Stage 2 Subject Choices

From the Principal

It is my pleasure to present to you the 2017 Curriculum Handbook, which is a comprehensive guide to the breadth of curriculum we offer here at St Mark’s College.

The purpose of this publication is to assist students and their families to complete their subject selections for the coming school year. Our Curriculum Handbook thus becomes a document for the future.

Our Curriculum Handbook is a publication that understands that we live in a world that will continue to be a rapidly changing one. A good Curriculum such as ours at St Mark’s prepares for this change. We develop our St Mark’s students to be independent learners, self-directed, ethical, spiritually centred and emotionally intelligent. After the five years of the secondary education described in this publication our students become focussed scholars, compassionate humans and skilled citizens. In selecting subjects and embracing the learning at St Mark’s students become effective communicators who are literate and numerate and able to operate confidently in the information technology landscape. For our world to survive and thrive we need St Mark’s students who will be responsible citizens and global contributors ready to act for a just and caring society. So looking through this document takes on a significance.

Our students will access subject descriptions and will use a range of aptitudes, talents and intuitions to make sense of it all and to make plans. Our students will take a little of their hope for a career, a lot of love of a subject discipline, and then the trust that they have in faculty members. They will then create for themselves a pathway of scholarship. I want them to use their imagination as they study this document. I want them to construct all that they could become. I want them not fear the unknown but embrace the opportunities.

Our aim in the Senior School is to provide a rigorous curriculum that prepares students for employment or tertiary study. We are very proud to provide multiple pathways to students while still at school, making available Vocational and Educational Training opportunities. VET involvement is extremely rewarding and a highly regarded experience for students and staff.

I extend my best wishes on the journey and the decisions for subjects being considered. This is very exciting and will bring together a love of learning, curiosity and a foundation for the future. You will be fully supported by the academic staff and well look forward to watching your growth.

Greg Hay
Principal
SACE STAGE 2

Subjects offered

Compulsory Subjects
  - Research Project
  - Religion

Elective Subjects
  - Agricultural and Horticultural Studies
  - Biology
  - Business Enterprise
  - Chemistry
  - Child Studies
  - Community Studies
  - Drama
  - English Communications
  - English Pathways
  - English Studies
  - Food and Hospitality Studies
  - Information Processing and Publishing
  - Legal Studies
  - Design and Technology: Furniture Construction
  - Design and Technology: Metal Engineering
  - Mathematical Applications
  - Mathematical Studies
  - Modern History
  - Music
  - Nutrition
  - Psychology
  - Physical Education
  - Physics
  - Religion Studies
  - Specialist Mathematics
  - Scientific Studies
  - Visual Arts – Art
  - Visual Arts – Design

*Please note that all Stage 2 subjects have an external assessment component worth 30%. All subjects are worth 20 credits and run for the full length of the year.*
Stage 2 Subjects

Agricultural and Horticultural Studies

Subject Description
This subject adopts a multi-disciplinary approach to the study of Agricultural and Horticultural science, principles, management, technology and enterprise. Students will examine management practices in animal and plant production, and carry out as appropriate their own investigations, both practical and theoretical.

Advice to Students
The externally assessed component of this subject – The Investigation requires very good analytical and literacy skills, as well as the ability to work independently.

Content
- Experimentation Design in Agriculture
- Animal Production – nutrition and enterprise
- Issues in Agriculture
- Soil Science
- Plant Production and Agronomy

Assessment
- Practical Skills – 40%
- Skills and Application Tasks – 30%
- Investigation – 30% - Externally assessed
Biology

Subject Description
This syllabus is organised around four themes that are arranged as a hierarchy. Each theme is divided into six strands. The syllabus also prescribes a set of skills that are to be developed through practical and other learning activities within and across the themes and strands.

Advice to Students
Successful completion of Stage 1 Biology and/or negotiation with the teacher is required. The knowledge and skills of Stage 1 Biology are further developed in this course. While not a prerequisite, Stage 2 Biology is assumed knowledge for some University courses.

Content
- Macromolecules
  The structure and function of organic macromolecules found in living things.
- Cells
  The structure and function of cells in both unicellular and multicellular organisms.
- Organisms
  The structure and function of organisms. The human body is used as the only exemplar in the organism and selectivity strands.
- Ecosystems
  Interactions between members of the same species, different species, and the non-living environment, with strong emphasis on the evolutionary perspective.

Assessment
- External Examination – Exam - 30%
- School Assessment:
  - Folio 40%
  - Skills and Applications 30%
Business and Enterprise

Subject Description

Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally. Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate on business practices. They have the opportunity to reflect on current issues in business and enterprise, and make informed decisions. Students evaluate the impact and effect of business, enterprises, and technology on the well-being and lifestyle of individuals, communities, the economy, and the environment.

Content

The Business and Enterprise course comprises of a core topic and seven option topics. For this 20 credit course, students study the core topic and two option topics.

Core Topics

- The Business Environment
- Business in Australia
- The Nature and Structure of Business
- The Business Enterprise

Optional Topics

- People, Business, and Work
- Business and the Global Environment
- Business and Finance
- Business, Law and Government
- Business and Technology
- Business and Marketing
- Business Research Task/Practical Application

Assessment

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

- Folio 30%
- Practical 20%
- Issues Study 20%
- Report (externally assessed) 30%
Chemistry

Subject Description
Chemistry offers students the opportunity for employment and of the pursuit of tertiary study in medicine, nursing, engineering, science, soil science etc. Intended student’s research is related to key ideas, which prescribe a set of skills to be developed through practical, research and other learning activities within the concepts introduced.

Advice to Students
Satisfactory completion of two semesters of Stage 1 Chemistry is required. The knowledge and skills of both semesters of Stage 1 Chemistry are further developed in this course. Stage 2 Chemistry is a prerequisite to some University courses and is assumed knowledge in others.

Content
- Skills
- Elemental and Environmental Chemistry
- Analytical Techniques
- Using and Controlling Reactions
- Organic and Biological Chemistry
- Materials

Assessment
- Investigations Folio 40%
- Skills and Applications Tasks 30%
- External Examination 30%
Child Studies

Subject Description
The Stage 2 subject focuses on children’s growth and development from conception to eight years inclusive. Students examine attitudes and values about parenting and care-giving and gain an understanding of the growth and development of children. Through the study of Stage 2 Child Studies students develop a variety of research, management, and practical skills.

Content
Students study topics within one or more of the following five areas of study:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Practical and Legal Influences
- Socio-cultural Influences
- Technological Influences

Assessment

- School Based Assessment
  Practical and Group Activity 70%

- External Assessment
  Investigation 30%
Community Studies

Students learn in a community context and interact with teachers, peers, and community members. They decide the focus of their community activity/community application activity, which begins from a point of personal interest, skill, or knowledge. By setting challenging and achievable goals in their community activity/community application activity, students enhance their knowledge and understanding in a guided and supported learning program. They develop their capacity to work independently and to apply their skills and knowledge in practical ways in their community.

Areas of Study
Stage 2 Community Studies A may be undertaken as a 10-credit subject or a 20-credit subject. In developing an individual program of learning around his or her interests, knowledge, and skills, each student prepares a contract of work to undertake a community activity in one of the following six areas of study:
- Arts and the Community
- Communication and the Community
- Foods and the Community
- Health, Recreation, and the Community
- Science, Technology, and the Community
- Work and the Community.

As part of their program of learning, students may undertake a community activity that applies to more than one area of study. The area of study chosen should reflect the primary focus or emphasis of the activity.

EVIDENCE OF LEARNING
The following assessment types enable students to demonstrate their learning in Stage 2 Community Studies A:

School Assessment (70%)
Assessment Type 1: Contract of Work

External Assessment (30%)
Assessment Type 2: Reflection.

For a 10-credit and a 20-credit subject, students should provide evidence of their learning through completion of and reflection on a contract of work. This involves each of the two assessment types, including the external assessment component. The nature, scope, and depth of the community activity undertaken in the contract of work should be reflected in the time allocated to a 10-credit or a 20-credit subject.

Where a community activity is undertaken in a group context, each student must present evidence of individual learning so that it can be assessed against the performance standards.
Design and Technology
Furniture Construction and Metal Engineering

Stage 2 Design and Technology Furniture Construction is a 20-credit subject.
Stage 2 Design and Technology Metal Engineering is a 20-credit subject.

Subject Description
Through the study of Design and Technology 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. Students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials.

Students develop design briefs, demonstrating their design and technological ability through activities in contexts that have a practical outcome. They make sound decisions about materials and techniques, based on their testing and understanding of the physical properties and working characteristics of materials. Students identify product characteristics and make critical judgments about the design and creation of products and systems. They work with a range of tools, materials, equipment, and components to a high degree of precision, while implementing safe working practices. They develop their ability to evaluate outcomes against the design brief.

Advice to Students
Both Furniture Construction and Metal Engineering are practical based courses where 65% of the marks come from making a Major Project and completing two practical Skill Tasks. Good practical skills and technical drawing skills are an advantage, as is sound knowledge and understanding of the computer drawing program QUICKDRAW. Sound literacy skills are an advantage in the completion of a Folio and Evaluation of the Major Project. There is no exam in either subject. It is recommended that students have successfully completed a Stage 1 equivalent subject.

Subject Length
Both Furniture Construction and Metal Engineering are full year courses (20 credits each)

Content and Assessment
- School-based Assessment (70%)
  Assessment Type 1: Skills and Applications Tasks (20%) Two skills tasks
  One material application task
  Assessment Type 2: Product (50%) Two product tasks

- External Assessment (30%)
  Assessment Type 3: Folio (30%).
  Two assessments (Folio and Evaluation)
  The folio should contain a maximum of twelve pieces of evidence. The combined evidence should be a maximum of 2000 words. Students evaluate their producing skills, using evidence from the product record in Assessment Type 2, and evaluate their realised product.

- A product record will need to be undertaken. It is used to provide evidence of the creation of the product to inform assessment of the product and support the evaluation in Assessment Type 3.
Drama

Subject Description
Containing practical and theoretical aspects, Drama is designed to develop students’ knowledge and appreciation of Performing Arts as a distinct way of examining human behaviour, culture, aspirations and creative achievements.

Advice to Students
Containing a balance of practical and theoretical studies, students need to be well prepared when thinking about choosing Drama. The major group production is externally moderated and requires a great deal of creativity, dramatic skill, and a commitment to after school hours/weekend rehearsals, something that students need to consider carefully when choosing this subject. The theory component is also quite challenging and will be an advantage to students if they have successfully completed Stage 1 Drama.

Assessment
- Practical
- Written Work
- Group Presentation
- Folio
- Interpretative Study
- Major Performance

This subject does not have an exam. This subject is assessed by a panel of external moderators appointed by the SACE Board on a continuing basis throughout the year.
English

Subject description
In this subject, students are expected to:
1. analyse the relationship between purpose, context, and audience in a range of texts
2. evaluate how language and stylistic features and conventions are used to represent ideas, perspectives, and aspects of culture in texts
3. analyse how perspectives in their own and others' texts shape responses and interpretations
4. create and evaluate oral, written, and multimodal texts in a range of modes and styles
5. analyse the similarities and differences when comparing texts
6. apply clear and accurate communication skills.

Subject length
Full year

Advice to students
This subject does not have an exam but does have an externally assessed Comparative Analysis (see below). This is a rigorous course consisting of Responding to Texts (60%) and Creating Texts (40%).

Content and assessment
Assessment Type 1: Responding to Texts (30%)
Students produce three responses to texts. Two of the responses must be written (to a combined maximum of 2000 words) and one must be oral (maximum 6 minutes). The texts on which the responses are based must be chosen from at least three of the categories listed below:
- an extended text such as a novel, a graphic novel, a collection of short stories, a biography, or other non-fiction prose text
- a selection of poetry texts such as a poet study, anthology, theme study, song lyrics
- a drama text or performance
- a film or episode of a television miniseries
- media texts from newspapers, magazines, radio, television, the internet, or other digital sources.

Assessment Type 2: Creating Texts (40%)
Students create written, oral, and/or multimodal texts for procedural, imaginative, analytical, persuasive, and/or different purposes. Students create three texts and one writer’s statement. The three texts should total a maximum of 3000 words, and the writer’s statement should be a maximum of 1000 words.

Assessment Type 3: Comparative Analysis (30%) – Externally assessed
Students complete a written comparative analysis of two texts and evaluate how the language features, stylistic features, and conventions in these texts are used to represent ideas, perspectives, and/or aspects of culture, and to influence audiences. The comparative analysis should be a maximum of 2000 words.
Essential English

Subject description

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.

Subject length

Full year

Advice to students

This subject does not have an exam but does have an externally assessed Language Study (see below). Students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts.

Content and assessment

Assessment Type 1: Responding to Texts (30%)
Students produce three responses to texts. At least one of the responses must be produced in written form, and at least one response in oral or multimodal form. A written response should be a maximum of 800 words; an oral response should be a maximum of 6 minutes; a response in multimodal form should be of equivalent length.

Assessment Type 2: Creating Texts (40%)
Students create written, oral, and multimodal texts for procedural, imaginative, analytical, persuasive, and/or interpretive purposes.

Students create:
one advocacy text
two additional texts.

At least one of the responses must be in written form, and at least one in oral or multimodal form. A written text should be a maximum of 800 words; an oral response should be a maximum of 6 minutes; a text in multimodal form should be of equivalent length.

Assessment Type 3: Language Study (30%) – Externally assessed
For this assessment type, students complete an independent language study. The focus of study is an understanding of the use of spoken, non-verbal, visual, and/or written language by people in a chosen context beyond the classroom. The language study should be a maximum of 1500 words if written or 8 minutes if presented in oral form.
English Literary Studies

Subject Description
In this subject, students are expected to:
- analyse texts, demonstrating depth of understanding through the identification of the structural, conventional, and stylistic features used by authors
- understand that the interpretation of texts is influenced by the interplay between what the author presents in the text, the context in which the text was generated, and what the reader, viewer, or listener brings to the text
- compare and contrast the ways in which texts are constructed
- use evidence to develop and support critical reasoning in the form of sustained argument
- compose texts that engage the reader, viewer, or listener; and express ideas clearly and accurately in a range of appropriate forms.

Subject length
Full year

Advice to students
This course focuses on the critical analysis of a range of texts. Students will need to be attentive readers and have strong interpretive essay writing skills.

Content and Assessment
- Assessment Type 1: Text Analysis (30%)
  For text analysis, students undertake four to six responses to their shared studies. There should be at least one response to each of the shared studies:
  - study of two single texts
  - study of paired texts
  - study of poetry

- Assessment Type 2: Individual Study (20%)
  For the Individual Study, the students complete a critical essay of a maximum of 2000 words in response to two independently studied texts that are linked in some way

- Assessment Type 3: Text Production (20%)
  Students produce two written texts and two oral texts, aiming to achieve a level of fluency and precision using style and structure that are appropriate to audience and context

- Assessment Type 4: Exam (30%)
  The 3-hour external examination requires students to write three responses. The examination is divided into three sections and students must answer one question from each section:
  - Section A contains questions on the study of two single texts or the study of paired texts or the study of poetry. The study that is the focus of this section in any given year will not be known in advance
  - Section B contains a range of questions on the two studies not included in Section A
  - Section C contains questions based on the critical reading of one or more unseen short texts
Food and Hospitality Studies

Subject Description
Stage 2 Food and Hospitality Studies is a 20 credit subject that focuses on the contemporary and changing nature of the food and hospitality industry. Students critically examine attitudes and values about the food and hospitality industry and the influences of economic, environmental, legal, political, socio-cultural, and technological factors at local, national and global levels.

Advice to Students
This subject is practically oriented, with written work closely linking to activities undertaken. Students will be required to undertake an externally assessed Investigation Task, worth 30%, which links closely to the hospitality industry. Therefore, an interest in that area will be an advantage.

Content
Areas of Study:
- Contemporary and Future Issues
- Economic and Environmental Issues
- Political and Legal Issues
- Sociocultural Influences
- Technological Influences

Assessment
At the student’s completion of study of each school-based assessment type, the teacher makes a decision about the quality of the student’s learning by:
- referring to the Performance Standards
- assigning a grade between A+ and E- for the assessment type.

Weighting
- Practical Activity 50%
- Group Activity 20%
- Investigation – Externally Assessed 30% All components are externally moderated.
Information Processing and Publishing

Subject Description
Information Processing and Publishing students use the designing process to develop and produce documents for specified purposes. This process uses a four-part model: investigating, devising, producing and evaluating. Students use principles of layout design to produce publications incorporating visual images, numerical data, graphs and diagrams. They analyse issues in written reports and investigate technical aspects of hardware and software, presenting their findings in written reports. Students experiment with the placement and enhancement of images and text to help communicate within a wide range of publications.

Subject Length
Full year (20 credits) – incorporating aspects of Desktop Publishing and Business Documents

Advice to Students
It is essential that students have a strong understanding of the Adobe suite of software and MS Office applications, in particular using tables, paragraph formatting and image manipulation. Sound knowledge of software applications is essential, as tasks are assigned and completed rapidly allowing little time to develop competency with unfamiliar software. Students will also need sound literacy skills to complete the theoretical components of the course. It is a strong advantage to have studied Information Processing at Stage 1.

Content and Assessment
- Practical Skills (40%)
  Five separate documents designed for varying audiences using a range of formats

- Issues Analysis (15%)
  A 1000 word essay discussing the ethics of photo manipulation in print media

- Technical Operations (15%)
  A 750 word letter analysing data storage devices

- External Component (30%)
  Production of a business newsletter and sales brochure, accompanied by documentation of the design process in 1500 words
Legal Studies

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

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

Advice to Students
Having solid literacy skills and an interest in the legal system is an advantage when considering Stage 2 Legal Studies. It is also an advantage to have studied at least one semester of Stage 1 Legal Studies.

Content
Students explore the Australian legal system from the local level to its global connections. They examine the key concepts of parliamentary democracy, constitutional government, and participation. At Stage 2, students study the following four topics:

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

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

- Folio 50%
- Inquiry 20%
- External Exam 30%
General Mathematical

Subject Description
General Mathematics extends students’ mathematical skills in ways that apply to practical problem solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. Topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices. Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Technology Required: A Graphics Calculator. The Texas Instruments brand is preferred.

Advice to Students: Students need to have demonstrated a good knowledge of Year 11 Mathematical Methods or a very good knowledge Year 11 General Mathematics and be prepared to work with topics that have an emphasis on algebra, equations, graphing, statistics, finance and matrices.

Three topics of the five below are examined at the end of the year. Students must be prepared to manage their time wisely and conduct on-going revision in this subject.

Content:
- Modelling with Linear Relationships
- Modelling with Matrices
- Discrete Models*
- Financial Models*
- Statistical Models*

* Examined topics

Assessment:
- Assessment Type 1: Skills and Applications Tasks 40%
- Assessment Type 2: Mathematical Investigation 30%
- Assessment Type 3: Examination - 2hours 30%
Mathematical Studies

Subject Description

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. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

**Technology Required:** A Graphics Calculator. The Texas Instrument brand is preferred.

**Advice to Students:** Students need to have demonstrated a very good knowledge of Year 11 Mathematical Methods and be prepared to work with topics that have an emphasis on calculus algebra, logarithms, equations, graphing and statistics. There are six topics taught, all of which are examined at the end of the year.

**Content:**
- Further Differentiation and applications
- Discrete Random Variables
- Integral Calculus
- Logarithmic Functions
- Continuous Random Variables and the normal Distribution
- Sampling and Confidence Intervals

**Assessment:**
- **Assessment Type 1:** Skills and Applications Tasks 50%
- **Assessment Type 2:** Mathematical Investigation 20%
- **Assessment Type 3:** Examination - 3 hours 30%
Modern History

Subject Description:

Stage 2 Modern History involves the investigation of human experience over time. By studying past events, actions, and phenomena, students gain an insight into human nature and the ways in which individuals and societies function. History encourages inquiry into the activities of people in order to gain an understanding of their motivations and the effects of actions in particular places at particular times; to make comparisons; and draw conclusions.

By gaining an historical perspective, students are able to see change and continuity in a wider context. They develop an understanding of how and why events happened in the past and how they, as citizens in society, can influence the future.

Stage 2 Modern History is a 20-credit subject that consists of:

- a thematic study
- a depth study
- an essay

Students choose one topic from a choice of six for the thematic study, and one topic from a choice of five for the depth study. The topic for inquiry for the essay may be developed from any of the eleven topics available for study in the subject, or from any other area of interest relevant to modern history since c. 1500.

Content

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

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

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

Thematic Study Topics

- Contact and Resistance: Indigenous Australians and the colonial Experience - 1788 to the present.
- The Bush Experience and Survival on the Land: Primary Industries- 1788 to the present.
Modern History

- Australia’s Foreign Policy – 1890 to the present
- Searching for Ideal Societies and Nations – c. 1880 to the present
- The Unwanted, the Seekers and the Achievers: Migration to Australia – 1830 to the present
- Living in Australia – 1788 to the present

Depth Study

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

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

- Topic 8: The War to End All Wars: The First World War and Its Consequences, c. 1870–1929
- Topic 9: An Age of Catastrophes: Depression, Dictators, and the Second World War, c. 1929–45
- Topic 10: Postwar Rivalries and Mentalities: Superpowers and Social Change since c. 1945
- Topic 11: Persecution and Hope: Power and Powerlessness in Society since c. 1500.

Each of these topics has four key areas for inquiry that provide the focus for a depth study of, for example, selected societies, events, and periods.

Essay

The purpose of the essay is for each student to engage in the process of inquiry into a historical question of personal interest and to apply the concepts and skills of historical study. Each student formulates a hypothesis and/or focusing question(s) in order to analyse an aspect of history and construct a reasoned historical argument supported by evidence from up to five sources.

Students choose a topic for inquiry developed from any of the eleven topics described in the Thematic Study and Depth Study, or from any other area of interest relevant to modern history since c. 1500, to formulate the hypothesis and/or focusing question(s) for their essay.

Assessment

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

- Folio 50%
- Essay 20%
- Exam (externally assessed) 30%
Music

Subject Description
There are three subjects offered for Stage 2 Music. Students must elect to study a combination of two of the following subjects; Solo Performance, Ensemble Performance and Music Individual Study.

Advice to students
Students are encouraged to own or have access to an instrument (voice), for the purposes of practising.

Solo Performance
Subject Description
Students develop skills in aural perception and musical sensitivity, and preparing and presenting public performances. They develop an awareness of style, structure, and historical conventions in solo performance. Students extend their technical and performance skills on their chosen instrument or their voice, and use this expertise as a means of developing musical expression.

Content and Assessment
When preparing for performance, teachers and students must ensure that the performance repertoire includes:

- works of contrasting character which allow students to extend their performance techniques on their instrument or voice
- a minimum of 18 minutes of repertoire to be assessed over the first and second performances.

School Assessment (70%)
Assessment Type 1: First Performance (30%)
Students present a solo performance of 7-9 minutes.

Assessment Type 2: Second Performance (40%)
Students present a solo performance of 9-11 minutes.

External Assessment (30%)
Assessment Type 3: Third Performance (30%)
Students present a solo performance of 10-12 minutes. Students are encouraged to choose a selection of their most confident performance pieces from Assessment Types 1 and 2, although pieces being assessed for the first time may also be included.

Students are assessed against the assessment design criteria of Accuracy, Technique and Musicianship.
**Ensemble Performance**

**Subject Description**
Students develop ensemble performance skills as well as aural perception, musical sensitivity, and an awareness of style, structure, and historical conventions. They participate in regular rehearsals and performances, some of which may be outside of school hours. Students contribute to the cohesiveness of the ensemble and engage the audience.

**Content and Assessment**
When preparing for performance, teachers and students must ensure that the performance repertoire includes:

- works of contrasting character which allow students to extend their performance techniques on their instrument or voice
- a minimum of 20 minutes of repertoire to be assessed over the first and second performances.

**School Assessment (70%)**
Assessment Type 1: First Performance (30%)
Students present an ensemble performance of 8-10 minutes, including part-testing.

Assessment Type 2: Second Performance (40%)
Students present an ensemble performance of 10-12 minutes, including part-testing.

**External Assessment (30%)**
Assessment Type 3: Third Performance (30%)
Students present an ensemble performance of 10-12 minutes, including part-testing. Students are encouraged to choose a selection of their most confident performance pieces from Assessment Types 1 and 2, although pieces being assessed for the first time may also be included.

Students are assessed against the assessment design criteria of Accuracy, Technique and Musicianship.
Music Individual Study

Subject Description
Students pursue an area of musical interest that is directly applicable to their intended vocation, career, further study, or recreation. They develop skills in negotiating, planning, structuring, developing, and evaluating their learning. The topic should be realistically achievable by the student, and appropriate resources should be available. This subject is recommended for students who have a great deal of personal motivation and initiative, and who are self-directed learners. The ability to work independently is essential.

Content and Assessment
 Students negotiate and plan with their teacher the topic they have chosen for their individual study. Suggested Topics may be negotiated from the list below.

Tutoring
This topic allows students to share with others their high level of technical skill and/or musical knowledge. At least two individual students are to be taught 12 lessons each, or a group of students taught for 12 lessons.

Community
This topic allows students to investigate and experience the social, political, and/or cultural aspects of music in the community.

Musical Instrument
This topic allows students to build or restore a musical instrument.

Music and Cultures
This topic allows students to demonstrate their understanding of music in its diverse cultural contexts.

Music Industry
This topic allows students to gain experience in the music industry. Work experience in the industry, to extend the student’s musical skills and/or understanding, is recommended where possible.

School Assessment (70%)
Assessment Type 1: Folio (30%)

Assessment Type 2: Product (40%)

External Assessment (30%)
Assessment Type 3: Report (30%)

Students are assessed against the design criteria of Knowledge and Understanding, Practical Application, and Reflection and Evaluation.
Nutrition

Subject Description
Students undertake three assessment components: Investigation Folio, Skills and Application Tasks and Examination. The focus of the course is to provide students with the opportunity to examine factors that influence food choices and reflect on local, national and global concerns and associated food issues. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

Subject Length
Full year (20 credit subject)

Advice to Students
Students undertaking this course should have an interest in nutrition, health and wellbeing. It is advised that student has completed Biology at Stage 1 successfully. There is a strong emphasis on diet and lifestyle diseases along with food selection and dietary evaluation. There is an examination for this subject.

Content
- Fundamentals of human nutrition
- Diet, lifestyle, and health
- Food selection and dietary evaluation
- Food, nutrition and the consumer
- Global hunger

Assessment
Investigation Folio (40%)
Skills and Application Tasks (30%)
External Assessment - Exam (30%)
Psychology

Subject Description
The study of Psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Students apply psychological knowledge to improve outcomes and experiences in various areas of life, such as education, intimate relationships, child rearing, employment and leisure. The study of Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (ie. observation, experimentation and evidence) the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.

Subject Length
2 Semesters

Advice to students
Psychology falls under the banner of social sciences, therefore sound skills of analysis and comprehension are of considerable advantage. Recommended prior learning includes the successful completion of at least one semester of Stage 1 Psychology.

Content
The following six topics are offered in Stage 2 Psychology:

- Introduction to Psychology
- Social Cognition
- Learning
- Personality
- Psychobiology of Altered States of Awareness
- Healthy Minds.

Assessment

- 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%)
Physical Education

Subject Description
The Stage 2 Physical Education program aims to involve students in physical activity in a way that promotes immediate as well as long-term physical benefits to the student. Students acquire an understanding of human functioning and physical activity, an awareness of the community structures and practices that influence participation in physical activity, skills in communication and investigation, and the ability to apply theory to practical situations.

Advice to Students
Completion of Stage 1 Physical Education is an advantage. The course consists of 50% practical and 50% theory, 30% of which is an externally assessed exam. Additionally, there is a cost of approximately $120 to cover the cost of hiring the instructors and equipment for the kayaking practical.

Content
Consists of two areas of study:
- Practical Skills and Applications
- Principles and Issues

The Practical Skills and Applications component consists of three centrally developed practical modules. The modules are Kayaking, Touch Football and Badminton.

The Principles and Issues Component consists of three modules:
- Exercise Physiology and Practical Activity
  Areas of study include energy sources for physical performance, training and evaluation of physical performance, physiological factors affecting performance, and patterns of physical activity
- Skills Acquisition and the Biomechanics of Movement
  Areas of study include how skill is acquired, specific factors affecting learning, psychology of learning and performance of physical skills, biomechanics and skilled performance
- Issues Analysis
  This module enables students to investigate a selected topic of interest, focussing on an issue related to physical activity. Students will be expected to critically analyse and interpret their findings and experience.

Assessment:
- Assessment Type 1: Practical 50%
- Assessment Type 2: Folio 20%
- Assessment Type 3: Examination 30%

Examination is based on the Exercise Physiology and Physical Activity, and the Skill Acquisition and the Biomechanics of Movement modules.
Physics

Subject Description

Physics helps people to understand the world around them. The study of physics provides an understanding of the processes that determine the behaviour of systems, from the very small (atoms and nuclei) to the very large (solar system and the universe).

Advice to Students
Satisfactory completion of two semesters of Stage 1 Physics and Mathematical Studies is required. Knowledge and working ability with equation rearrangement is a necessity for Stage 2 Physics. It is not a prerequisite that Mathematical Studies be taken in conjunction with this subject but it is an advantage. Knowledge of atomic structure from both Stage 1 and 2 Chemistry is also an advantage to students.

Content
- Projectile Motion
- Electric Fields
- Uniform Circular Motion
- Magnetic Fields
- Gravitation and Satellites
- Electromagnetic Waves
- Momentum in 2D
- Interference of Light
- Wave Behaviour of Particles
- Photons
- Structure of atom and Nucleus
- Radioactivity
- Nuclear Fission and Fusion

Assessments
- School Assessment Component
  - Skills and Applications 30%
  - Investigative Skills 40%
- External Examination Component
  - Exam 30%
Scientific Studies

Subject Description

Stage 2 Scientific Studies can be undertaken as a 20-credit subject.
The following themes and topics are offered as examples.

Students are encouraged to explore other possible themes and topics across a broad range of contemporary science.

<table>
<thead>
<tr>
<th>Themes</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>The implications of human intervention through science</td>
<td>Recycling</td>
</tr>
<tr>
<td></td>
<td>Genetic modification of plants</td>
</tr>
<tr>
<td></td>
<td>Genetic modification of animals</td>
</tr>
<tr>
<td></td>
<td>Nuclear power</td>
</tr>
<tr>
<td></td>
<td>The Human Genome Project</td>
</tr>
<tr>
<td></td>
<td>Alternative energy</td>
</tr>
<tr>
<td>The relevance of science for my community and me</td>
<td>Sports science</td>
</tr>
<tr>
<td></td>
<td>Farm science</td>
</tr>
<tr>
<td></td>
<td>Health science</td>
</tr>
<tr>
<td></td>
<td>Aquatics</td>
</tr>
<tr>
<td></td>
<td>The marine world</td>
</tr>
<tr>
<td></td>
<td>Cultural perspectives</td>
</tr>
<tr>
<td>The impacts of science on my local environment</td>
<td>Environmental sustainability</td>
</tr>
<tr>
<td></td>
<td>Farm science</td>
</tr>
<tr>
<td></td>
<td>The shape of the land</td>
</tr>
<tr>
<td></td>
<td>Water availability and use</td>
</tr>
<tr>
<td></td>
<td>Aquatics</td>
</tr>
<tr>
<td></td>
<td>The marine world</td>
</tr>
<tr>
<td></td>
<td>Aquaculture</td>
</tr>
<tr>
<td></td>
<td>Nutrition</td>
</tr>
<tr>
<td></td>
<td>Epidemics</td>
</tr>
<tr>
<td></td>
<td>Cultural perspectives</td>
</tr>
<tr>
<td>The possible impacts of science in Australia and the broader global community over the next 50 years</td>
<td>Climate change</td>
</tr>
<tr>
<td></td>
<td>Space travel and exploration</td>
</tr>
<tr>
<td></td>
<td>Communication technologies</td>
</tr>
<tr>
<td></td>
<td>Water quality</td>
</tr>
<tr>
<td></td>
<td>Water resource management</td>
</tr>
<tr>
<td></td>
<td>Land use and management</td>
</tr>
<tr>
<td></td>
<td>Food technologies</td>
</tr>
<tr>
<td></td>
<td>Recycling</td>
</tr>
<tr>
<td></td>
<td>Transport</td>
</tr>
<tr>
<td></td>
<td>Air quality</td>
</tr>
<tr>
<td></td>
<td>Housing</td>
</tr>
<tr>
<td></td>
<td>Diet and health</td>
</tr>
<tr>
<td></td>
<td>Disease control</td>
</tr>
<tr>
<td></td>
<td>Recreation</td>
</tr>
<tr>
<td></td>
<td>Sports science</td>
</tr>
<tr>
<td></td>
<td>Forensic science</td>
</tr>
<tr>
<td></td>
<td>Scientific truth in advertising</td>
</tr>
<tr>
<td></td>
<td>Food processing — e.g. wine, cheese, and smallgoods</td>
</tr>
</tbody>
</table>
Scientific Studies

Subject Description
The following assessment types enable students to demonstrate their learning in Stage 2 Scientific Studies:

*School Assessment (70%)*
Assessment Type 1: Investigations Folio (40%)
Assessment Type 2: Skills and Applications Tasks (30%)
*External Assessment (30%)*
Assessment Type 3: Practical Investigation (30%).
Religion Studies

Subject Description

Students develop an understanding of different religious perspectives on events or practices, and examine a range of definitions of religion drawn from a variety of sources. These definitions of religion are evaluated in terms of how they lead to a particular understanding of religion. Students study diverse religious and spiritual beliefs and value systems in Australian society and around the world, and explore how such a study can contribute to greater personal and interpersonal understanding; the development of skills in relating to people of different religious positions; and an appreciation of, and respect for, the different ways in which people think, feel, and act. There is also an emphasis on understanding religious positions on ethical and social justice issues.

Advice to Students

The externally assessed component of this subject – The Investigation, requires very good analytical and literacy skills, as well as the ability to work independently.

Content

For this 20-credit subject, students study the core topic and two option topics.

Core Topic

Overview of Religion

Option Topics: Religious Traditions

Option Topic A: Buddhism
Option Topic B: Christianity
Option Topic C: Hinduism
Option Topic D: Indigenous Australian Spirituality
Option Topic E: Islam
Option Topic F: Judaism

Assessment

School Assessment (70%)
Assessment Type 1: Sources Analysis (30%)
Assessment Type 2: Folio (40%)

External Assessment (30%)
Assessment Type 3: Investigation (30%).

For a 20-credit subject, students provide evidence of their learning through six to nine assessments, including the external assessment component. Students undertake:

- at least one sources analysis assessment on the core topic, and one on an option topic
- at least three folio assessments and one investigation.
Specialist Mathematics

Subject Description

Specialist Mathematics draws on and deepens students’ mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus.

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

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


Advice to Students: Students need to have demonstrated a very good knowledge of Year 11 Specialist Mathematics and Mathematical Methods, and be prepared to work with topics that have an emphasis on proof, integral calculus, complex numbers, graphing functions, three dimensional vectors and differential equations. There are six topics taught, all of which are examined at the end of the year.

Content:

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

Assessment:

- **Assessment Type 1**: Skills and Applications Tasks 50%
- **Assessment Type 2**: Mathematical Investigation 20%
- **Assessment Type 3**: Examination - 3 hours 30%
Visual Arts – Art

Subject Description
The art course aims to develop students’ ability to conceive and make high quality resolved artworks. It provides students with the opportunity to enhance their skills and knowledge of materials and processes and to gain persistence in the art making process. Students’ practical work will be supported by theoretical components incorporating critical analysis of artworks, synthesis and personal reflection.

Advice to Students
Students need to be highly self-motivated and prepared to put a lot of their own time into developing and producing artworks for the practical component. It is essential that students can work independently to generate and extend upon their own concepts and ideas. While this subject is largely practical, theoretical components are entwined with both the Folio and Visual Study. It is therefore an advantage to have gained experience writing about Art in this format at Stage 1.

Content and Assessment

- Folio 30%
  Students develop a folio that documents the progression of their ideas. The folio will incorporate sketches, annotations, critical reflection, analysis and exploration of existing artworks and practitioners. The folio is required to contain at least 30 A3 pages of support material for each practical artwork

- Practical 40%
  Students produce the artworks developed in their folios. This may result in the combination of large major resolved artworks and minor artworks, or a suite of smaller works. Practicals may take the form of paintings, drawings, sculptures, photography, ceramics, installation, multimedia etc. A written practitioner’s statement will accompany each final artwork

- Visual Study 30%
  Students produce a folio of work in response to a particular theme, technique, media or practitioner. The visual study incorporates both practical and theoretical tasks. The completed visual study will need to contain 20 A3 pages of practical work, accompanied by a 2000 words of research and analysis.
Visual Arts – Design

Subject Description
The design course aims to develop students’ ability to develop design works to a high standard. Students will follow the design process closely and document the progression of their ideas. This course provides the opportunity to build skills ready for further study or work in the design industry. Students’ practical work will be supported by theoretical components incorporating critical analysis of designed works, synthesis and personal reflection.

Advice to Students
Students need to be highly self-motivated and prepared to put a lot of their own time into developing and producing design works for the practical component. It is essential that students can work independently to generate and extend upon their own concepts and ideas. Experience using the design process in developing and refining ideas is a strong advantage. While this subject is largely practical, theoretical components are entwined with both the Folio and Visual Study. It is therefore and advantage to have gained experience writing about Design in this format at Stage 1.

Content and Assessment
- Folio 40%
  Students develop a folio that documents the progression of their ideas. The design process must be followed in the development of ideas, documenting the initial design brief through and evaluation of the final design. The folio will incorporate sketches, annotations, critical reflection, analysis and exploration of existing designers and their work. The folio is required to contain at least 30 A3 pages of support material for each practical designed work. (for a total of 60 A3 pages)

- Practical 30%
  Students produce the designs developed in their folios. This may result in the combination of large major resolved designs and minor designs, or a suite of smaller works. Practicals may take the form of product design, graphic design or environmental design. A written practitioner’s statement will accompany each final design.

- Visual Study 30%
  Students produce a folio of work in response to a particular theme, technique, media or practitioner. The visual study incorporates both practical and theoretical components. The completed visual study will need to contain 20 A3 pages of practical work, accompanied by a 2000 words of research and analysis.
St Mark’s College
455 The Terrace
Port Pirie SA 5540

Postal Address: PO Box 796, Port Pirie SA 5540
T +61 8 8632 2800
F +61 8 8633 0104
E: info@stmarkspirie.catholic.edu.au
W www.stmarkspirie.catholic.edu.au