St Michael's
COLLEGE

# 2026
# FACULTY FAQS

SUCCESS LOOKS

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# FACULTY FAQS

## For Year 11 and Year 12 subjects and pathways

This booklet provides the information in response to commonly asked questions by students and their parents/caregivers regarding the Year 11 and 12 subject options available.

This is arranged by Faculty (Learning Area), including the subject offerings within each learning faculty.

For detailed information regarding subject content and assessment types, please consult the Senior Curriculum Handbook.

Students that are unsure about which subjects are most appropriate for them, are encouraged to arrange a career/pathway counselling appointment, or to contact the Leader of Learning for the relevant Faculty.

## Contents

# BUSINESS PATHWAYS

**Leader of Learning: Hamish Redden | Hamish.Redden@smc.sa.edu.au**

## Subject Options

### Year 11 & 12 Business Faculty Subjects

Year 11 subjects are semester-based and contribute 10 Stage 1 SACE credits. Year 12 Business subjects are full-year courses and attract 20 Stage 2 SACE credits. As follows:

**Accounting**

- Study of financial recording, reporting, and financial management and decision-making
- Examines ethical considerations in financial contexts
- Includes external exam in Year 12
- Year 12 Prerequisite: 'B' grade or better in Stage 1 Accounting

**Business Innovation**

- Study of business models and innovation with a focus on designing, sustaining, and transforming business
- Practical application of business concepts in real-world contexts and explores financial literacy and project management
- Does not include external exam in Year 12
- Year 12 Prerequisite: Successful completion of a Humanities subject in Year 11

**Economics**

- Study of microeconomics and macroeconomics, and economic modelling
- developing skills in data analysis and explores economic management and policies
- Includes external exam In Year 12
- Year 12 Prerequisite: 'B' grade or better in Stage 1 Economics

**Legal Studies**

- Study of the Australian legal system including constitutional government, law-making, and justice systems
- Analysis of the strengths and weaknesses of legal systems and processes
- Includes external exam in Year 12
- **Year 12 Prerequisite:** 'B' grade or better in Stage 1 Legal Studies

**Workplace Practices**

- Study of workplace issues, industrial relations, and the changing nature of work
- Includes substantial work placement component (50-60 hours)
- Particularly valuable for students already working or in VET
- No prerequisite

**Community Studies**

- Individually negotiated program in a business context with an emphasis on community
- Includes a community activity component
- Very flexible work and learning program that includes personal development
- Not a Tertiary Admissions Subject (TAS) - cannot contribute to ATAR
- No prerequisite

## Frequently Asked Options

### Q: Which Business subject combinations work well together?

A: Many combinations can be effective depending on interests:

- Accounting + Economics: Excellent for students interested in finance and commerce
- Business Innovation + Accounting: Good for entrepreneurial students
- Legal Studies + Business Innovation: Suitable for students interested in corporate law
- Workplace Practices + Community Studies: Practical for VET students

### Q: How do Business subjects relate to university courses?

A: Business subjects provide excellent preparation for many university pathways:

- Commerce/Business degrees: All business subjects provide relevant background
- Law: Legal Studies provides valuable preparation (though not a prerequisite)
- Economics/Finance: Economics and Accounting are directly relevant
- Many other degrees: Business subjects develop transferable skills valued in numerous fields

### Q: What skills will my child develop across the Business subjects?

A: Business subjects develop a range of valuable transferable skills:

- Critical thinking and problem-solving
- Financial literacy and numeracy
- Communication and presentation skills
- Research and analysis
- Ethical reasoning
- Digital literacy
- Teamwork and collaboration

## Important Considerations

**Assumed Knowledge:** If students have not met the relevant Year 12 prerequisite, they must meet with the Business Leader of Learning to discuss whether the relevant subject is appropriate.

**ATAR Contribution:** All Business subjects except Community Studies are Tertiary Admissions Subjects (TAS) that contribute to the ATAR.

**Complementary Subjects:** Business subjects pair well with Mathematics (particularly General Mathematics), English, and digital technology subjects.

**Career Relevance:** Business skills are relevant to virtually all career paths, not just traditional business roles. Even students pursuing careers in fields like healthcare, creative arts, or trades benefit from business knowledge.

**VET Connections:** Students undertaking VET courses in business areas may find Workplace Practices or Community Studies valuable complementary subjects.

**Literacy Skills:** Strong reading and writing skills are important for success in Business subjects, particularly Legal Studies, Economics, and Business Innovation.

# CHILD DEVELOPMENT & HOSPITALITY PATHWAYS

**Leader of Learning: Greg Cloy | Greg.Cloy@smc.sa.edu.au**

## Subject Options

### Year 11 (Stage 1) single-semester subjects (10 credits each):

**Child Studies**

- Exploration of child development from pre-natal to age eight
- Practical activities focused on children's developmental needs and interests
- Assessment includes practical activities, group activities, and research investigations

**Food and Hospitality**

- Development of skills in food preparation, safety, and handling
- Focus on creative techniques and healthy eating trends
- Assessment includes individual practical activities, group activities, and investigation

### Year 12 (Stage 2) full-year subjects (20 credits each):

**Child Studies**

- Exploration of childhood development in contemporary contexts
- Creation of resources for children's developmental needs
- Investigation of children in health, childcare, and education settings

**Food & Hospitality**

- Enhancement of food knowledge and culinary skills through hands-on learning
- Focus on industry standards, contemporary food trends
- Collaborative work in groups and as a class to achieve common goals

Further details of each of these subjects can be found in the Senior Curriculum Handbook.

## Frequently Asked Options

### Q: Are there any prerequisites for these subjects?

A: No formal prerequisites are required for either subject at Stage 1 or Stage 2. However, completion of Year 10 Food Technology is preferred for Food and Hospitality. For Stage 2 subjects, successful completion of the corresponding Stage 1 subject provides valuable preparation.

### Q: How are these subjects assessed?

A: Both subjects have a strong practical component and are assessed through:

- Practical activities (cooking, resource creation)
- Group work and collaboration
- Written research investigations
- Planning and evaluation tasks

### Q: What skills will my child develop in these subjects?

A: Both subjects develop a range of valuable transferable skills:

- Research and analytical skills
- Critical thinking and problem-solving
- Communication and collaboration
- Planning and organisational skills
- Evaluation and reflection
- Understanding of child development and their educational rights and needs (Child Studies)
- Food preparation, safety & hygiene practices (Food & Hospitality)

### Q: How much practical work is involved?

A: Both subjects have a significant practical component. In Food and Hospitality, students participate in cooking and food preparation activities. In Child Studies, students create resources and activities suitable for children, and may have opportunities to engage with children in the wider community. Due to this, exemplary attendance is required.

### Q: Do these subjects contribute to an ATAR?

A: Yes, both Child Studies and Food and Hospitality are Tertiary Admissions Subjects (TAS) that contribute to university entrance scores.

### Q: What pathways do these subjects lead to?

A: These subjects can lead to various pathways:

**Child Studies pathways:**

- Early childhood education and care
- Teaching
- Child psychology
- Social work
- Childcare management
- Community services

**Food and Hospitality pathways:**

- Commercial cookery
- Hospitality management
- Nutrition and dietetics
- Food technology
- Event management
- Tourism and accommodation

## Important Considerations

**Practical Requirements:** Both subjects involve practical components that may require additional time commitments, including possible activities outside normal school hours. Consequentially, exemplary attendance is expected.

**Career Relevance:** These subjects develop practical life skills valuable in many contexts, not just specific career pathways. The skills developed are beneficial for personal life, family responsibilities, and various employment contexts.

**VET Connections:** These subjects complement VET courses in hospitality, childcare, and community services, providing theoretical understanding alongside practical VET training.

**Study Commitment:** While these subjects have a strong practical focus, they also involve significant research, planning, and evaluation components. Students should be prepared to engage with both theoretical and practical aspects.

**External Engagement:** Child Studies may include opportunities to engage with children in educational settings. Food and Hospitality may involve catering for school or community events, providing real-world application of skills.

# DESIGN & TECHNOLOGIES PATHWAYS

**Leader of Learning: Greg Cloy | Greg.Cloy@smc.sa.edu.au**

## Subject Options

Stage 1 D&T Subjects are semester-based courses attracting 10 credits per semester subject

Stage 2 D&T Subjects are full-year courses attracting 20 SACE credits each.

**Furniture Construction**

- Develops proficiency and safety in operating woodworking machinery and power tools
- Focuses on design, planning, joining techniques, and appropriate finishes
- Explores properties of various timber materials and board products
- Emphasises safe work practices throughout all projects
- Recommended prerequisite for Stage 2: 'B-' grade or better in Stage 1 Furniture Construction

**Metal Engineering**

- Develops skills in gas metal arc and manual metal arc welding
- Teaches metal cutting technologies including flame and plasma cutting
- Covers machining, lathe turning, and general metal fabrication techniques
- Explores properties of different metals and alloys
- Emphasises precision, safety, and design principles
- Recommended prerequisite for Stage 2: 'B-' grade or better in Stage 1 Metal Engineering

**Electronics**

- Focuses on Arduino microcontrollers and circuit design
- Teaches programming, utilizing sensors, and constructing electronic systems
- Develops skills in soldering, circuit layout, and component identification
- Explores integration of light, sound, and movement in electronic projects
- Introduces prototyping using 3D printing and other technologies
- Strong math/science skills are beneficial and Stage 2 prerequisite is B- in Year 11.

**Architecture, Engineering and Design**

- Focuses on the application of computer-aided design software
- Teaches 2D and 3D modelling, assemblies, and simulation
- Develops skills in technical drawing to Australian Standards
- Explores computer-integrated manufacturing (3D printing, laser cutting)
- Recommended prerequisite for Stage 2: 'B-' grade or better in Stage 1 CAD/AED

**Outdoor Construction (Integrated Learning)**
*Stage 2 (Year 12) only*

- Teaches basic construction skills and techniques for industry application
- Students work collaboratively on projects for the school community
- Distinct from Furniture Construction with a focus on group projects
- Suitable for students in VET pathways in construction or School-based Apprenticeships.
- No strict prerequisites, though completion of Stage 1 Furniture Construction is beneficial

**STEM (Science, Technology, Engineering, Mathematics)** *Year 11 (Stage 1) elective only*

- Integrates knowledge from mathematics, science, and engineering fields
- Focuses on solving real-world problems through innovative solutions

- Develops skills in communications, teamwork, and leadership
- Incorporates cutting-edge manufacturing technologies

## Frequently Asked Options

### Q: How do these subjects prepare students for future careers?

A: Design & Technology subjects develop valuable skills for various career pathways:

- Furniture Construction: Cabinetmaking, carpentry, furniture design
- Metal Engineering: Welding, fabrication, manufacturing
- Electronics: Electronics and electrical engineering, automation, robotics
- AED: Architectural design, product design, Engineering, and drafting
- Outdoor Construction: Building trades, construction management
- STEM: Engineering, product development, innovation sectors

These subjects develop not only technical skills but also problem-solving, design thinking, and project management abilities valuable in many industries.

### Q: Do these subjects contribute to university entrance?

A: Yes, all Design & Technologies subjects are Tertiary Admissions Subjects (TAS) that contribute to the ATAR. However, there are restrictions on how many can count toward university entrance:

- Students are restricted to a maximum of 40 Stage 2 credits from Design and Technologies and Digital Technologies subjects for ATAR calculation (i.e., a maximum of two Year 12 subjects from these areas)
- These restrictions do not apply to Outdoor Construction (Integrated Learning)
- These subjects provide excellent preparation for university courses in engineering, design, architecture, and technical fields.

### Q: Are these subjects heavily theoretical or mainly practical?

A: Design & Technologies subjects balance theory and practice, with a strong hands-on component:

- Approximately 60% practical work in workshops/ design spaces
- 20% design work (planning, research, development)
- 20% knowledge and understanding (materials, processes, sustainability)

This balance ensures students develop both the technical skills and the theoretical understanding needed for success.

## Important Considerations

**Safety Requirements:** All subjects emphasize safe work practices, and students must demonstrate responsible behaviour in workshop environments.

**Materials Costs:** While the school provides most materials, some projects may require additional materials that incur costs.

**Subject Combinations:** Design & Technologies subjects complement studies in Mathematics, Physics, and Digital Technologies.

**ATAR Restrictions:** Only two Design & Technologies subjects (except Outdoor Construction) can count toward ATAR calculations.

**Industry Relevance:** related industries comprise South Australia's largest employment opportunities.

**VET Connections:** Outdoor Construction is more suitable than other Technology subjects for students who miss regular school days due to VET or apprenticeship commitments.

# DIGITAL TECHNOLOGIES PATHWAYS

**Leader of Learning: Maria Cardillo | Maria.Cardillo@smc.sa.edu.au**

## Subject Options

**Digital Technologies**

Stage 1: Digital Technologies A (1 semester, 10 credits) or A & B (2 semesters, 20 credits)

Stage 2: Digital Technologies (full-year, 20 credits)

- Focus on computational thinking, design and programming, data analytics, and iterative project development
- Students design, code, validate, and evaluate digital solutions
- Collaborative and individual project work

**Digital Filmmaking**

Stage 1: one semester, 10 credits
Stage 2: full-year, 20 credits

- Develop skills in video camera use, filming, and editing
- Creation of original multimedia productions
- Study of principles of design and camera techniques

**Digital Photography**

Stage 1: one semester, 10 credits
Stage 2: full-year, 20 credits

- Operation of the digital SLR camera and studio lighting setup and procedures
- Image capture, modification, and enhancement using Adobe Photoshop
- Creation of photographic products based on selected themes

**Digital Publishing**

Stage 1: one semester, 10 credits
Stage 2: full-year, 20 credits

- Development of skills using Adobe software (Photoshop, InDesign, Illustrator)
- Creation of promotional products and publications
- Application of design principles, layouts, and typography

Further details of each of these subjects can be found in the Senior Curriculum Handbook.

## Frequently Asked Options

### Q: What previous experience is needed for these subjects?

A: While no formal prerequisites exist, successful completion of Digital Media Creations and/or Digital Technologies in Year 10 provides a valuable foundation. Students considering Stage 2 Digital Technologies would benefit from studying both Digital Technologies A and B at Stage 1.

### Q: Can my child take multiple Digital Technologies subjects?

A: Yes, however, students should be aware of ATAR restrictions. For ATAR qualification, students are restricted to 40 Stage 2 credits from Design and Technologies and some Digital Technologies subjects (Digital Filmmaking and Digital Photography), with a maximum of two Year 12 subjects from these areas.

### Q: How can Digital Technologies subjects develop students beyond the classroom?

A: Digital Technologies subjects develop four essential thinking frameworks that transfer to any life path:

**Problem-solving and computational thinking:** Students learn to break down complex problems into manageable parts, identify patterns, and develop systematic solutions. This structured approach to challenges is valuable across all professions—from healthcare to business, trades to creative industries. The "debugging mindset" helps students methodically identify and resolve issues in any context, whether fixing a technical problem, addressing a business challenge, or resolving interpersonal conflicts.


**Data and information literacy:** In today's information-rich world, the ability to collect, analyse, and draw meaningful conclusions from data is increasingly essential in every field. Students develop skills in evaluating information sources, separating relevant from irrelevant details, and making evidence-based decisions. These abilities directly transfer to research in any discipline, informed consumer choices, financial planning, and professional decision-making.

**Adaptability and continuous learning:** Technology evolves rapidly, teaching students that knowledge acquisition is an ongoing process. This cultivates a growth mindset where challenges are viewed as opportunities to develop new capabilities. In an era where career paths increasingly involve multiple roles and skill sets, the confidence to approach and master new systems and concepts is perhaps the most valuable transferable skill of all.

**Design thinking:** Students learn to consider problems from a user-centred perspective, developing creative solutions that meet specific needs. This approach—defining problems clearly, generating multiple potential solutions, testing ideas, and refining based on feedback—applies to virtually any challenge in personal or professional contexts.

## Important Considerations

**Software and Equipment Access:** Students have access to industry-standard software including Adobe Creative Suite and programming environments. The school provides the necessary equipment.

**SACE and ATAR Restrictions:** For SACE purposes, students are restricted to a maximum of 60 credits from Design and Technologies and Digital Technologies subjects. For ATAR qualification, students are restricted to 40 Stage 2 credits from these subject areas.

**Technological Aptitude:** Students should have an interest in and aptitude for working with technology. While prior experience is helpful, a willingness to learn and problem-solve is most important.

**Project Work:** These subjects involve significant project work, requiring good time management and the ability to work both independently and collaboratively.

**Industry Relevance:** Digital Technologies subjects provide skills directly relevant to current industry needs and rapidly growing career fields.

**Creative and Technical Balance:** Different subjects in this pathway offer varying balances of creative and technical components. Digital Media subjects (Photography, Filmmaking, Publishing) tend to be more creative, while Digital Technologies focuses more on technical programming and data skills.

**Year 10 Options:** Year 10 students have the opportunity to study Stage 1 Digital Technologies subjects and receive 10 SACE credit points upon completion, providing an early start to their SACE journey.

# ENGLISH PATHWAYS

**Leader of Learning: Jane Sykes | Jane.Sykes@smc.sa.edu.au**

## Subject Options

### Year 11 (Stage 1) English Subjects

English is a compulsory full-year subject at Stage 1 (20 credits). Students are placed in one of the following courses based on their Year 10 English results and teacher recommendations:

**English Studies**

- The majority of Year 11 students will undertake English Studies, which prepares students for Year 12 English and/or English Literary Studies.
- Focuses on literary analysis and sophisticated text creation
- Suited to students who achieved a 'B-' grade or higher in Year 10 English

**English Core**

- Designed to meet the minimum SACE requirements for Stage 1 English
- Suited to students who achieved a 'C/C+' grade in Year 10 English

**Essential English**

- Modified English course focusing on practical communication
- Emphasis on clear communication for everyday contexts
- Entry by recommendation of the Leader of Learning: English

**English as an Additional Language**

- Restricted to students who have been learning English for less than 5 years
- Focuses on the development of English language proficiency
- Eligibility determined by English language assessment

### Year 12 (Stage 2) English Subjects

**English Literary Studies**

- Advanced English course with a literary focus
- Includes critical reading exam
- Recommended for students with a 'B' or higher in Stage 1 English Studies

**English**

- Standard English course suitable for most university pathways
- Balanced approach to text analysis and creation
- Prerequisites: 'B-' or higher in Stage 1 Core English or a 'C' in English Studies

**Essential English**

- Applied English focusing on communication in real-world contexts
- Emphasis on everyday and workplace texts
- Recommended for students with a 'C' or better in Stage 1 English or 'B-' in Essential English

**English as an Additional Language**

- For eligible EAL students
- Continues to develop English language skills
- Students must meet SACE Board eligibility criteria


## Frequently Asked Options

### Q: Is English compulsory in both Year 11 and 12?

A: English is compulsory in Year 11 (Stage 1) as part of SACE requirements. Although not compulsory in Year 12, a Year 12 English subject is highly recommended as many university courses require English. Students must achieve the literacy requirement of SACE (C grade or better in 20 credits of Stage 1 English).

### Q: How does the school determine which English course is right for my child?

A: Placement is based on Year 10 English results and teacher recommendations. The school considers your child's analytical skills, writing abilities, and reading comprehension. Parents are welcome to discuss placement with the English Leader of Learning if they have concerns.

### Q: What's the difference between English Literary Studies and English, in Year 12?

A: English Literary Studies focuses on literary analysis, critical reading, and sophisticated expression. It involves more challenging texts and in-depth analysis. This course prepares students for careers requiring strong analytical and communication skills.

English offers a balanced approach to text analysis and creation, suitable for most students. It develops strong communication skills without the literary depth of English Literary Studies.

### Q: Will Essential English meet university entrance requirements?

A: Essential English is a Tertiary Admissions Subject (TAS) that can contribute to an ATAR. However, it is not considered the best preparation for English language development for most university courses. Essential English does not attract bonus points towards the South Australian ATAR. It will also not meet English requirements for US colleges. Please check specific university requirements carefully.

### Q: Can students change English levels during Year 11 or between Year 11 and 12?

A: Yes, students can change levels at the end of each Semester in Year 11. Moving to a less challenging English subject is easier than moving to a more challenging one. Any changes require discussion with the English Leader of Learning and are subject to approval.

## Important Considerations

**Literacy Requirement:** To achieve SACE, students must complete 20 credits of an English subject at Stage 1 with a C grade or better.

**University Prerequisites:** Many university courses assume capabilities equivalent to Year 12 English and some interstate university courses require Year 12 English. Even if not required, strong capabilities in the English language are valuable for many careers and everyday life.

**Precluded Combinations:** Students may only study one Year 12 English course.

**Interstate Requirements:** Essential English is not always accepted for university entrance interstate. Check specific requirements if your child is considering interstate or overseas universities.

**Career Relevance:** Strong English skills are valuable in virtually all careers and are particularly important in fields like law, journalism, teaching, public relations, and business.

**Reading Habits:** Regular reading significantly improves performance in English. Students should read widely and regularly.

# HISTORY & HUMANITIES PATHWAYS

**Leader of Learning: Stacey Moros | Stacey.Moros@smc.sa.edu.au**

History and Humanities subjects offer single-semester 10-credit Stage 1 courses in Year 11 and full-year 20-credit courses in Year 12.

## Subject Options

**Ancient Studies**

- Study of ancient civilizations including Rome, Greece, and Egypt
- Focus on cultural, religious, political, and social aspects of ancient societies
- Development of historical inquiry skills through examination of archaeological and textual sources
- Assessment includes source analysis, essays, connections between societies, and an independent inquiry

**Modern History**

- Exploration of significant developments and movements since 1750
- Study of revolutions, genocide, Germany (1918-1948), and global relations since 1945
- Development of skills in historical method, source analysis, and reasoned argument
- Assessment includes historical skills tasks, research study, and an examination

**Geography**

- Focus on spatial relationships between people, places, and environments
- Study of sustainability, hazards, ecosystems, climate change, and population
- Development of fieldwork, data collection, analysis, and communication skills
- Assessment includes geographical applications, fieldwork report, and an examination

**Tourism**

- Study of tourism from host, operator, and traveller perspectives
- Exploration of economic, social, cultural, and environmental impacts
- Investigation of sustainable tourism management and industry operations
- Assessment includes case studies, practical activities, investigation, and an examination

**Society and Culture**

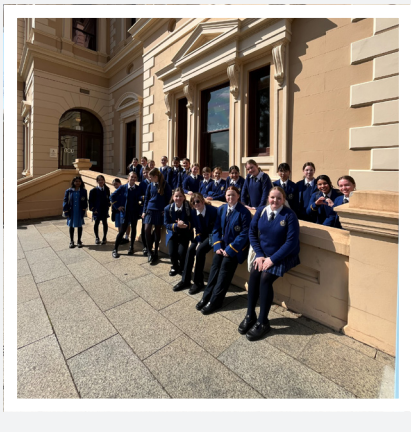
- Analysis of social change, cultural diversity, and contemporary issues
- Focus on youth culture, Indigenous contexts, human rights, and social identity
- Development of critical analysis skills through source evaluation and social research
- Assessment includes analytical tasks, group work, and an independent investigation

Further details of each of these subjects can be found in the Senior Curriculum Handbook.

## Frequently Asked Options

### Q: How many History and Humanities subjects can my child study in Year 12?

A: Students can study multiple History and Humanities subjects in Year 12 without exception. There are no SACE restrictions on the number of History and Humanities subjects that can be counted toward the SACE certificate or ATAR. Students can select any combination of these subjects based on their interests and career aspirations. For university entrance, all History and Humanities subjects are classified as Tertiary Admissions Subjects (TAS) that contribute to the ATAR calculation.



### Q: What skills will my child develop through History and Humanities subjects?

A: These subjects develop valuable transferable skills including:

- Critical thinking and analysis of sources and evidence
- Research and academic writing skills highly valued in tertiary education
- Communication and presentation capabilities
- Cultural awareness and ethical reasoning
- Global citizenship perspectives

### Q: What type of student succeeds in History and Humanities subjects?

Students who typically excel in these subjects:

- Critical thinking and discussing ideas
- Are curious about people, societies, and global issues
- Have good research and organisational skills
- Appreciate considering multiple perspectives and interpretations
- Are interested in understanding current events in historical contexts

### Q: What are the prerequisites for studying History and Humanities subjects in Years 11 and 12?

A: The prerequisites and recommended prior learning for History and Humanities subjects are as follows:

**For Year 11:** Students should be competent readers and successfully completed English and History in Year 10. Additionally, they may have undertaken Humanities electives, however, it is not a pre-requisite

**For Year 12:** 'B-' grades in respective Year 11 History & Humanities subjects are recommended, or a B grade in Year 11 English, or by negotiation with the Humanities Leader of Learning.

### Q: What career pathways do these subjects support?

A: History and Humanities subjects prepare students for diverse careers including:

- Law, public service, and policy development
- Education, journalism, and media
- International relations and diplomatic services
- Business, management, and social services
- Tourism and cultural industries
- Museum curation and heritage conservation
- Environmental management and urban planning
- Creative arts and documentary making

## Important Considerations

**Academic Skills:** These subjects require strong reading and writing abilities

**Assessment Types:** Primarily research assignments, essays, and source analyses. Modern History, Tourism, and Geography have an externally marked examination while Society & Culture and Ancient Studies include a major independent investigation (also marked externally).

**Fieldwork Requirements:** Geography and Tourism involve excursion and fieldwork components. Geography also includes a compulsory overnight camp at Stage 1 and 2

**University Pathways:** These subjects provide excellent preparation for many university courses and are highly regarded for their academic rigour. They are also highly desired for their ability to develop a connection with global issues.

# HEALTH & PE PATHWAYS

**Leader of Learning: Ned Heath | Ned.Heath@smc.sa.edu.au**

## Subject Options

Stage 1 HPE Subjects are semester-based courses attracting 10 credits per semester subject

Stage 2 HPE Subjects are full-year courses attracting 20 SACE credits each.

**Physical Education**

- Develops an understanding of energy systems, training principles, and movement concepts
- Explores physiological factors, biomechanics, and skill acquisition
- Uses data collection and technology to evaluate and analyse performance in physical activities
- Includes practical components involving various sports and physical activities
- Students can elect either one or two semesters of PE in Year 11 (PE-A and/or PE-B)
- Learning contexts vary between PE A and PE B. Please consult the Curriculum Handbook
- Students should be successful in at least one Stage 1 PE course to be prepared for Stage 2

**Health & Wellbeing**

- Promotes student agency through active exploration of health contexts
- Examines social and cultural influences on health and wellbeing
- Explores health literacy, determinants, social equity, and health promotion
- Develops reflective skills for informed health choices
- There are no prerequisites for the Stage 2 course, however, the Stage 2 course includes an emphasis on critical analysis and practical application of health concepts

**Outdoor Education** *(Stage 1 is available to Year 10 Students and Stage 2 to both Year 11 & 12)*

- Focuses on environment and conservation, planning and management
- Develops personal and social growth through outdoor activities
- May include bushwalking, canoeing, rock climbing, and surfing
- Assessment includes natural environment tasks and experiences
- There are no prerequisites for Outdoor Education
- Not compatible with students undertaking VET courses

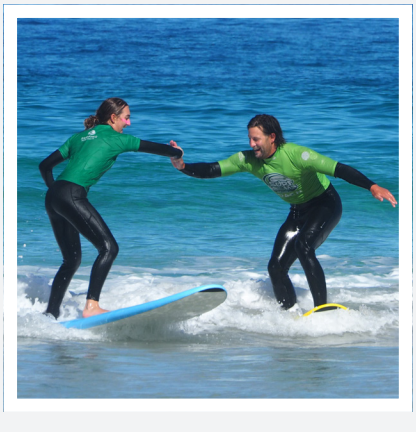
**Sports Studies (Integrated Learning)**

- Draws links between aspects of students' lives and their learning
- Focuses on coaching, umpiring, training, collaboration, and fitness
- Applies knowledge to real-world tasks and contexts
- Develops planning, organisational, and analytical skills in sporting contexts
- There are no prerequisites for this subject, however, it is highly collaborative with team-based approaches and includes an emphasis on real-world applications in sporting contexts

## Frequently Asked Options

### Q: What's the difference between Physical Education and Sport Studies?

A: Physical Education has a stronger theoretical focus on the science behind movement and performance, analysing physiological and biomechanical aspects of activity. Sport Studies (Integrated Learning) is more practical and collaborative, focusing on the development of skills in coaching, umpiring, and sports administration. Physical Education is recommended for students considering tertiary pathways in exercise



science, teaching, or health sciences, while Sport Studies suits students with a passion for sport who may be considering careers in fitness, coaching or sports management.

### Q: Does Outdoor Education involve a lot of time away from school?

A: Yes, Outdoor Education includes several off-campus experiences and an overnight camp. These are essential components of the course and count toward assessment. Students must be prepared to commit to these activities, which may occur on weekends or during school holidays. For this reason, the subject is not recommended for students undertaking VET courses or School-Based Apprenticeships due to the potential scheduling conflicts, and extended time commitments.

### Q: How physically demanding are these subjects?

A: The physical requirements vary by subject:

- Physical Education: Moderate to high physical demand across various sports
- Sport Studies: Moderate physical demand with a focus on skill development
- Outdoor Education: Potentially high physical demand in challenging outdoor environments
- Health and Wellbeing: Minimal physical demands, primarily classroom-based

All subjects can accommodate different fitness levels, but students should be willing to participate actively in the practical components. Medical considerations should be discussed with the Health and PE Leader of Learning.

### Q: How are these subjects assessed?

A: Assessment methods include:

- Physical Education: Data collection and performance analysis and evaluation
- Sport Studies: Practical exploration, connections tasks, personal ventures
- Outdoor Education: Reports, journals, presentations, practical demonstrations
- Health and Wellbeing: Practical action tasks, issue inquiry, and folio tasks

### Q: Do these subjects help with university entrance?

A: All these subjects are Tertiary Admissions Subjects (TAS) that contribute to the ATAR. They provide excellent preparation for degrees in:

- Physical Education/Human Movement
- Sport Management
- Outdoor Recreation
- Teaching (particularly PE teaching)
- When combined with science:
  - Exercise Science
  - Health Sciences
  - Allied health fields

## Important Considerations

**Practical Requirements:** Active participation is essential in all subjects except Health and Wellbeing.

**Subject Combinations:** HPE subjects pair well with Biology, Psychology, Nutrition, and Health Science for students interested in health professions.

**Year 10 Opportunity:** Year 10 students can undertake Stage 1 Outdoor Education, gaining early SACE credits.

**Year 11 Opportunity:** Year 11 students can complete Stage 2 Outdoor Education, however, this does not reduce a student's learning program during Year 12.

**Subject Restrictions:** Outdoor Education cannot be studied in combination with VET, due to the competing time commitments of each.

# ITALIAN PATHWAYS

**Leader of Learning: Jane Sykes | Jane.Sykes@smc.sa.edu.au**
**Key Teacher (Italian): Sara Giglio | Sara.Giglio@smc.sa.edu.au**

## Subject Options: Italian (Continuers)

### Stage 1: Italian Continuers A & B

Two semester courses (2x10 Credits):

- Students must select both semesters A & B in Year 11 to qualify for Year 12 Italian
- Extends communication skills and biliteracy through interaction with others
- Students analyse texts to interpret meaning and examine relationships between language, culture, and identity

### Stage 2: Italian - Continuers (Full year: 20 credits)

- Refines communication skills in both Italian and English
- Students interact with others and create texts to share information, ideas, opinions, and experiences
- Develops analytical, critical, creative, and reflective thinking
- Explores Italian culture, identity, and linguistic development Further details of each of these subjects can be found in the Senior Curriculum Handbook.

## Frequently Asked Options

### Q: What prerequisites are required for Italian studies?

A: Students need to have successfully completed previous years of Italian study:

- For Stage 1 Italian: 'C' grade or better in Year 10 Italian
- For Stage 2 Italian: 'C+' grade or better in Stage 1 Italian, or equivalent knowledge as negotiated with the Key Teacher (Italian).

Students must complete both Italian A and B in Stage 1 to qualify for Stage 2 Italian

### Q: What skills will my child develop through Italian studies?

A: Italian studies develop valuable transferable skills including:

- Bilingual communication skills
- Intercultural understanding and global perspectives
- Enhanced cognitive functioning and problem-solving abilities
- Analytical and critical thinking skills
- Improved English literacy through comparative language study
- Research and organisational capabilities
- Adaptability and cultural sensitivity.

### Q: Will studying Italian help with university entrance?

A: Yes, Italian is a Tertiary Admissions Subject (TAS) that contributes to the ATAR. Additionally:

- Many universities offer bonus points for language studies
- Some international relations, business, and arts degrees value language skills


- Italian opens pathways to international study opportunities, particularly in Europe and the United States.

### Q: What career pathways does Italian support?

A: Italian language skills can lead to various career opportunities including:

- International business and trade
- Tourism and hospitality
- Diplomacy and foreign affairs
- Translation and interpretation
- Education and academia
- Arts and cultural sectors
- European Union organisations
- Multinational corporations

### Q: How is Italian assessed?

A: Students are assessed in speaking, listening, reading, and writing the Italian language. In addition to school assessments, the Stage 2 course assesses these capabilities through an external examination worth 30%.

## Important Considerations

**Continuous Study:** Language learning requires consistent practice and study. Regular exposure to Italian outside class through media, conversation, and reading is highly recommended.

**Subject Commitment:** Italian must be taken as a full-year subject in both Year 11 and Year 12. Unlike some other subjects, it cannot be taken for just one semester.

**Cultural Component:** The study of Italian involves not just language but significant cultural understanding. Students engage with Italian history, traditions, current affairs, and societal issues.

**Class Participation:** Active participation in speaking activities is essential for success. Students should be prepared to engage in conversation and oral presentations.

**International Recognition:** SACE Italian language qualifications are recognised internationally and can provide pathways to further study or work opportunities abroad.

# MATHEMATICS PATHWAYS

**Leader of Learning: Leigh McGregor | Leigh.McGregor@smc.sa.edu.au**

## Subject Options

### Year 11 (Stage 1) Mathematics Subjects

Mathematical Methods (30 credits total)

- Mathematical Methods A (10 credits) - Semester 1
- Mathematical Methods B (10 credits) - Semester 1
- Mathematical Methods C (10 credits) - Semester 2
  Note: Students taking Methods must enroll in all three units (A, B, and C)

Specialist Mathematics (20 credits)

- Specialist Mathematics A & B (20 credits) - Semester 2 Note: Replaces Mathematical Methods C; must have completed Mathematical Methods A & B

General Mathematics (20 credits)

- General Mathematics A (10 credits) - Semester 1
- General Mathematics B (10 credits) - Semester 2

Essential Mathematics (10 or 20 credits)

- Essential Mathematics A (10 credits) - Semester 1
- Essential Mathematics B (10 credits) - Semester 2
  Note: Can be taken as either a single semester or full year course

### Year 12 (Stage 2) Science Subjects

All Year 12 Mathematics subjects are full-year courses (20 credits):

- Mathematical Methods
- Specialist Mathematics (studied with Methods)
- General Mathematics
- Essential Mathematics
- Mathematics for the Workplace (not an ATAR subject)

Further details of each of these subjects can be found in the Senior Curriculum Handbook.

## Frequently Asked Options

### Q: Do students need to take Mathematics in Year 12?

A: Unlike English, Mathematics is not compulsory in Year 12. However, many university courses require or assume knowledge of Year 12 Mathematics. Even if not required, strong mathematical skills are valuable for many careers and everyday life.

### Q: How do I know which Mathematics subjects are right for my child?

A: Consider your child's mathematical ability, interest level, and future aspirations. Year 10 Mathematics results and teacher recommendations provide good guidance. The pathways progress from most advanced (Specialist Mathematics) to most practical (Mathematics for the Workplace):

### Q: What are the prerequisites for Year 12 Mathematics subjects?

- For Specialist Mathematics: 'A' grades in Mathematical Methods
- For Mathematical Methods: 'B' grades or better in Mathematical Methods
- For General Mathematics: 'B' grades or better in General Mathematics
- For Essential Mathematics: 'C' grades in Essentials Mathematics
- For Mathematics for the Workplace: 'C-' grade or better in any Stage 1 Mathematics

### Q: Can my child take multiple Mathematics subjects?

A: Only Mathematical Methods and Specialist Mathematics can be studied together.

### Q: What Mathematics subjects are required for university courses?

A: University prerequisites vary by course and institution. As examples:

- **Engineering/Physical Sciences:** Usually require Mathematical Methods, with Specialist Mathematics recommended
- **Medicine/Health Sciences:** Often require Mathematical Methods
- **Commerce/Economics:** Mathematical Methods or General Mathematics
- **Education/Arts/Humanities:** General Mathematics or Essential Mathematics may be sufficient, but check specific requirements

Always check the most current university course guides for specific prerequisites and assumed knowledge.

### Q: Can my child change Mathematics levels during Year 11 or between Year 11 and 12?

A: Yes, but there are limitations, and changes are typically only possible after the completion of a semester course. Moving to a less complex Mathematics subject is easier than moving to a more complex one. Any changes should be discussed with the Mathematics Leader of Learning and the Director of Curriculum and Assessment.

### Q: Is a graphics calculator required?

A: Yes, all students studying Mathematics must have access to a graphics calculator.

## Important Considerations

**Year 10 Results:** Year 10 Mathematics performance strongly influences the appropriate Stage 1 pathway. Students should achieve a B grade in the respective Year 10 mathematics courses (Pre-Methods, Pre-General, or Pre-Essentials).

**University Prerequisites:** Many STEM courses (Science, Technology, Engineering, Mathematics) require Mathematical Methods, and some may recommend Specialist Mathematics. Research requirements for potential courses early.

**Workload:** Higher-level Mathematics subjects require a significant commitment to study and practice outside class time. Consider your child's overall subject load and other commitments.

**ATAR Bonus Points:** Many university courses recognise bonus points for Mathematical Methods and Specialist Mathematics. Check with specific universities about this or consult with one of our career counsellors.

**Calculator Skills:** Proficiency with the required graphics calculator is essential for success in all Mathematics subjects.

**Future Flexibility:** Taking the highest level of Mathematics that your child can manage successfully keeps more doors open for future pathways.

# PERFORMING ARTS PATHWAYS

**Leader of Learning: Danii Zappia | Danii.Zappia@smc.sa.edu.au**

## Subject Options

### Year 11 (Stage 1) Performing Arts Subjects

Semester Subjects (10 credits each):

**Drama A and/or Drama B:**

- Students can complete one or two semesters of Drama in Year 11.

**Dance A and/or Dance B:**

- Students can complete one or two semesters of Dance in Year 11.
- Year 11 Dance (full-year) may comprise the Certificate III: Dance (up to 70 Stage 2 credits)

**Music Experience:**

- Prepares students for Stage 2 Music Explorations

**Music Advanced:**

- Can be studied in addition to Music Experience
- Prepares students for Stage 2 Music Explorations, Solo Performance, and/or Ensemble Performance.

**Creative Arts:**

- Available for students involved in the College musical (every second year)

### Year 12 (Stage 2) Performing Arts Subjects

**Drama** Full-year (20 Credits):

- Includes a group production, analysis of productions, development of directorial concepts and small group-devised dramatic works.

**Dance** Full-year (20 Credits), or Certificate III (up to 70 Credits):

- Includes recorded performances for live audiences, choreographic intent and analysis, and exploration of development as a dance artist.

**Music** - Students selecting Music may include combinations of the following, in consultation with their teacher:

- **Music Explorations** (20 credits): Understanding, creating, and responding to music
- **Solo Performance** (10 credits): Development of performance skills for solo contexts
- **Ensemble Performance** (10 credits): Development of performance skills in ensemble contexts

**Creative Arts** (Full-year, 20 Credits):

- Prerequisites: Participation in the College Musical and approval from the Leader of Learning for Performing Arts.

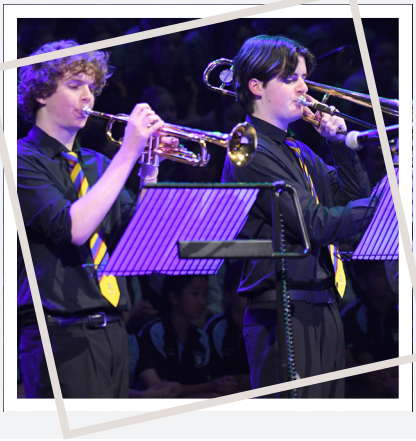
## Frequently Asked Options

### Q: Can Performing Arts subjects contribute to university entrance?

A: Yes, all Performing Arts subjects are Tertiary Admissions Subjects (TAS) that contribute to the ATAR. They provide excellent preparation for degrees in Performing Arts (Acting, Dance, Music), Creative Industries, Media and Communication, Education and Event Management. Many universities also value the transferable skills developed in Performing Arts subjects, such as creativity, collaboration, and communication.

### Q: Do students need prior experience to succeed in Performing Arts subjects?

A: Existing skills and prior experience are beneficial. Students should have successfully completed the respective performing arts discipline of choice in prior school years. Alternatively, participation in related extracurricular activities may suffice. Students without the recommended background should consult with the Leader of Learning in Performing Arts before selecting any Performing Arts subjects.



### Q: What are the time commitments for Performing Arts subjects?

A: Performing Arts subjects require additional time commitment beyond regular class hours:

**Drama/Creative Arts:** Rehearsals outside school hours, especially before performances

**Dance:** Additional rehearsals around performance times, technique practice

**Music:** Regular instrumental/vocal practice, ensemble rehearsals, performances

All subjects may include attendance at professional performances, workshops, or "master classes". Students should be prepared to commit to these additional activities as they form essential components of the learning and assessment.

### Q: What career pathways do Performing Arts subjects support?

A: Performing Arts subjects prepare students for various creative careers:

**Drama:** Actor, director, stage manager, arts administrator, teacher, playwright

**Dance**: Dancer, choreographer, dance teacher, physical therapist, arts administrator

**Music:** Performer, composer, producer, music educator, sound engineer

**Creative Arts:** Various roles across creative industries

The skills developed (creativity, collaboration, communication, critical thinking) are also valuable in many non-arts careers.

## Important Considerations

**Public Performance:** All Performing Arts subjects include public performance components, which are essential parts of assessment. However, this can include "off-stage" roles (e.g. sound, lighting, directing, etc.) in Drama courses

**Collaborative Learning:** These subjects emphasise collaboration, requiring students to work effectively in groups and ensembles.

**Cross-Disciplinary Opportunities:** The College Musical provides opportunities to earn credits through Creative Arts while participating in a major production.

**Instrument Requirements:** Music students must continue instrumental or vocal lessons throughout their studies if pursuing performance subjects.

**Balance:** Performing Arts subjects can be demanding of time and energy. When making selections, consider the overall subject load and commitments.

# RELIGIOUS EDUCATION PATHWAYS

**Leader of Learning: Dominic Smith | Dominic.Smith@smc.sa.edu.au**

## Subject Options

### Year 11 (Stage 1) Religious Education

One semester compulsory subject selection from:

**Spirituality, Religion & Meaning (10 credits)**

- Explores the Catholic tradition in contemporary Australian society
- Examines current social and moral debates through a Catholic perspective
- Develops understanding of different spiritual traditions
- Assessment includes representations, connections, and issues investigation

**RE: Music Ministry (10 credits) -** Alternative to Religion Studies

- Explores liturgical music as an artistic expression of the Church's prayer and theology
- Studies the nature, history, and official teaching on music in the Catholic Church
- Develops skills in selecting and performing appropriate music for liturgical celebrations
- Requires previous or current experience as a musician

### Year 12 (Stage 2) Religious Education

**Spirituality, Religion and Meaning (20 credits) - Full-year course**

- Uses 'big ideas' to frame inquiry questions about spirituality and religion
- Engages students in reflective analysis in response to various stimuli
- Explores concepts from spiritual and religious perspectives
- Develops collaborative skills to apply learning and evaluate personal actions
- Recommended for students achieving a "B+" or higher in Stage 1 Religion Studies

## Frequently Asked Options

### Q: Is Religious Education compulsory at St Michael's College?

A: Yes, Religious Education is a compulsory part of the curriculum at St Michael's College as a Catholic school in the Lasallian tradition:

- Year 11 students must select one course in religious studies (10 credits)
- Year 12 Spirituality, Religion and Meaning is optional but provides an opportunity for deeper exploration of religious concepts
- All Year 12 students participate in compulsory religious immersion events:
    - The year 12 Retreat (3 days – overnight stay) – Week 7, Term 1
    - Three themed Seminar Days – one day per term

### Q: What skills will students develop through Religious Education?

A: The Religious Education opportunities develop a range of valuable transferable skills including:

- Critical thinking and ethical reasoning
- Cultural awareness and intercultural understanding
- Research and analytical skills
- Reflective practice and personal growth
- Communication and presentation capabilities
- Collaborative skills and social engagement
- Understanding of the role of religion in contemporary society

### Q: Does Spirituality, Religion and Meaning contribute to university entrance?

A: Yes, Spirituality, Religion and Meaning is a Tertiary Admissions Subject (TAS) that contributes to the ATAR. It provides excellent preparation for tertiary studies in:

- Theology and Religious Studies
- Philosophy and Ethics
- Social Sciences
- Education (particularly RE teaching)
- Cultural Studies
- Social Work and Community Services

### Q: What career pathways do Religious Education subjects support?

A: Religious Education subjects prepare students for various career opportunities including:

- Religious education and teaching
- Pastoral care and chaplaincy (healthcare, education, military, corrections)
- Social work and community services
- Counselling and therapy
- Youth work and community outreach
- Academic research in religious studies
- Philosophy and ethics education

### Q: How is Religious Education assessed?

A: Assessment in Religious Education subjects emphasise both analytical and reflective skills. These skills are assessed through different forms of assignments based on research and reflection of learning. These tasks can be written or multi-modal. There is no examination in any of the Religious Education subjects.

RE: Music Ministry includes a practical musical performance requirement.

## Important Considerations

**Catholic Perspective:** As a Catholic school, religious subjects at St Michael's College are taught from a Catholic perspective while encouraging respectful dialogue about diverse religious traditions.

**Year 11 Options:** Students must select either Religion Studies OR RE: Music Ministry in Year 11, but not both. RE: Music Ministry requires involvement in the College's curricular and cocurricular music program.

**Year 12 Prerequisites:** For Spirituality, Religion and Meaning in Year 12, a strong performance in Year 11 Religion Studies (B+ or higher) and English Studies (C or higher) is recommended.

**Subject Combination:** Spirituality, Religion and Meaning complements studies in English, History, Society and Culture, and other humanities subjects.

**Practical Application:** Religious Education at St Michael's College includes opportunities for students to engage with social justice initiatives and community service, allowing for practical application of religious principles.

**Non-Catholic Students:** While the curriculum is based in Catholic tradition, students of all faith backgrounds are welcomed and respected. The focus is on developing understanding, respect and dialogue across different perspectives.

# SCIENCE PATHWAYS

**Leader of Learning: Jack Alberton | Jack.Alberton@smc.sa.edu.au**

## Subject Options

### Year 11 (Stage 1) Science Subjects

**Full Year Subjects (20 credits):**

- Chemistry - Must complete both Chemistry A & B
- Physics - Must complete both Physics A & B
- Biology - Can be taken as a full year (Biology A & B) or as a single semester

**Semester Subjects (10 credits each):**

- Biology A or Biology B - Can be taken individually
- Psychology - Single semester
- Nutrition - Single semester

### Year 12 (Stage 2) Science Subjects

**All Year 12 Science subjects are full-year courses (20 credits):**

- Biology
- Chemistry
- Physics
- Psychology
- Nutrition
- Health Science (Scientific Studies)

Further details of each of these subjects can be found in the Senior Curriculum Handbook.

## Frequently Asked Options

### Q: How do I know which Science subjects are right for my child?

A: Consider your child's interests, abilities, and future aspirations. Strong performance in Year 10 Science (B- grade or higher) is recommended for most Stage 1 Science subjects. Students who enjoy mathematics typically do well in Physics and Chemistry, while those with strong literacy skills may excel in Biology, Psychology, and Nutrition. Health Science offers a non-exam pathway for students interested in health careers.

### Q: Are there prerequisites for Year 12 Science subjects?

A: Yes.

Successful completion of the respective Year 11 subject with a minimum B grade overall achievement.

### Q: Can my child take multiple Science subjects?

A: Yes, many students take two or even three Science subjects, particularly if they're interested in science-based careers. Consider the overall workload and balance with other subjects to ensure your child can manage their studies effectively.

### Q: What Science subjects are required for university courses?

A: University prerequisites vary by course and institution. As examples:

- Medicine: Chemistry and/or Mathematical Methods and/or Biology
- Health Sciences: Often require Chemistry and/or Biology
- Engineering: Physics and Mathematical Methods
- Computer Sciences: Mathematical Methods is often required, with Physics recommended
- Environmental Sciences: Biology is often recommended

Always check the most current university course guides for specific prerequisites and assumed knowledge.

### Q: My child is undecided about their career path. Which Science subjects offer the most flexibility?

A: Biology and Chemistry provide good foundations for many science-related pathways. If your child is undecided, these subjects keep more doors open. Consider also balancing science with mathematics for maximum flexibility.

**Q: What if my child struggles with Science in Year 11?**

A: Year 11 is designed to prepare students for Year 12. If your child struggles, speak with their teachers about additional support options. Health Science (Scientific Studies) is a non-exam science subject, which may be appropriate.

**Q: How important are Stage 1 results for Stage 2 Science subjects?**

A: Stage 1 results are very important as they indicate readiness for Stage 2. Science subjects require a B grade or higher in the corresponding

## Important Considerations

**Year 10 Results:** Performance in Year 10 Science is a good indicator of potential success in Stage 1 Science subjects.

**Mathematics:** Strong mathematical skills are essential for Physics and Chemistry. Students should consider taking an appropriate level of Mathematics to support their science studies.

**ATAR Pathway:** Science subjects are Tertiary Admissions Subjects (TAS) that can contribute to university entrance. They can be challenging but are often highly regarded by universities.

**Defence Force Applications:** Students considering Defence Force pathways MUST select a full year of Science in Year 10 (Core Science plus one Science elective).

**USA Sport Scholarships:** For students seeking US sport scholarships, Aerodynamics and Environmental Chemistry are the only elective Science subjects that contribute to USA sport scholarship core eligibility.

**Study Commitment:** Science subjects involve significant theoretical understanding, practical work, and written components. Students should be prepared to commit time to study outside of class.

# VISUAL ARTS PATHWAYS

**Leader of Learning: Nicolle LeRay-Warren |Nicolle.LeRay-Warren@smc.sa.edu.au**

## Subject Options

### Year 11 (Stage 1) Visual Arts Subjects

Semester Subjects (10 credits each):

**Visual Arts – Art:**

- Explores artistic methods across various media (drawing, painting, printmaking, sculpture).
- Introduces students to new ways of making artworks by working in the style of contemporary artists

**Visual Arts – Design (Architectural, Graphic, Fashion & Product Design)**

- Covers architectural, graphic and communication design, environmental design, fashion, and product design
- Focuses on the Design Process to generate creative ideas in response to design briefs

Full Year Subjects (20 credits):

**Visual Arts – Art/Design:** Full-year course combining both Art and Design disciplines and provides comprehensive preparation for Stage 2 Visual Arts: Art or Design.

### Year 12 (Stage 2) Visual Arts Subjects

Students can select either **Visual Arts: Art** or **Visual Arts: Design.** These cannot be selected together as they are identified as a precluded combination.

Prerequisites: B- in Stage 1 Visual Arts to be adequately prepared for Stage 2 Visual Arts.

Further details of each of these subjects can be found in the Senior Curriculum Handbook.

## Frequently Asked Options

### Q: What's the difference between Visual Arts - Art and Visual Arts - Design?

A: While both subjects develop visual communication skills and creative thinking, they have different focuses:

**Visual Arts - Art** explores creative expression through media like painting, drawing, sculpture, and mixed media. It focuses on personal expression, aesthetic understanding, and artistic techniques.

**Visual Arts - Design** centres on problem-solving through graphic, product, architectural, and fashion design. It emphasises communication for specific purposes and audiences.

Students who are unsure which direction to take are encouraged to discuss this with their Visual Arts teacher.

### Q: Are there any ATAR considerations for Visual Arts subjects?

A: Yes, important ATAR considerations include:

- Visual Arts - Art cannot be studied together with Visual Arts - Design at Stage 2 as they are a Precluded Combination for ATAR calculation
- Both subjects are Tertiary Admissions Subjects (TAS) that can contribute to university entrance.

### Q: Does my child need to be "naturally talented" at art to succeed?

A: Not necessarily; while natural ability can be advantageous, success in Visual Arts subjects is more dependent on:

- Willingness to learn and practice techniques
- Dedication to the creative process
- Ability to respond to feedback and refine work
- Interest in visual expression and communication
- Commitment to developing creative thinking skills

The courses are structured to develop skills progressively, and many students who don't consider themselves "naturally artistic" excel through practice and dedication.

### Q: What career pathways do Visual Arts subjects support?

A: Visual Arts subjects prepare students for various creative careers:

- **Visual Arts - Art:** Fine artist, art teacher, art therapist, gallery curator, arts administrator
- **Visual Arts - Design:** Graphic designer, web designer, illustrator, advertising, product designer, architect, urban designer
- **Both pathways:** Creative director, digital content creator, arts educator, creative entrepreneur

Additionally, both creative thinking and visual communication skills prove valuable in non-arts careers.

## Important Considerations

**Portfolio Development:** Visual Arts subjects provide excellent opportunities for portfolio development for students considering tertiary pathways in creative fields.

**Time Commitment:** Visual Arts subjects require significant time outside class hours for research, planning, and completion of practical work.

**Year 11 Recommendations:** Students interested in pursuing Visual Arts at Stage 2 should consider the full-year Visual Arts: Art/Design option in Year 11 as the best preparation for either Stage 2 course.

**ATAR Restriction:** For ATAR purposes, remember that Visual Arts: Art and Visual Arts: Design cannot be studied together at Stage 2.

**Practical vs. Theory:** While there is a strong practical component, theoretical understanding is essential for success in these subjects, with the Visual Study worth 30% of the final Stage 2 grade.

| PROPOSED STAGE 1 2026 SUBJECTS | | | | | |
|---|---|---|---|---|---|
| **Subject** | **Credit** | **Length** | **Subject** | **Credit** | **Length** |
| **LEARNING AREA – ARTS** | | | | | |
| Dance A | 10 | 1 sem | Music Experience | 10 | 1 sem |
| Dance B | 10 | 1 sem | Visual Arts – Art | 10 | 1 sem |
| Drama A | 10 | 1 sem | Visual Arts – Design | 10 | 1 sem |
| Drama B | 10 | 1 sem | Visual Arts: Art/Design A **&** B | 2 x 10 | 2 sem |
| Music Advanced A & B | 2 x 10 | 2 sem | | | |
| **LEARNING AREA – BUSINESS** | | | | | |
| Accounting | 10 | 1 sem | Economics | 10 | 1 sem |
| Business Innovation | 10 | 1 sem | Legal Studies | 10 | 1 sem |
| Community Studies A | 10 | 1 sem | Workplace Practices | 10 | 1 sem |
| Community Studies B | 10 | 1 sem | | | |
| **LEARNING AREA – DESIGN AND TECHNOLOGY** | | | | | |
| Architecture, Engineering & Design | 10 | 1 sem | Furniture Construction | 10 | 1 sem |
| Child Studies | 10 | 1 sem | Metals Engineering | 10 | 1 sem |
| Electronics | 10 | 1 sem | STEM | 10 | 1 sem |
| Food and Hospitality | | | | | |
| **LEARNING AREA – DIGITAL TECHNOLOGIES** | | | | | |
| Digital Photography | 10 | 1 sem | Digital Technologies A | 10 | 1 sem |
| Digital Publishing | 10 | 1 sem | Digital Technologies B | 10 | 1 sem |
| Digital Filmmaking | 10 | 1 sem | | | |
| **LEARNING AREA – ENGLISH (compulsory full year subject- Students will select A & B)** | | | | | |
| Core English A & B | 2 x 10 | 2 sem | English as an Additional Language A & B | 2 x 10 | 2 sem |
| English Studies A & B | 2 x 10 | 2 sem | Essential English A & B | 2 x 10 | 2 sem |
| **LEARNING AREA – HEALTH AND PHYSICAL EDUCATION** | | | | | |
| Health & Wellbeing | 10 | 1 sem | Physical Education A | 10 | 1 sem |
| Outdoor Education -Stage 2 | 20 | Full year | Physical Education B | 10 | 1 sem |
| | | | Sport Studies: Integrated Learning | 10 | 1 sem |
| **LEARNING AREA – HUMANITIES** | | | | | |
| Geography | 10 | 1 sem | Tourism | 10 | 1 sem |
| Society & Culture | 10 | 1 sem | | | |
| **LEARNING AREA – HISTORY** | | | | | |
| Ancient Studies | 10 | 1 sem | Modern History | 10 | 1 sem |
| **LEARNING AREA – LANGUAGE (students must choose A & B)** | | | | | |
| Italian A **&** Italian B | 2 x 10 | 2 sem | | | |
| **LEARNING AREA – MATHEMATICS (compulsory 1 semester minimum)** | | | | | |
| Mathematical Methods A | 3 x 10 | 2 x Sem 1<br>1 x Sem 2 | General Mathematics A | 10 | 1 sem |
| Mathematical Methods B | | | General Mathematics B | 10 | 1 sem |
| Mathematical Methods C | | | Essential Mathematics A | 10 | 1 sem |
| Specialist Mathematics A | 2 x 10 | 2 x Sem 2 | Essential Mathematics B | 10 | 1 sem |
| Specialist Mathematics B | | | NOTE: Specialist Maths A & B must be selected with Mathematical Methods A, B as 4 x 10 | | |
| **LEARNING AREA – RELIGION (compulsory 1 semester)** | | | | | |
| Religion Studies OR Music Ministry | | | | 10 | 1 sem |
| **LEARNING AREA – SCIENCE** | | | | | |
| Biology A | 10 | 1 sem | Nutrition | 10 | 1 sem |
| Biology B | 10 | 1 sem | Physics A **&** Physic B | 2 x 10 | 2 sem |
| Chemistry A **&** Chemistry B | 2 x 10 | 2 sem | Psychology | 10 | 1 sem |
| **RECOGNISED LEARNING** | | | | | |
| VET - Vocational Education and Training A & B | | | | variable | |

| PROPOSED STAGE 2 2026 SUBJECTS | | | |
|---|---|---|---|
| **Learning Area** | | ***TAS** | ✓ **EXAM** |
| **ARTS** | Dance | * | |
| | Drama | * | |
| | Music | * | ✓ (Music Studies only) |
| | Visual Arts - Art | * | |
| | Visual Arts - Design | * | |
| **BUSINESS** | Accounting | * | ✓ |
| | Business Innovation | * | |
| | Community Studies | | |
| | Economics | * | ✓ |
| | Legal Studies | * | |
| | Workplace Practices | * | |
| **DESIGN AND TECHNOLOGIES** | Architecture, Engineering & Design | * | |
| | Child Studies | * | |
| | Electronics | * | |
| | Food and Hospitality | * | |
| | Furniture Construction | * | |
| | Integrated Learning: Outdoor Construction | * | |
| | Metals Engineering | * | |
| **DIGITAL TECHNOLOGIES** | Digital Filmmaking | * | |
| | Digital Technologies | * | |
| | Digital Photography | * | |
| | Digital Publishing | * | |
| **ENGLISH** | English | * | |
| | English as an Additional Language | * | ✓ |
| | English Literary Studies | * | ✓ |
| | Essential English | * | |
| **HEALTH AND PHYSICAL EDUCATION** | Health & Wellbeing | * | |
| | Physical Education | * | |
| | Outdoor Education | * | |
| | Sport Studies: Integrated Learning | * | |
| **HISTORY** | Ancient Studies | * | |
| | Modern History | * | ✓ |
| **HUMANITIES** | Geography | * | ✓ |
| | Society and Culture | * | |
| | Tourism | * | ✓ |
| **LANGUAGES** | Italian at Continuers Level | * | ✓ |
| **MATHEMATICS** | Essential Mathematics | * | ✓ |
| | General Mathematics | * | ✓ |
| | Mathematics for the Workplace | | |
| | Mathematical Methods | * | ✓ |
| | Specialist Mathematics | * | ✓ |
| **RELIGIOUS EDUCATION** | Spirituality, Religion and Meaning | * | |
| **SCIENCE** | Biology | * | ✓ |
| | Chemistry | * | ✓ |
| | Health Science | * | |
| | Nutrition | * | ✓ |
| | Physics | * | ✓ |
| | Psychology | * | ✓ |
| **VET** | VET - Vocational Education and Training | In appointment | |
| **OTHER** | Higher Education Studies | Refer to Curriculum Handbook | |

*** Tertiary Admission Subject (required if seeking an ATAR)**

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**Primary Campus** 78 East Avenue Beverley SA 5009 **T** (08) 8346 6548 **E** smcprimary@smc.sa.edu.au
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