, but allows students more choice to prepare for a range of career pathways. Successful completion of four Stage 2 subjects and the Activating Identities & Futures (AIF), will allow all students to qualify for an Australian Tertiary Admissions Rank (ATAR) which is used to apply for university courses. While not all students want to attend university, the ATAR is used as a measure of success for all students.

Students have the opportunity to follow areas of special interest or expertise, within the constraints of the particular subjects they have chosen to study. While many of our students aspire to tertiary education, students are also prepared for the workforce by means of Vocational Education and Training courses.

Students in senior school are expected to be more independent learners, managing both their time at school and out of school to ensure they keep up with their studies. For students to be successful in senior school, there is an expectation of regular homework being set and students being required to complete homework as set by teachers. Students, parents and teachers are encouraged to form a powerful partnership to support and enhance the learning outcomes of students.

Career planning is an important focus of senior school life. Students are encouraged to seek advice from Coordinators and the Assistant Principal to support their understanding of pathways after school. Students and parents are also highly encouraged to read career advice information and to attend the various opportunities available to hear about Tertiary information. Each year the universities visit our school to talk with students, and host open days in August for students to visit campuses and explore options for further study.

School Based Apprenticeship (SBA) and VET opportunities arise throughout Years 11-12. We encourage early discussions with either year level coordinators or the Assistant Principal about these opportunities as beginning these courses in Year 12 is not advised. These programs can count towards SACE credits and most Certificate III courses can be counted as a Stage 2 subject, if it is able to be completed before the end of Year 12.

WHAT IS 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.

The SACE will help students develop the skills and knowledge they need to move into further education and training, university, an apprenticeship or straight into the workforce.

HOW DO STUDENTS GET THEIR SACE?

To gain the SACE, students complete about two years of full-time study which most students spread over three years.

There are two stages:

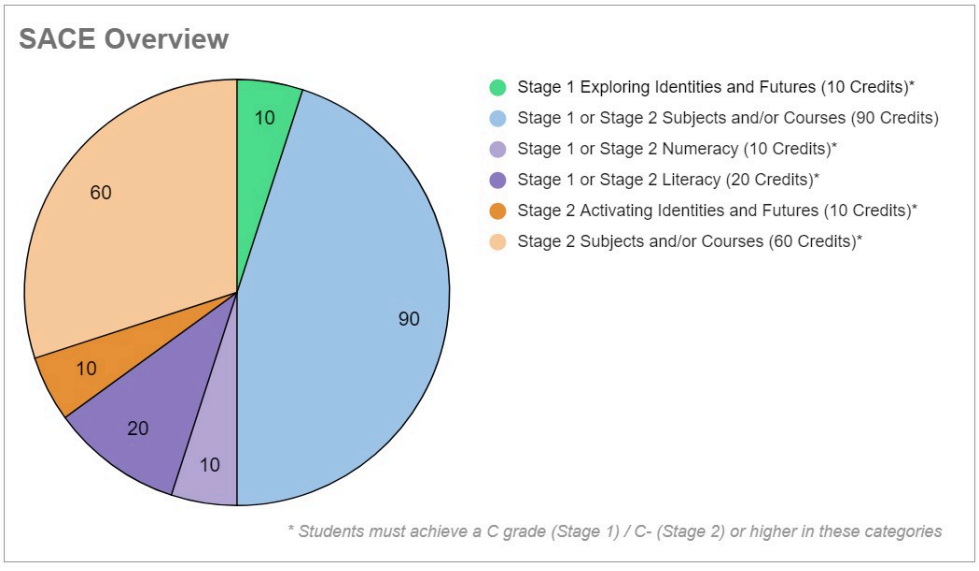
- Stage 1, which most students do in Year 11, apart from the Exploring Identities and Futures (EIF), which students complete in Year 10
- Stage 2, which most students do in Year 12.

Each subject or course successfully completed earns 'credits' towards the SACE, with a minimum of 200 credits required for students to gain their SACE. Students will receive a grade – from A to E – for each subject. For compulsory subjects, they will need to achieve a C grade or better.

The compulsory subjects are:

- Exploring Identities and Futures (10 credits at Stage 1)
- Literacy – at least 20 credits from the range of English subjects or courses (Stage 1)
- Numeracy – at least 10 credits from a range of mathematics subjects or courses (Stage 1)
- Activating Identities and Futures - (10 credits at Stage 2)
- Other Stage 2 subjects which need to total at least 60 credits.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses of a student's choice.



SACE CAPABILITIES

The aim of the SACE is to develop well-rounded, capable young people who can make the most of their potential. The Capabilities are the philosophical underpinning of the SACE and include the knowledge and skills essential for young people to act in effective ways. Aspects of the Capabilities are embedded within each SACE subject and they enable students to make connections in their learning within and across subjects in a wide range of contexts. They play a particular role in the EIF and in Stage 2, they have a key role in the AIF, where students choose one of seven Capabilities as a focus for their in-depth study.

The seven Capabilities that have been identified are:

- Literacy
- Numeracy
- Information and Communication Technology
- Critical and Creative Thinking
- Personal and Social
- Ethical Understanding
- Intercultural Understanding

WHAT IS EXPLORING IDENTITIES AND FUTURES (EIF)?

Your SACE journey starts with Exploring Identities and Futures (EIF).

- a 10-credit Stage 1 subject
- provides the opportunity to explore areas of personal value and interest
- you'll have more say over what and how you learn
- prepares you for a different way of thinking and learning in senior school
- encourages connections with other people at school or in your community
- build skills and capabilities that you will need to be successful after school

You will need to achieve at least a C grade.

WHAT IS ACTIVATING IDENTITIES AND FUTURES (AIF)?

AIF has now replaced Research Project and remains a compulsory Stage 2 subject studied in Year 11. You must achieve a C- or better to achieve your SACE.

The purpose of Activating Identities and Futures is for students to take greater ownership and agency over their learning (learning how to learn) as they select relevant strategies (knowing what to do when you don't know what to do) to explore, create and/or plan to progress an area of personal interest towards a learning output.

WHAT IS COMMUNITY LEARNING?

Students are able to earn SACE credits for community learning in two ways:

1. Community-developed Programs
2. Self-directed Community Learning

Community-developed programs include, for example SA Country Fire Service and the Duke of Edinburgh's Award. 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 the assessment so that the SACE Board can recognise those other kinds of community learning.

www.sace.sa.edu.au/subjects/recognised-learning

STUDENT 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 unforeseen circumstances which significantly impacts their ability to participate in an assessment

For school-assessed tasks in Stage 1 and 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

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 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.

Further Inforamtion:
Visit the SACE website, particularly the 'Students and Families' and 'Subjects' sections. Students are encouraged to read the 'Achieve' handbook, and talk with their teacher about their study options.

https://apps.sace.sa.edu.au/students-online/login

LEARNING THROUGH THE OPEN ACCESS COLLEGE

There are a limited number of places available to students at both Stage 1 and 2 to complete subjects through the Open Access College. Students need to be self-motivated and able to work consistently to achieve success in this model of learning. Enrolment in an Open Access College subject needs to align to the student's career pathway.

South Australian Certificate of Education

The SACE planner

	Credits
Exploring Identities and Futures = 10 credits	
	10
	Subtotal 10
Literacy = 20 credits *Choose from a range of English subjects or courses*	
Numeracy = 10 credits *Choose from a range of mathematics subjects or courses*	
	Subtotal 30
Stage 2 subjects or courses = 60 credits *Choose from a range of Stage 2 subjects and courses*	
Research Project = 10 credits *(Activating Identities and Futures from 2025)*	
	10
	Subtotal 70
Additional choices = 90 credits *Choose from a range of Stage 1 and Stage 2 subjects and courses*	
	Subtotal 90
	Total 200

To gain the SACE, you must earn 200 credits

Compulsory Stage 1	Students must achieve a C grade or higher for Stage 1 requirements and a C- or higher for Stage 2 requirements to complete the SACE.
Compulsory Stage 1 and Stage 2	
Compulsory Stage 2	
Choice of subjects and/or courses (Stage 1 and/or 2)	Students must achieve a grade or equivalent for subjects and/or courses selected.

STAGE 1

Stage 1 Subject Selections

The following subjects will be available for students from which to choose their combination. Every effort will be made to accommodate individual choices but as we are creating the timetable from student choices from time to time a subject clash may occur. Students are asked to choose a reserve subject which will be used in the event of this happening.
A course at Year 11 will only run if enough students choose it.

Promotion into Stage 1

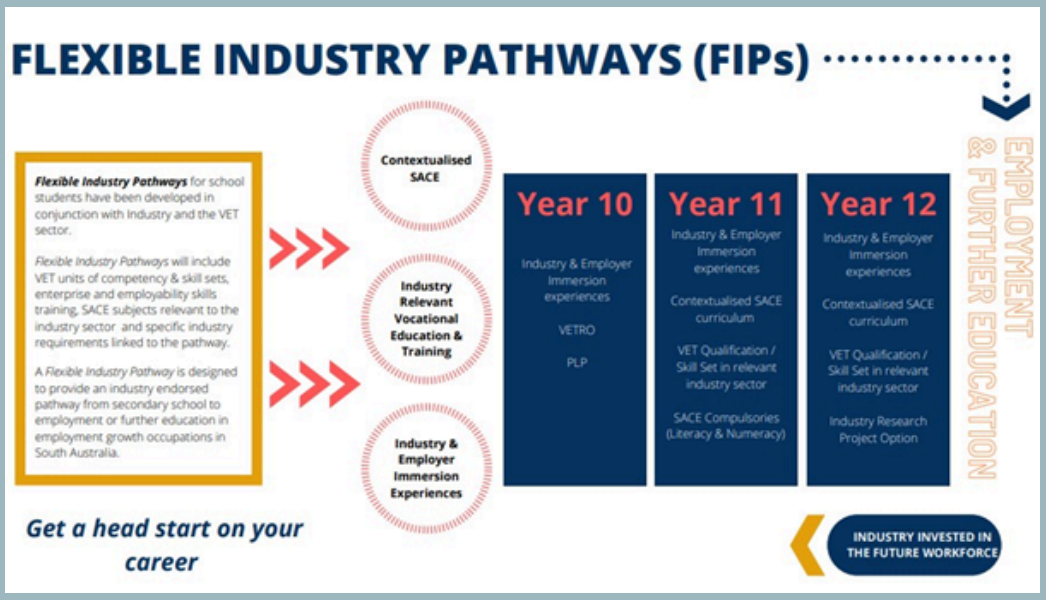
Subjects in Stage 1 require successful completion at Year 10. Faculty recommendation and a C grade or better, is normally the achievement level that qualifies a student for automatic promotion in the same, or related subject, at Stage 1 level.

	Single Semester Only	Both Semesters
Activating Identities & Futures	Semester 1	
Agriculture		✓
Biology		✓
Chemistry		✓
Design, Technology and Engineering – Material solutions		✓
English		✓
Essential English		✓
Food & Hospitality		✓
Geography	Semester 2	
History	Semester 1	
Health & Wellbeing	Semester 2	
Mathematics		✓
General Mathematics		✓
Essential Mathematics		✓
Integrated Learning: PE		✓
Physics		✓
Visual Arts		✓
Workplace Practices	Semester 2	

YEAR 10-12 PATHWAYS

Flexible Industry Pathways infuse vocational practices into the curriculum through industry & employer immersion opportunities.

Students can build a unique learning portfolio by adding a VET qualification to their SACE program, developing skills at an industry-standard level. Students have the opportunity to pursue multiple learning pathways which lead to apprenticeships and traineeships, further education and tertiary qualifications post school.



VOCATIONAL PATHWAYS (FLEXIBLE INDUSTRY PATHWAYS)

Flexible Industry Pathways (FIP) are a new way of approaching the delivery of Vocational Pathways in schools. Flexible Industry Pathways are designed to prepare students for the world of work as well as meeting industry and employer's needs.

Flexible Industry Pathway programs have been designed in consultation with industry and are aimed at equipping students with the skills, knowledge and qualifications to enter into employment or further study in the industry. Flexible Industry Pathways provide students with a clearly articulated pathway through secondary school to employment, or further education in key growth industries across South Australia.

FIPs can include multiple options depending on the student, their entry level, overall program of study and the industry requirements. Students will undertake a vocational qualification at Certificate I, II or III level that industry considers suitable for school students to support relevancy and access to future employment opportunities. Students can choose to study contextualised SACE curriculum that has been co-designed with industry to support their pathway. Students may also choose to complete their Research project as part of the pathway program. Students will participate in a range of Industry Immersion experiences and hands on learning opportunities.

Students will be supported to identify an appropriate Flexible Industry Pathway suited to their interests and strengths through quality career education and access industry & employer immersion opportunities.

Flexible Industry Pathways will be developed and introduced in the following areas:

- **Primary Industries & Agriculture**
- **Forestry**
- **Health & Community Services**
- **Tourism, Event Management & Hospitality**
- **Automotive**
- **Building & Construction**
- **Engineering & Civil**
- **Education, Early Childhood and Care**

AGRICULTURE

STAGE 1

YEAR: Stage 1
LENGTH: Semester (10 credits) or Full Year (20 credits)

PREFERRED BACKGROUND: At least one semester of Year 10 Agriculture

CONTENT:

Improved agricultural productivity will be vital in the coming decades to help meet the global challenge of feeding the world's increasing population. Farmers need the knowledge and skills to manage agricultural production, businesses, and marketing at the local level, while scientists seek to develop new strategies and technologies to help farmers manage our resources for sustainable food and fibre 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 consider the changes in agricultural practices over time. They analyse different methods of agricultural production in relation to benefits, risks, and opportunities. They deepen their understanding of sustainable management of the physical and biological environments and of how agriculture impacts on their lives, their communities, and the environment.

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.
The topics in Stage 1 Agriculture are:
Topic 1: Principles of Agriculture
Topic 2: Enterprise Management.

ASSESSMENT:

Students demonstrate evidence of their learning through the following assessment types:
Assessment Type 1: Agricultural Reports
Assessment Type 2: Applications

BIOLOGY

YEAR: Stage 1
LENGTH: Semester (10 credits) or Full Year (20 credits)

PREFERRED BACKGROUND: C Grade or better in Year 10 Science

CONTENT:

In Biology students learn about the cellular and overall structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society, and on the environment. Students deconstruct, design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

The following topics provide the framework for learning in Stage 1 Biology:

- Cells and Microorganisms
- Infectious Disease
- Multicellular Organisms
- Biodiversity and Ecosystem Dynamics

ASSESSMENT:

Students demonstrate evidence of their learning through the following assessment types:
Assessment Type 1: Skills and Applications Tasks (at least two per semester)
Assessment Type 2: Investigation Folio (at least two per semester)

STAGE 1

CERTIFICATE III IN INDIVIDUAL SUPPORT (AGEING)

YEAR: **Stage 1 / Stage 2**

LENGTH: **12-18 Months**

PREFERRED BACKGROUND: **Industry experience or immersion**

PLEASE NOTE: **There is an additional cost related to this course over and above school fees.**

COURSE OVERVIEW:

HITsa's Certificate III in Individual Support (Ageing) will provide you with the qualification you need to commence work as an aged care support worker. This qualification is suitable for compassionate individuals who want to support older people to maintain their independence, remain active and stay connected with their community.

Job opportunities/work pathways exist in a variety of settings including aged care residences and private homes. A range of specialties are available such as:

- Aged care worker
- Personal care assistant
- Community care worker
- Respite care worker

Participants of this course will be individuals who have little or no relevant experience and want to start working in the aged care sector.

The course is also suitable for those already working in the aged care industry who want to gain a nationally recognised qualification.

This course will be delivered at Bordertown High School one day a week.

Please speak with VET coordinator for more information.

STAGE 1

CERTIFICATE III IN RURAL OPERATIONS

YEAR: **Stage 1 / Stage 2**

LENGTH: **18 Months**

PREFERRED BACKGROUND: At least one semester of Year 10 Agriculture

PLEASE NOTE: **There is an additional cost related to this course over and above school fees.**

COURSE OVERVIEW:

The Regional Skills Training (RST) Primary Production Program offers training under the following qualifications:

This course is best suited for students who are:

- New entrants to the Agricultural industry
- A School-Based Apprenticeship/Traineeship (SBAT)
- A year 11, 12 or 13 school student looking to undertake a qualification while still at school

Students participating in this course can expect to gain practical skills needed for careers in various sectors of the Agricultural Industry including broadacre cropping, livestock and mixed farming enterprises.
RST will work with you to determine the most suitable course to meet your needs.

Topics
Students will cover core topics of Work Health and Safety and Environmentally sustainable work practices as well as a selection of industry relevant topics such as:

- Welding and workshop tools
- Machinery maintenance
- Chainsaw operations
- Working at heights and confined spaces
- Mobile plant operation (front end loaders, skid steers, backhoe loaders, excavators and telehandlers)
- Chemical accreditation
- Crop Agronomy (Pest, disease and weed control)
- Livestock feeding plans

During the enrolment process RST staff will work with you to develop a training plan that targets your areas or interest and the skills you need to enter the Agriculture Industry.

If interested in this program please indicate so on subject selection sheet and speak with Mrs Altus or Miss Kirk for further information.

CHEMISTRY

STAGE 1

YEAR: Stage 1

LENGTH: Semester (10 credits) or Full Year (20 credits)

PREFERRED BACKGROUND: C Grade or better in Year 10 Science

CONTENT:

The study of chemistry includes an overview of the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. It also includes a critical study of the social and environmental impact of materials and chemical processes. Students consider how human beings make use of the earth's resources and the impact of human activities on the environment. Through practical studies students develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers.

The following topics provide the framework for leaning in Stage 1 Chemistry:

- Materials and their Atoms
- Combinations of Atoms
- Molecules
- Mixtures and Solutions
- Acid and Bases
- Redox Reactions

ASSESSMENT:

Students demonstrate evidence of their learning through the following assessment types:
Assessment Type 1: Skills and Applications Tasks (at least two per semester)
Assessment Type 2: Investigation Folio (at least two per semester)

DESIGN, TECHNOLOGY AND ENGINEERING: MATERIAL SOLUTIONS

YEAR: Stage 1

LENGTH: Semester (10 credits) or Full Year (20 credits)

PREFERRED BACKGROUND: Year 10 Design and Technology (Cost related to course)

CONTENT:

Through the study of Design, Technology and Engineering, students develop the ability to identify, create, initiate, and develop products, processes or systems. Students learn to use tools, materials, and systems safely and competently to complete a product. They explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences.

Stage 1 Materials Solutions involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to create a product using appropriate materials. Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and materials such as metals, plastics, wood, composites, ceramics, and textiles.

ASSESSMENT:

Students demonstrate evidence of their learning through the following assessment types:
Assessment Type 1: Specialised Skills Tasks (two per semester)
Assessment Type 2: Design Process and Solution (one per semester)

STAGE 1

ENGLISH

YEAR: Stage 1
LENGTH: Semester (10 credits) or Full Year (20 credits)

PREFERRED BACKGROUND: Successful completion of Year 10 English.

CONTENT:

In English, 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. An understanding of purpose, audience, and context is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

Students 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.

Stage 1 English provides the foundation for further study in Stage 2 English.
Students who complete both semesters of this subject with a C grade or better will meet the literacy requirements of the SACE.

ASSESSMENT:

Students demonstrate evidence of their learning through the following assessment types:
Assessment Type 1: Responding to Texts (at least one per semester)
Assessment Type 2: Creating Texts (at least one per semester)
Assessment Type 3: Intertextual Study (one per semester)

ESSENTIAL ENGLISH

YEAR: Stage 1
LENGTH: Semester (10 credits) or Full Year (20 credits)

PREFERRED BACKGROUND: N/A

CONTENT:

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. Stage 1 Essential English provides the foundation for further study in Stage 2 Essential English.

Students who complete both semesters of this subject with a C grade or better will meet the literacy requirement of the SACE.

ASSESSMENT:

Students demonstrate evidence of their learning through the following assessment types:
Assessment Type 1: Responding to Texts (two per semester)
Assessment Type 2: Creating Texts (two per semester)

FOOD & HOSPITALITY

YEAR: Stage 1
LENGTH: Semester (10 credits) or Full Year (20 credits)

PREFERRED BACKGROUND: N/A

CONTENT:
In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry and issues related to food and hospitality.

Students examine some of the factors that influence people's food choices and the health implications of those choices. They also have opportunities to develop a range of skills related to food preparation. Students are required to participate in activities outside school hours, both within the school and in the wider community.

Stage 1 Food and Hospitality comprises of five areas of study: Food, the Individual, and the Family; Local and Global Issues in Food and Hospitality; Trends in Food and Culture; Food and Safety; Food and Hospitality Industry.

ASSESSMENT:
Students demonstrate evidence of their learning through the following assessment types:
Assessment Type 1: Practical
Assessment Type 2: Group Activity
Assessment Type 3: Investigation

GEOGRAPHY

YEAR: Stage 1
LENGTH: Semester (10 credits) or Full Year (20 credits)

PREFERRED BACKGROUND: Successful completion of Year 10 Geography

CONTENT:
Students develop an understanding of the spatial interrelationships between people, places, and environments. They appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world.

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

ASSESSMENT:
Students demonstrate evidence of their learning through the following assessment types:
Assessment Type 1: Geographical Skills & Application
Assessment Type 2: Field work

STAGE 1

MODERN HISTORY

YEAR: Stage 1
LENGTH: Semester (10 credits)

PREFERRED BACKGROUND: Successful completion of Year 10 HASS

CONTENT:

In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements, the ideas that inspired them, and their short-term and long-term consequences for societies, systems, and individuals.

Students explore the impacts of these developments and movements on people's ideas, perspectives, circumstances, and lives. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies.

The developments and movements have been subject to political debate. Students consider the dynamic processes of imperialism, revolution, and decolonisation, and how these have reconfigured political, economic, social, and cultural systems. Students also look at how recognition of the rights of individuals and societies has created challenges and responses.

ASSESSMENT:

Students demonstrate evidence of their learning through the following assessment types:
Assessment Type 1: History Skills (three per semester)
Assessment Type 2: Historical Study (one per semester)

HEALTH & WELLBEING

YEAR: Stage 1
LENGTH: Semester (10 credits)

PREFERRED BACKGROUND: N/A

CONTENT:

Stage 1 Health and Wellbeing covers concepts and ideas associated with Health Literacy, Health Determinants, Social Equity and Health Promotion. Students develop the knowledge, skills, and understandings to explore the role of health and wellbeing in different contexts and investigate ways of promoting positive outcomes for individuals, communities, and global societies. In Health and Wellbeing, student agency is promoted through providing opportunities to make responsible choices and decisions in a rapidly changing world. Students explore and develop skills as agents and advocates for change and consider their own health and wellbeing, as well as other perspectives. Students evaluate current trends and issues that impact health and wellbeing. They reflect on personal and community actions to promote and improve sustainable outcomes for individuals, communities, and global society.

ASSESSMENT:

Students demonstrate evidence of their learning through the following assessment types:
Assessment Type 1: Practical Action (x2)
Assessment Type 2: Issue Inquiry (x1)
Students are also required to participate in an **External Training** (for example, First Aid or Mental Health First Aid)

MATHEMATICS

YEAR: Stage 1
LENGTH: Semester (10 credits) or Full Year (20 Credits)
PREFERRED BACKGROUND: B Grade or better in Year 10 Maths

CONTENT:

Mathematics develops an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments, and proofs, and using mathematical models. By using functions, their derivatives, and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation. Mathematics can lead to tertiary studies of economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences.

Topics covered include: functions and graphs, polynomials, trigonometry, counting and statistics, growth and decay, and introduction to differential calculus.

Stage 1 Mathematics provides the foundation for further study in Stage 2 Mathematical Methods.
Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the SACE.

ASSESSMENT:

Students demonstrate evidence of their learning through the following assessment types:
Assessment Type 1: Skills and Applications Tasks (at least two per semester)
Assessment Type 2: Mathematical Investigation (at least one per semester)

GENERAL MATHEMATICS

YEAR: Stage 1
LENGTH: Semester (10 credits) or Full Year (20 Credits)
PREFERRED BACKGROUND: C Grade or better in Year 10 Maths.

CONTENT:

Students extend their mathematical skills in ways that apply to practical problem solving and mathematical modelling in everyday contexts. A problem-based approach is integral to the development of mathematical skills and the associated key ideas in the subject.

Topics studied cover a range of applications of mathematics, including: personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear functions, and discrete modelling using networks. In this subject there is an emphasis on controlling students' computational and algebraic skills expanding their ability to reason and analyse mathematically.

Stage 1 General Mathematics provides the foundation for further study in Stage 2 General Mathematics.
Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the SACE.

ASSESSMENT:

Students demonstrate evidence of their learning through the following assessment types:
Assessment Type 1: Skills and Applications Tasks (at least two per semester)
Assessment Type 2: Mathematical Investigation (at least one per semester)

ESSENTIAL MATHEMATICS

LENGTH: Semester (10 credits) or Full Year (20 Credits)

PREFERRED BACKGROUND: N/A

CONTENT:

Students extend their mathematical skills in ways that apply to practical problem solving in everyday contexts. A problem-based approach is integral to the development of mathematical skills and the associated key ideas in the subject.
Topics studied cover a range of applications of mathematics, including: general calculations, measurement and geometry, money management, and statistics. In this subject there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

This subject is intended for students planning to pursue a career in a range of trades or vocations.
Stage 1 Essential Mathematics provides the foundation for further study in Stage 2 Essential Mathematics.
Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the SACE.

ASSESSMENT:

Students demonstrate evidence of their learning through the following assessment types:
Assessment Type 1: Skills and Applications Tasks (at least two per semester)
Assessment Type 2: Folio (at least one per semester)

INTEGRATED LEARNING: SPORT, HEALTH AND RECREATION

YEAR: Stage 1
LENGTH: Semester (10 credits) or Full Year (20 Credits)

PREFERRED BACKGROUND: Year 10 PE

CONTENT:

Integrated Learning is a subject framework that enables students to make links between aspects of their lives, their learning about themselves and their capabilities. Schools design Integrated Learning programs for a specific purpose, product or outcome according to the needs and interests of students in their local context.
Students will have autonomy over the content of this subject, with a focus on practical exploration in sports that match the needs of the students. Students demonstrate application and development of their knowledge, concepts and skills in a sport by undertaking a number of practical inquiry activities. They will reflect on their performance and the capabilities developed. Students will make connections with their community through building an event in which they identify their individual role and responsibility in the task/activity and communicate their contribution. The Personal Venture is an opportunity for students to explore an area of interest within Sport, Health & Recreation by identifying, exploring, and communicating relevant information, concepts, and ideas.

ASSESSMENT:

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

School assessment
Assessment Type 1: Practical Exploration (60%)
Assessment Type 2: Connections (20%)

External assessment
Assessment Type 3: Personal Venture (20%)

PHYSICS

LENGTH: Semester (10 credits) or Full Year (20 Credits)

PREFERRED BACKGROUND: C Grade or better in Year 10 Science & Mathematics

CONTENT:

The study of physics offers opportunities for students to understand and appreciate the natural world. This subject requires the interpretation of physical phenomena through a study of motion in two dimensions, electricity and magnetism, light and matter, and atoms and nuclei. As well as applying knowledge to solve problems, students develop experimental, investigation design, information, and communication skills through practical and other learning activities. Students gather evidence from experiments and research and acquire new knowledge through their own investigations. Physics may be a prerequisite or assumed knowledge for some tertiary courses such as engineering or physical sciences.

The following topics provide the framework for learning in Stage 1 Physics:

- Linear Motion and Forces
- Electric Circuits
- Heat
- Energy and Momentum
- Waves
- Nuclear Models and Radioactivity

ASSESSMENT:

Students demonstrate evidence of their learning through the following assessment types:
Assessment Type 1: Skills and Applications Tasks (at least two per semester)
Assessment Type 2: Investigation Folio (at least two per semester)

VISUAL ARTS

LENGTH: Semester (10 credits) or Full Year (20 Credits)

PREFERRED BACKGROUND: Year 10 Art

CONTENT:

In Visual Arts, student's express ideas through practical work using a diverse range of media to experiment with ideas, leading to the creation of highly resolved Artworks. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.
The broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

Semester 1 focuses on Portraiture and Art movements throughout history. Semester 2 has a focus on Practical Techniques and Themes used in Art.

For both 10-credit and 20-credit programs, with a focus on art, the following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

Students may have the option to explore Creative Arts rather than Visual Arts

ASSESSMENT:

Students demonstrate evidence of their learning through the following assessment types.
Assessment Type 1: Folio
Assessment Type 2: Practical
Assessment Type 3: Visual Study

WORKPLACE PRACTICES

YEAR: Stage 1
LENGTH: Semester (10 credits)

PREFERRED BACKGROUND: Year 10 EIF

CONTENT:
Students develop knowledge, skills and understanding of the nature, type and structure of the workplace. They learn about the value of unpaid work in society, future trends in the world of work, workers' rights and responsibilities and career planning.

Students can undertake learning in the workplace and develop and reflect on their capabilities, interests and aspirations. The subject may include undertaking of Vocational Education and Training (VET), additional work experience or paid work as part of their 'Performance' assessment.

Students who are looking to go to full time employment or full time apprenticeships after year 11 are encouraged to do this subject.

ASSESSMENT:
Students demonstrate evidence of their learning through the following assessment types.
Assessment Type 1: Folio
Assessment Type 2: Performance
Assessment Type 3: Reflection

ACTIVATING IDENTITIES AND FUTURES

YEAR: Stage 2
LENGTH: Semester (10 credits)

PREFERRED BACKGROUND: Exploring Identities & Futures C or better

CONTENT:
Activating Identities and Futures is a compulsory subject. The purpose of Activating Identities and Futures is for students to take greater ownership and agency over their learning (learning how to learn) as they select relevant strategies (knowing what to do when you don't know what to do) to explore, create and/or plan to progress an area of personal interest towards a learning output.
Students explore ideas related to an area of personal interest through a process of self-directed inquiry. They draw on knowledge, skills and capabilities developed throughout their education that they can apply in this new context and select relevant strategies to progress the learning to a resolution. The focus of the exploration aims to develop capabilities and support students in their chosen pathways.

ASSESSMENT:
Students demonstrate evidence of their learning through the following assessment types:
School assessment
Assessment Type 1: Portfolio (35%)
Assessment Type 2: Progress Checks (35%)

External assessment
Assessment Type 3: Appraisal (30%)

STAGE 2

General Information

This section is a description of subjects that will be offered in Year 12 in 2022. Every effort will be made to satisfy the choices of all students but class numbers, availability of staff and timetabling restrictions may be limiting factors.

Year 12 students will normally select 4 SACE 20 credit subjects. Some students may select less subjects if they are undertaking a School Based Apprenticeship or VET Course. If students are considering using their VET course towards an ATAR, please discuss in subject counselling.

SACE and Tertiary Entrance

Completion of the SACE is a pre-requisite for entry to most University courses in this state, interstate or overseas, however, there are some additional criteria which students must meet to be eligible for University entry into the three South Australian Universities and Charles Darwin University in the Northern Territory.

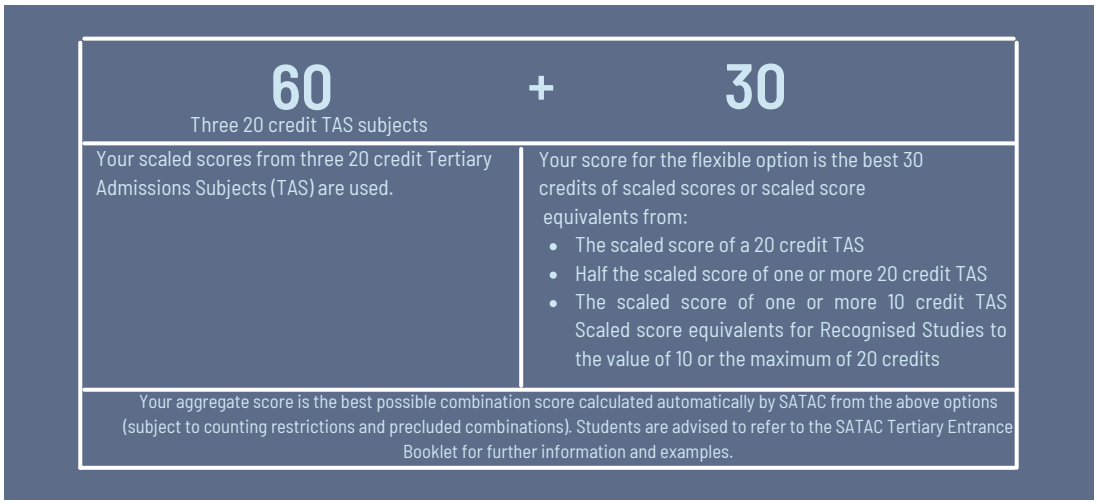
Selection into a University course is based on two criteria: eligibility and rank. Eligibility allows you to be considered for selection, rank determines whether you are competitive enough to be selected.
To be eligible for selection into a University course/program you must:

- Qualify for the SACE by successfully completing your South Australian Certificate of Education (SACE), with all the prerequisites and minimum grade requirements to equal 200 points.
- Obtain an Australian Tertiary Admissions Ranking (ATAR)
- Meet any pre-requisite subject requirements for the course/program. In order to fulfil a pre-requisite requirement, you must obtain at least a C-grade for that Stage 2 subject.

Stage 2 subjects are given an additional classification by TAFESA and the Universities to indicate they provide appropriate background and preparation for tertiary studies. They are called Tertiary Admission Subjects (TAS).

Stage 2 subjects offered at Bordertown High School all have TAS status, with the exception being students selecting Community Studies as one of their subjects. These subjects are therefore suitable to be included in the calculation of credits for the University Aggregate.

The University Aggregate will be calculated from at least 90 credits of study at Stage 2.



STAGE 2

Tertiary Entrance

The ATAR is a rank given to students ranging from 0 to 99.95. The ATAR gives students an indicator of how they have performed against other students who have also qualified for an ATAR. This ATAR is the criteria for competitive entry into university courses.

Universities Bonus Schemes

There are two schemes which provide adjustment factors to applicants - the Universities Equity Scheme and the Universities Language, Literacy and Mathematics Scheme. SATAC administers these schemes on behalf of its participating institutions.

The Universities Equity Scheme awards 5 bonus points for eligible students, and the Universities Language, Literacy and Mathematics Bonus Scheme awards 2 or 4 points for eligible students. An individual student can receive a maximum of 9 bonus points under both schemes.

The Universities Equity Scheme will provide bonuses in two ways: bonuses for all students in certain specified schools and bonuses for individuals in other schools. Eligible students will receive five bonus points in the calculation of their selection ranks. Bordertown High School students do not qualify for the 5 bonus points, based on the criteria set by SATAC, however students can apply for the Individual Adjustment part of this equity scheme, if they meet the criteria. Further information can be found on the SATAC website:

https://www.satac.edu.au/universities-bonus-schemes

Universities Language, Literacy and Mathematics Bonus Scheme

Applicants eligible for subject-based adjustments will have their university aggregate adjusted by 2 points, up to a total maximum of 4 points, for successfully completing a subject in any one of these four categories:

- 20 credits of a LOTE in the Languages Learning Area (not including the subject Language and Culture – two 10 credit Australian indigenous language subjects can be paired in lieu of a 20 credit LOTE)
- 2ESH20 English or 2ELS20 English Literary Studies
- 2MHS20 Mathematical Methods
- 2MSC20 Specialist Mathematics

Successful completion is defined as gaining an Overall Grade of C- or better. Because subject-based adjustments are designed to encourage enrolments in these subjects rather than reward outcomes, no further adjustments will be granted for higher achievement.

Any bonuses will be added to the University Aggregate from which selection ranks are calculated. The selection rank will then be the ATAR which corresponds to the revised aggregate.

STAGE 2

Cut off Ranks

For most courses, the number of applicants exceeds the number of places available. Admission is therefore restricted by quota - i.e. it becomes a question of supply and demand. The likelihood of selection depends on the number of places available, the number of qualified applicants, your level of academic achievement in relation to other applicants, other entry requirements, and the sub-quotas operating i.e. whether you are applying as a school leaver, mature age entry student, tertiary transfer, special entry candidate etc.

Applying to TAFESA

TAFESA courses offered through SATAC have Course Admission Requirements (CAR), which all applicants must meet in order to be eligible for selection. CAR differ according to the level and type of course.

Course Admission Requirements:
Courses may be considered competitive if there are limited places available, or non-competitive if all interested and qualified students will be accepted. Where there are more eligible applicants for a TAFESA course than there are places available, applicants are ranked in merit order for selection. Sometimes a course without CAR will have more applicants than places available. In these cases, selection will be based on earliest date of application.

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

REQUIREMENTS FOR SACE STAGE 2

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 Production
Biology
Chemistry
Design, Technology and Engineering-Materials Solutions
English
Essential English
Home Economics:
- Food and Hospitality

Information Processing and Publishing:
- Business Documents
- Desktop Publishing

General Mathematics
Mathematical Methods
Physical Education
Physics
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 year depending on student numbers and teacher availability.

AGRICULTURE

STAGE 2

YEAR: Stage 2
LENGTH: Full Year (20 credits)

PREFERRED BACKGROUND: Successful completion of one semester of Stage 1 Agriculture

CONTENT:
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 for Stage 2 Agricultural Production are:
Topic 1: Animal Production
Topic 2: Plant Production
Topic 3: Resource Management
Topic 4: Agribusiness.

ASSESSMENT:
Students demonstrate evidence of their learning through the following assessment types:
Assessment Type 1: Agricultural Reports (30%)
Assessment Type 2: Applications (40%)
Assessment Type 3: Production Assignment (External) (30%)

BIOLOGY

YEAR: Stage 2
LENGTH: Full Year (20 credits)

PREFERRED BACKGROUND: Successful completion of Stage 1 Biology (1 Semester) or other Stage 1 Science

CONTENT:
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 for Stage 2 Biology are:
Topic 1: DNA and Proteins
Topic 2: Cells as the Basis of Life
Topic 3: Homeostasis
Topic 4: Evolution

ASSESSMENT:
Students demonstrate evidence of their learning through the following assessment types:
Assessment Type 1: Investigation Folio (30%)
Assessment Type 2: Skills and Applications Tasks (40%)
Assessment Type 3: Examination (30%)

CHEMISTRY

YEAR: Stage 2
LENGTH: Full Year (20 credits)

PREFERRED BACKGROUND: Successful completion of Stage 1 Chemistry for the full year.

CONTENT:

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.

The topics for Stage 2 Chemistry are:
Topic 1: Monitoring the Environment
Topic 2: Managing Chemical Processes
Topic 3: Organic and Biological Chemistry
Topic 4: Managing Resources.

ASSESSMENT:

Students demonstrate evidence of their learning through the following assessment types:
Assessment Type 1: Investigation Folio (30%)
Assessment Type 2: Skills and Applications Tasks (40%)
Assessment Type 3: Examination (30%)

DESIGN, TECHNOLOGY AND ENGINEERING: MATERIAL SOLUTIONS

YEAR: Stage 2
LENGTH: Full Year (20 credits) Cost related to course

PREFERRED BACKGROUND: Stage 1 Design, Technology and Engineering for the full year.

CONTENT:

In Stage 2 Material Solutions (Product Design and Manufacture) students explore possible solutions to a problem or opportunity. They investigate and analyse the purpose, design features, materials and production techniques in a given context. This information is used to create a design brief that provides the basis for the development of potential solutions. The importance of the design process as a preliminary to the realisation process is emphasised, as is ongoing evaluation of the solution.

Students complete two specialised skills tasks. They demonstrate skills and knowledge that will be required for the realisation of their solution. They apply the skills, processes and techniques in the chosen context. This informs the design development for a solution in the Design Process and Product. Students evaluate and assess the development of their own skills and review how processes and techniques may influence their solution.

ASSESSMENT:

Students demonstrate evidence of their learning through the following assessment types:
Assessment Type 1: Specialised Skills Task (20%)
Assessment Type 2: Design Process and Product (50%)
Assessment Type 3: Resource Study (30%)

STAGE 2

ENGLISH

YEAR: Stage 2
LENGTH: Full Year (20 credits)

PREFERRED BACKGROUND: Successful completion of Stage 1 English.

CONTENT:

In English, 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. An understanding of purpose, audience, and context is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

Students 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.

ASSESSMENT:

Students demonstrate evidence of their learning through the following assessment types:
Assessment Type 1: Responding to Texts (30%)
Assessment Type 2: Creating Texts (40%)
Assessment Type 3: External Component - Comparative Analysis (30%)

ESSENTIAL ENGLISH

YEAR: Stage 2
LENGTH: Full Year (20 credits)

PREFERRED BACKGROUND: Successful completion of Stage 1 Essential English.

CONTENT:

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.

ASSESSMENT:

Students demonstrate evidence of their learning through the following assessment types:
Assessment Type 1: Responding to Texts (30%)
Assessment Type 2: Creating Texts (40%)
Assessment Type 3: Language Study (30%)

STAGE 2

FOOD & HOSPITALITY

YEAR: Stage 2
LENGTH: Full Year (20 credits)

PREFERRED BACKGROUND: At least one semester of Year 10 Home Economics

CONTENT:
In 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 industry workers. Students are required to participate in activities outside school hours, both within the school and in the wider community.

Stage 2 Food and Hospitality comprises of 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:
Assessment Type 1: Practical Activity (50%)
Assessment Type 2: Group Activity (20%)
Assessment Type 3: Investigation (30%)

INFORMATON PROCESSING & PUBLISHING

YEAR: Stage 2
LENGTH: Full Year (20 credits)

PREFERRED BACKGROUND: N/A

CONTENT:
Information Processing and Publishing focuses on the application of acquired technological skills to provide creative solutions to text-based communication tasks. Students create both hard copy and electronic text-based publications and evaluate the development process.

They use technology to design and implement information processing solutions, and identify, choose and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

ASSESSMENT:
Students demonstrate evidence of their learning through the following assessment types:
Assessment Type 1: Practical Skills (40%)
Assessment Type 2: Issue Analysis (30%)
Assessment Type 3: Product and Documentation (30%)

STAGE 2

MATHEMATICAL METHODS

YEAR: Stage 2
LENGTH: Full Year (20 credits)

PREFERRED BACKGROUND: Successful completion of Stage 1 Mathematical Methods for the full year.

CONTENT:
Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation. Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences.

ASSESSMENT:
Students demonstrate evidence of their learning through the following assessment types:
Assessment Type 1: Skills and Applications Tasks (50%)
Assessment Type 2: Mathematical Investigation (20%)
Assessment Type 3: Examination (30%)

GENERAL MATHEMATICS

YEAR: Stage 2
LENGTH: Full Year (20 credits)

PREFERRED BACKGROUND: Successful completion of Stage 1 Mathematical Methods or General Mathematics.

CONTENT:
Stage 2 General Mathematics offers students the opportunity to develop a strong understanding of the process of mathematical modelling and its application to problem solving in everyday workplace contexts. A problem based approach is integral to the development of both the models and the associated key concepts in the topics. These topics cover a range of mathematical applications, including: modelling with linear relationships, applied geometry, statistical models, financial models, and discrete models.

ASSESSMENT:
Students demonstrate evidence of their learning through the following assessment types:
Assessment Type 1: Skills and Applications Tasks (40%)
Assessment Type 2: Mathematical Investigation (30%)
Assessment Type 3: Examination (30%)

STAGE 2

ESSENTIAL MATHEMATICS

YEAR: Stage 2

LENGTH: Full Year (20 credits)

PREFERRED BACKGROUND: Successful completion of any full year of Stage 1 Mathematics.

CONTENT:

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

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

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

ASSESSMENT:

Students demonstrate evidence of their learning through the following assessment types:
Assessment Type 1: Skills and Applications Tasks (30%)
Assessment Type 2: Folio (40%)
Assessment Type 3: Examination (30%)

INTEGRATED LEARNING: SPORT, HEALTH AND RECREATION

YEAR: Stage 2

LENGTH: Full Year (20 credits)

PREFERRED BACKGROUND: Successful completion of Stage 1 Integrated Learning.

CONTENT:

Integrated Learning is a subject framework that enables students to make links between aspects of their lives, their learning about themselves and their capabilities. Schools design Integrated Learning programs for a specific purpose, product or outcome according to the needs and interests of students in their local context.
Students will have autonomy over the content of this subject, with a focus on practical exploration in sports that match the needs of the students. Students demonstrate application and development of their knowledge, concepts and skills in a sport by undertaking a number of practical inquiry activities. They will reflect on their performance and the capabilities developed. Students will make connections with their community through building an event in which they identify their individual role and responsibility in the task/activity and communicate their contribution. The Personal Venture is an opportunity for students to explore an area of interest within Sport, Health & Recreation by identifying, exploring, and communicating relevant information, concepts, and ideas.

ASSESSMENT:

Students demonstrate evidence of their learning through the following assessment types:
Assessment Type 1: Practical Inquiry (40%)
Assessment Type 2: Connections (30%)
Assessment Type 3: Personal Endeavour (30%)

PHYSICS

STAGE 2

YEAR: Stage 2
LENGTH: Full Year (20 credits)
PREFERRED BACKGROUND: Successful completion of Stage 1 Physics (Semester 2) & Mathematics (General or Methods) for the full year.

CONTENT:

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.

The topics for Stage 2 Physics are:

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

ASSESSMENT:

Students demonstrate evidence of their learning through the following assessment types:
Assessment Type 1: Investigation Folio (30%)
Assessment Type 2: Skills and Applications Tasks (40%)
Assessment Type 3: Examination (30%)

VISUAL ARTS

YEAR: Stage 2
LENGTH: Full Year (20 credits)
PREFERRED BACKGROUND: Successful completion of Stage 1 Visual or Creative 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

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 or sculpture. The A3 folio, CD or DVD should contain written or verbal material that should include introductory information, annotated comments, analysis, response, synthesis, and conclusions.

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 20 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.

ASSESSMENT:

Students demonstrate evidence of their learning through the following assessment types:
Assessment Type 1: Folio (40%)
Assessment Type 2: Practical (30%)
Assessment Type 3: External Component – Visual Study (30%)

BHS Stage 1 & Stage 2 Handbook

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