Stage 2 Subject Choices

From the Principal

It is my pleasure to present to you the 2015 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 (school-designed and assessed Stage 1 course)

Elective Subjects
- Agricultural and Horticultural Studies
- Australian History
- Business Studies
- Biology
- Business and Enterprise
- Chemistry
- Child Studies
- Drama
- English Communications
- English Studies
- Food and Hospitality Studies
- Information Processing and Publishing
- Material Products: Furniture Construction
- Material Products: Metal Engineering
- Mathematical Applications
- Mathematical Studies
- Music
- Nutrition
- Psychology
- Physical Education
- Physics
- Specialist Mathematics
- 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 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 Outline
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 Outline
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%
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 QUIKDRAW. 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 Communications**

**Subject description**
In this subject, students are expected to:

- demonstrate clear and accurate communication skills through reading, viewing, writing, listening, speaking, and using a range of ICTs
- analyse the relationship between audience, purpose, and form in a range of communication modes across a number of contexts
- display knowledge and understanding of the stylistic features and conventions of texts and the ways in which the language in texts is used to represent ideas, relationships, values, and interests
- clarify and articulate their own ideas and values through critical engagement with texts and language
- compose and evaluate texts to demonstrate understanding of the conventions of a variety of textual forms and the purposes for which texts may be used.

**Subject length**
Full year

**Advice to students**
This subject does not have an exam but there is a 90 minute supervised text production task, not drafted by the teacher. This is a rigorous course with a balance of text analysis and text production tasks.

**Content and assessment**

- **Assessment Type 1: Text Analysis (20%)**
  For text analysis, students produce two written responses and one oral response. The texts for the responses are to be chosen from three of the following four text types:
  - an extended prose, verse, or multimodal text
  - a selection of poems
  - a film or a television miniseries
  - a drama text or a drama performance

- **Assessment Type 2: Text Production (20%)**
  For text production, students compose three texts, one of which is produced as a 90-minute supervised written assessment under test conditions, without help from the teacher. The three texts each achieve one of the following purposes:
  - to entertain or engage a reader or listener
  - to persuade or communicate a point of view
  - to communicate observations or information

- **Assessment Type 3: Communication Study (30%)**
  The communication study has two parts: a comparison of two examples of communication chosen from one of the categories listed below, and a practical application

- **Assessment Type 4: Folio (30% externally assessed)**
  In the folio, students undertake Part 1: Response to an Example of Communication and Part 2: Text Production with Writer’s Statement.
**English Pathways**

**Subject description**
In this subject, students are expected to:

- demonstrate clear, accurate and appropriate communication skills through reading, viewing, writing, composing, listening and speaking
- establish connections with people in vocational, cultural or social contexts, through personal and critical engagement with texts and language
- reflect critically on the ways in which texts are created for specific purposes and audiences
- use language skills to interact and work effectively with other people and to solve problems
- identify and reflect on the cultural, social and technical role of language and texts in supporting effective interactions in different contexts
- compose texts in which language is used for critical, personal, vocational or creative purposes.

**Subject length**
Full year

**Advice to students:** This subject does not have an exam. If offered, it offers a balance of text analysis and text production with a focus on the ways in which students, individually or in groups, use language to maintain effective connections and interactions with people in different contexts.

**Content and assessment:**

- **Assessment Type 1: Reading and Responding to Texts Study (30%)**
  The reading and responding to texts study focuses on students’ shared or independent reading of texts. Students reflect critically on the ways in which texts are created for specific purposes and audiences, and consider how audiences interpret and appreciate texts. Students explore the ways in which texts engage, inform, instruct and connect readers. They analyse ideas, values and beliefs represented in texts, and make connections with their own experiences, ideas, values and beliefs.

- **Assessment Type 2: Text Production Study (40%)**
  In the text production study, students examine a range of purposes for which texts can be produced. By considering different text types, students develop the ability to recognise the influence of language and textual conventions on readers’ understanding of, and response to, texts. Students extend their English skills to equip them for current and future learning, community experiences and participation in civic and vocational life.

- **Assessment Type 3: Language Study (30%)**
  The language study is a product of independent study. The primary focus of the language study is students’ use of language skills to reflect and comment on the use of language by a group of people in their chosen context, which may be local or virtual, and may have national and global connections. The language study could also include the ways in which people change or modify their use of language according to situation, purpose or audience expectation. Students may reflect on the strategies and language they use to communicate in a family, peer group, community or work-related context.
**English 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%
Subject Description
Mathematical Applications enables students to appreciate, experience and understanding mathematics as a growing body of knowledge in contemporary situations. It gives relevance and meaning to their world and the world of enterprise.

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

Advice to Students
Two examinations of one and a half hours each are conducted, one at the end of each semester. As these examinations cover only the topics from that semester, students must be prepared to manage their time wisely and conduct on-going revision in this subject.

Content
- Share Investment
- Investments and Loans
- Matrices
- Statistics and Working with Data

Assessment
- **Assessment Type 1**
  Skills and Applications Tasks 30%

- **Assessment Type 2**
  Folio 40%

- **Assessment Type 3**
  Examination 30%
Mathematical Studies

Subject Description
Mathematical Studies is a subject which allows students to explore, describe and explain aspects of the world around them in a mathematical way. It focuses on the development of mathematical skills and techniques to facilitate this exploration. It places mathematics in relevant contexts, dealing with the phenomena from the students’ common experiences as well as from scientific, professional and social contexts.

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 Studies and be prepared to work with topics that have an emphasis on algebra, equations, graphing, statistics and matrices.

Content
- Working with Statistics
- Working with Functions and Graphs using Calculus
- Working with Linear Equations and Matrices

Assessment
- Skills and Applications Tasks (45%)
- Investigations (25%)
- External Assessment – Exam (30%)
Modern History

Subject Description:

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
• 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 7: Public and Private Lives: A Social and Political History of Women since c.1750
• Topic 8: The War to End All Wars: The First World War and Its Consequences, c. 1870–1929
• Topic 9: An Age of Catastrophes: Depression, Dictators, and 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%
- External Exam 30%
Music

Subject Description
There are three subjects of music offered and students must choose to study a combination of two of these courses at Stage 2 (in negotiation with the music teacher). Students are required to have an instrument and are encouraged to be receiving instrumental/vocal tuition.

Advice to Students
This course is only for students who have very high practical performance skills as well as aural perception, musical sensitivity and will be required to participate in regular rehearsals and performances. Students must have a great deal of personal motivation and initiative. The ability to work independently is essential.

Ensemble Performance
Subject Description
This unit is offered to students who want to develop ensemble performance skills as well as aural perception, musical sensitivity and an awareness of style, structure, and historical conventions in ensemble performance.

Content and Assessment
The following assessment types enable students to demonstrate their learning in Stage 2 Ensemble Performance:

- **School-based Assessment (70%)**
  Assessment Type 1: First Performance (30%)
  Assessment Type 2: Second Performance (40%)

- **External Assessment (30%)**
  Assessment Type 3: Final Performance (30%)

Students should provide evidence of their learning through three assessments, including the external assessment component.

Music Individual Study
Subject Description
This unit is offered for students who want to undertake an individual study on the topic of their choice. This may be an area in which they are interested or in which they have a special talent. The topic should be realistically achievable by the student, and appropriate resources should be available.

Content and Assessment
The following assessment types enable students to demonstrate their learning in Stage 2 Music Individual Study:

- **School-based Assessment (70%)**
  Assessment Type 1: Folio (30%)
  Assessment Type 2: Product (40%)

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

Students should provide evidence of their learning through three assessments, including the external assessment component.
Solo Performance
Subject Description:
This unit is offered for students who want to extend their performance skills on their instrument and to further their understanding of music. Students must be able to work individually in a sustained manner.

Content and Assessment

- **Assessment Type 1: First Performance (30%)**
  Students perform solo works for assessment. The first performance should be a solo performance of 7 to 9 minutes.

- **Assessment Type 2: Second Performance (40%)**
  Students perform solo works for assessment. The second performance should be a solo performance of 8 to 11 minutes.

- **Assessment Type 3: Final Performance (30%)**
  Students perform in a practical examination. A solo performance of 10 to 12 minutes must be presented (live) for assessment.

The final, externally assessed performance may include works that have been assessed in the first and/or second performances, and/or works being assessed for the first time.

For each assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

- accuracy
- technique
- musicianship
**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 (i.e. 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 Maths 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%
**Specialist Mathematics**

**Subject Description**
Specialist Mathematics will enable students to experience and understand mathematics as a growing body of knowledge for application in an external environment – a view of mathematics that students are likely to find relevant to their world. This subject deals with the phenomena from the students' common experiences, as well as from scientific, professional and social contexts.

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

**Advice to Students**
Students need to have demonstrated a very good knowledge of Year 11 Mathematical Studies and Year 11 Specialist Mathematics. Students need to be prepared to work with topics that have an emphasis on algebra, equations, trigonometry, graphing and geometry.

**Content**
- Trigonometric Preliminaries
- Polynomials and Complex Numbers
- Vectors
- Calculus
- Differential Equations

**Assessments**
- Skills and Applications Tasks (45%)
- Investigations (25%)
- External Assessment – Exam (30%)
**Visual Arts – Art**

**Subject Description**
The art course aims to develop student’s 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, instillation, 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 student’s 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. Student’s 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 +618 8632 2800
F +618 8633 0104
E: info@stmarkspirie.catholic.edu.au
W www.stmarkspirie.catholic.edu.au