



St Michael's
COLLEGE



2027
SENIOR SCHOOL
CURRICULUM HANDBOOK
Year 10 -12

SUCCESS LOOKS
Different
for every
student at
St Michael's





Dear Parents and Students,

At St Michael's College, success looks different for every student. We celebrate achievement in all areas, supporting our students to challenge themselves in embracing different experiences and celebrate success in their own way.

SMC provides students with a diverse range of skills, values and knowledge to become successful lifelong learners. Whatever the calling, we're here to support each students' unique journey towards a life of exploration, fulfillment and achievement.

Welcome to Senior Secondary education at St Michael's College. This Curriculum Handbook has been prepared by college staff to provide information on all Stage 1 and 2 courses offered. The handbook also includes other important details and issues related to study at the senior secondary level.

Students and parents will be engaged in making serious decisions. It is vital that these decisions are shared by parents, students and staff, all of whom can make important contributions to the process.

There are a number of organisational factors which we need to draw to your attention in relation to this important process. These include:

- Parents or guardians must approve the courses selected and any subsequent changes.
- Entry to subjects is not automatic and may depend on:
 - class size,
 - availability of resources
 - student's academic history.
- Not all subjects described in this booklet will necessarily be offered in the next academic year.
- Course and career information is complex. Parents and students are advised to familiarise themselves with current requirements of relevant tertiary authorities or occupational associations before making final decisions.
- Subject selections must be completed and a signed copy submitted to Student Services by the date stated on the Subject Selection Form. Failure to do so could jeopardise student entry into preferred courses of study.

There are many avenues of support available at St Michael's College in relation to subject selection, proposed tertiary study or career ambitions. In particular, the Careers Counsellors and Heads of Department are available for consultation at this very important time. Indeed, individual counselling sessions will be scheduled as part of the final subject selection process and students and parents notified of these.

Finally, our best advice is to realise that possibilities are wide and that it is early days in determining futures for many young people.

Keep as many options open as interests, needs, and abilities allow.

Ms Bron Kemp

Deputy Principal Learning and Achievement

Mr Gavin O'Reilly

Director of Senior School: Learning and Futures

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Subject Choice Considerations

“The best place from which to start the subject selection process is from where you want to be at the end of Stage 2. You should ask yourself, “What is required at that point in order to have qualified for the future?” The vital question is, “What is that future?”

The St Michael's College SACE program aims to develop the whole person, and it is strongly advised that each student attempt to achieve a well-rounded education. A particular concern that must be borne in mind, however, is how courses help prepare students for a particular career. In this regard, Year 10 students undertake the Exploring Identities and Futures (EIF), the first of their SACE subjects, to help them determine future pathways. The College Careers and VET Portal accessible on SEQTA may also be of assistance.

Questions to consider when contemplating a possible future career include:

- Do I wish to enter a course at a Tertiary Institution? If so, what special subjects need to have been studied? To be eligible for selection into an undergraduate university course, a Year 12 applicant generally obtains an Australian Tertiary Admission Rank (ATAR), meet the prescribed Tertiary Admission Subject (TAS) requirements for the course and meet any pre-requisite subject requirements for the course. There are other avenues for special entry and alternative pathways. See the SATAC Guide and university websites.
- To be eligible for entry to a TAFE SA course, students need to check the TAFE SA website as minimum 'course entry requirements' vary. To be eligible for entry to a TAFE SA course, students need to check the minimum course entry requirements on the course page. For most cases, ATAR and even SACE completion are not critical. From 2027 all students will need to sit the Language, Literacy, Numeracy and Digital skills LLND as part of the application process.

For information on ranking into competitive courses please see the individual Course Page on the TAFE SA Website under 'Course Admission Requirements'.

- Do I wish to enter a Workplace or Trade? If so, what subjects or VET options are recommended to have been studied for an apprenticeship/traineeship? The answers to those questions partly determine what subjects need to be studied at Stage 2. Those subjects will also require that similar subjects be studied by way of preparation at Stage 1.
- If I am doing a School Based Apprenticeship that will shape the subjects I do.
- Many students do not know what career they want to take up at the end of Stage 2. Students should choose those subjects which will keep their options open and for which they have shown an aptitude and interest in Years 9 and 10.

Changes to Subject Enrolment

At St Michael's College we pride ourselves on our subject selection procedures using our successful Year 12 results as a gauge of the rigour of the process. To ensure the best possible approach, students are provided with information in regards to the elective subjects on offer.

We stress to students to choose their elective subjects wisely because once the line structures and number of classes are determined based on original student preference, it may not be possible to change to another subject.

St Michael's College will always endeavour to enrol students into the student's preferred course. However, there are practical matters that must be taken into consideration. Changes in the Junior School are often problematic and not necessarily in the best interests of the student. More often, we are finding that students in the Junior School seek changes that, unfortunately, are not made for sound educational reasons, such as wanting to be with their friends in a particular class or preferring one teacher to another.

We also understand that mistakes can be made and preferences shift for a wide range of reasons. Thus, in some cases, we allow students the opportunity in the first two weeks of the semester to review and make changes where possible. This does cause a significant degree of disruption to our teachers' learning programs and also disadvantages students as they enter a new subject having already missed a substantial amount of work.

Thus, generally, unless there has been an administrative error, Year 8 and 9 students are expected to remain in the subjects of their original choice for the duration of the semester. As Year 7 is a set curriculum, no changes are necessary.

This will allow teachers to begin each semester with minimum disruption, which is necessary to ensure a quality learning environment and ultimately a successful outcome for all students. At times, Subject Teachers may use their professional judgement as to whether a particular student is able to cope with the demands of their course and recommend an alternative option.

For the majority of students at the College, the subjects they initially choose to study at the commencement of the semester are the subjects they complete. In some cases however, a subject may need to be changed. The College has placed a framework on students requesting subject changes. Subject changes must be made within the first TWO weeks of the course commencing.

To conclude, I would like to reiterate the importance of careful planning to ensure the most appropriate subjects are chosen in the first instance.

Mr Gavin O'Reilly
Director of Senior School Learning and Futures

Subject Choice Considerations

This information booklet is not designed to provide exhaustive detail about senior secondary issues and subjects at Stages 1 and 2. Instead, the booklet provides an outline of issues relevant to each student's study and some information on subjects offered at Stages 1 and 2.

Further information is available through the SACE Board website:
www.sace.sa.edu.au

From this site, students can download specific information, such as Subject Outlines for Stage 1 and 2 subjects, Subject Summaries, Publications, Facts Sheets, sample Examination Papers etc.

This book is to be read in conjunction with the SATAC Tertiary Entrance Booklet 2027, 2028, 2029 as this contains explanations and definitions of key information. Access website **www.satac.edu.au/satac-publications**.

An Important Message for Students

As an emerging adult and senior secondary student, you are progressively taking on more responsibility for the decisions that will affect your life. Within these final years of schooling, you will need to develop the confidence and independence that will enable you to deal positively with the changes and challenges that follow.

As decision makers, you need to develop the skills to work with people, particularly in making choices that affect others. Whatever your reasons for remaining at school, you will be experiencing a change from the dependence of childhood to the independence of adult life. For some, this change will come more quickly than it will for others.

Subsequently, as members of the St Michael's College Community, you will be expected to:

- appreciate and support the ethos of St Michael's College;
- support the expectations and standards of St Michael's College: e.g. punctuality, attendance;
- complete all set assignments by the due date unless you have negotiated in advance an alternative date with the respective teacher;
- model high standards of behaviour to other students in the College;
- notify the appropriate teacher of any difficulties you are experiencing;
- communicate effectively with teachers;
- manage your life effectively, both at home and at school;
- take increased responsibility for your own growth, development and final success;
- Ensure authenticity of student work.

Most of these expectations fall clearly upon yourself. By choosing to attend St Michael's College, you are saying that "I will meet the expectations of the College" and that you will strive to work together with staff to "be the best you can be".

The College, however, will not leave you completely to your own resources.

You will be supported by Pastoral and Subject Teachers as well as Student Services.

However, you make the choices, let them always be wise ones!

Classes are dependent on one, or a combination, of the following:

- Student choices
- Academic history
- Resources and facilities.

General Information Year 10, 11 and 12

This booklet presents information that should enable students to make wise subject choices in their Senior Years at St Michael's College. It is essential that all students and their parents/ caregivers are familiar with the demands of SACE and the consequences it has for further study.

SACE (South Australian Certificate of Education)

The South Australian Certificate of Education (SACE) is an internationally recognised senior secondary qualification administered by the SACE Board of South Australia. It is awarded to students who complete their secondary education, and is normally completed over 3 years (Exploring Identities and Futures in Year 10, Stage 1 in Year 11, and Stage 2 in Year 12). Students at St Michael's College aspire to achieve the SACE, as it is generally a requirement for entrance to University in South Australia, interstate and overseas, some TAFE courses, and other training programs. Furthermore, a number of employers regard SACE achievement as an indicator of a student's ability to communicate well and to take initiative in life, study and work.

Exploring Identities and Futures (EIF)

All Year 10 Students at St Michael's College undertake 10 credits of Stage 1 study, by completing their Exploring Identities and Futures (EIF). **The EIF helps students to plan for their future by investigating:**

- Subjects that will be studied in Year 11 and 12 and any Vocational Education and Training (VET)
- Possible career choices/pathways
- How to best prepare for career choices and other goals.
- A better understanding of self, strengths and areas to work on, and matching these to a well suited pathway

Structure of the SACE

Each subject or course successfully completed earns 'credits' towards the SACE; a minimum of 200 credits are required for students to gain the certificate.

- 10 credits = one semester of study = generally 60 hours of study
- 20 credits = full year of study = generally 120 hours of study.

Students will receive a grade from A to E for each of their SACE subjects at Stage 1.

Students will receive a grade from A+ to E- for each of their SACE subjects at Stage 2.

To achieve the SACE, students must complete the following minimum requirements with a C grade or higher at Stage 1 and a C- or higher

Subject	Credits	Stage
Exploring Identities and Futures (EIF)	10 credits	Stage 1 (in Year 10)
Literacy	20 credits from a range of English subjects	Stage 1
Numeracy	10 credits from a range of Mathematics subjects	Stage 1
Activating Identities and Futures (AIF)	10 credits from an in-depth major project	Stage 2
Other Stage 2 subjects	60 credits or more	Stage 2

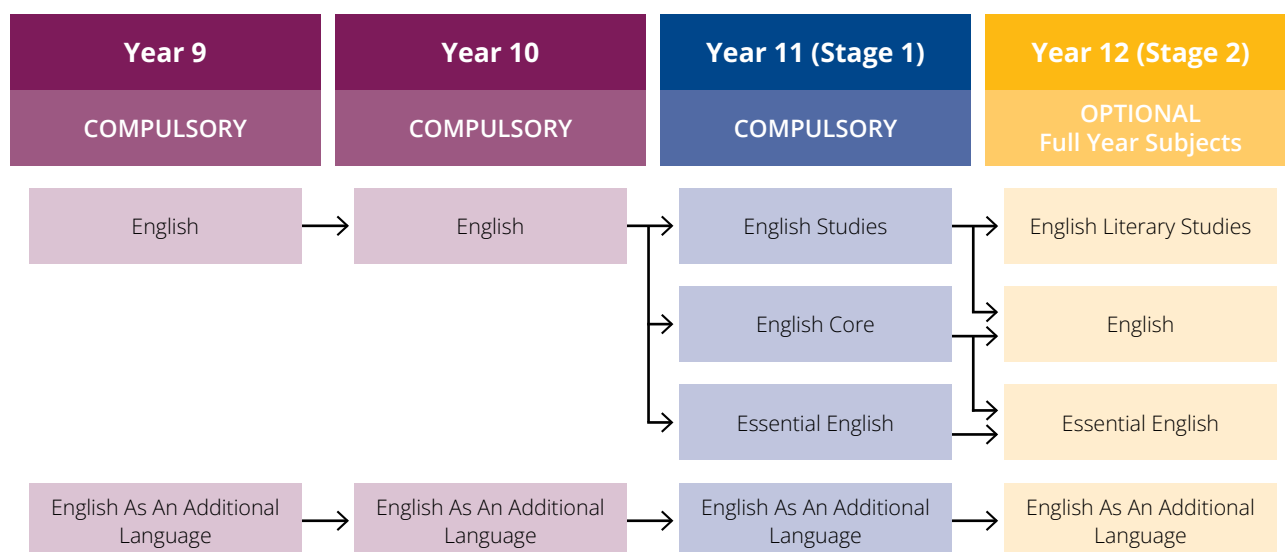
The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses of a student's choice, including VET, Higher Education and recognition of community based learning.

At St Michael's College students will study more than the minimum 200 credits required to achieve the SACE.

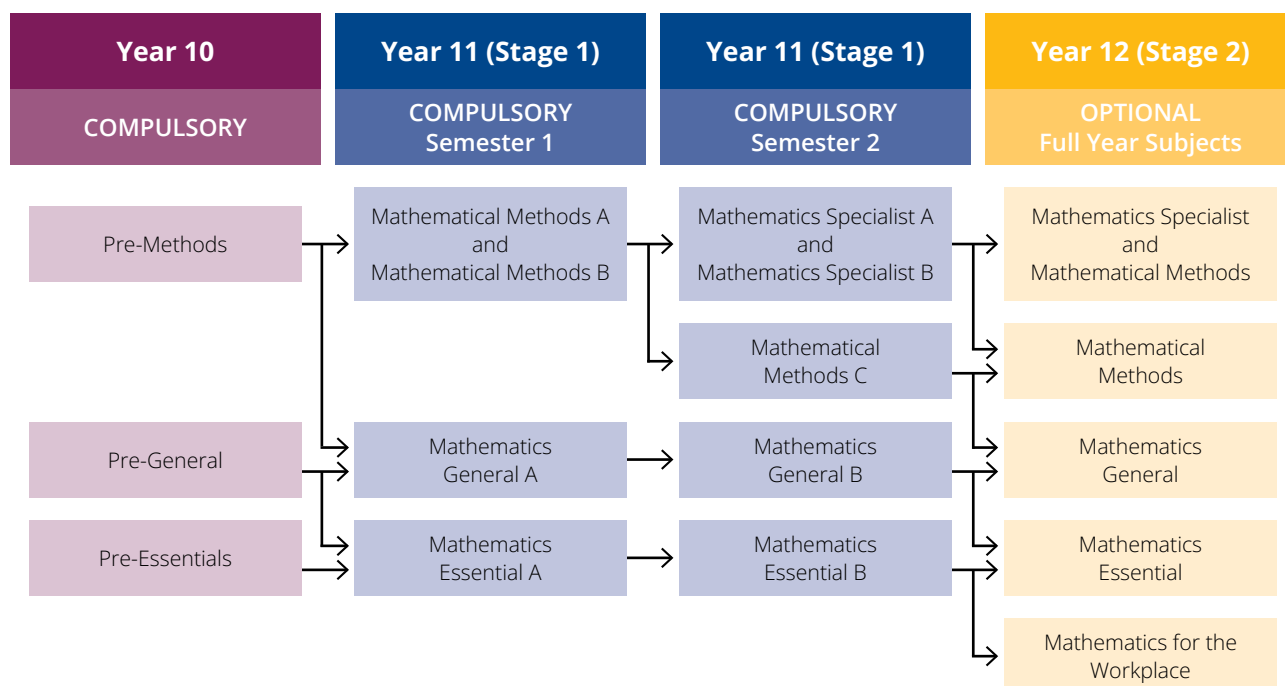
Stage	Subject	Requirement	Credits
Year 10	Exploring Identities and Futures (EIF)	Compulsory	10
Year 11 (Stage 1)	Literacy	Compulsory	20
	Numeracy	Compulsory	10
	Religion Studies	Compulsory	10
	Free choice of Stage 1 Subjects	Free choice	80
Year 12 (Stage 2)	Activating Identities and Futures (AIF)	Compulsory	10
	Free choice of four Stage 2 subjects	Free choice	80
Total Credits			220

Subject Pathways

English pathways

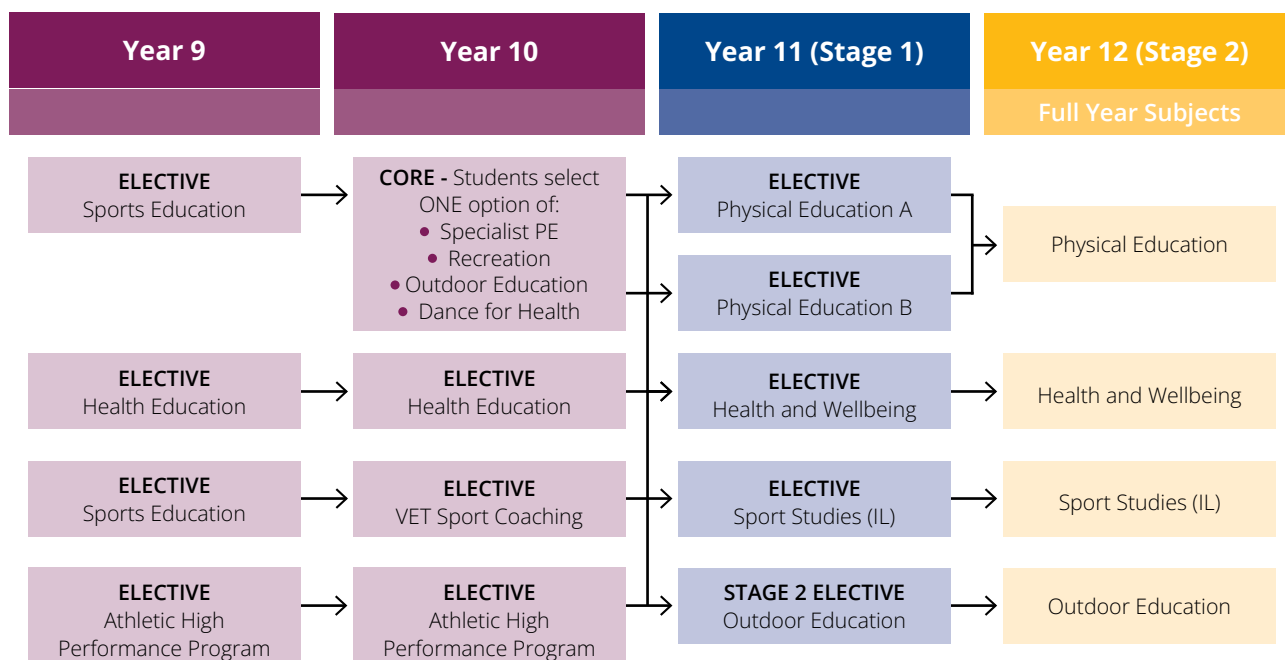


Mathematics pathways

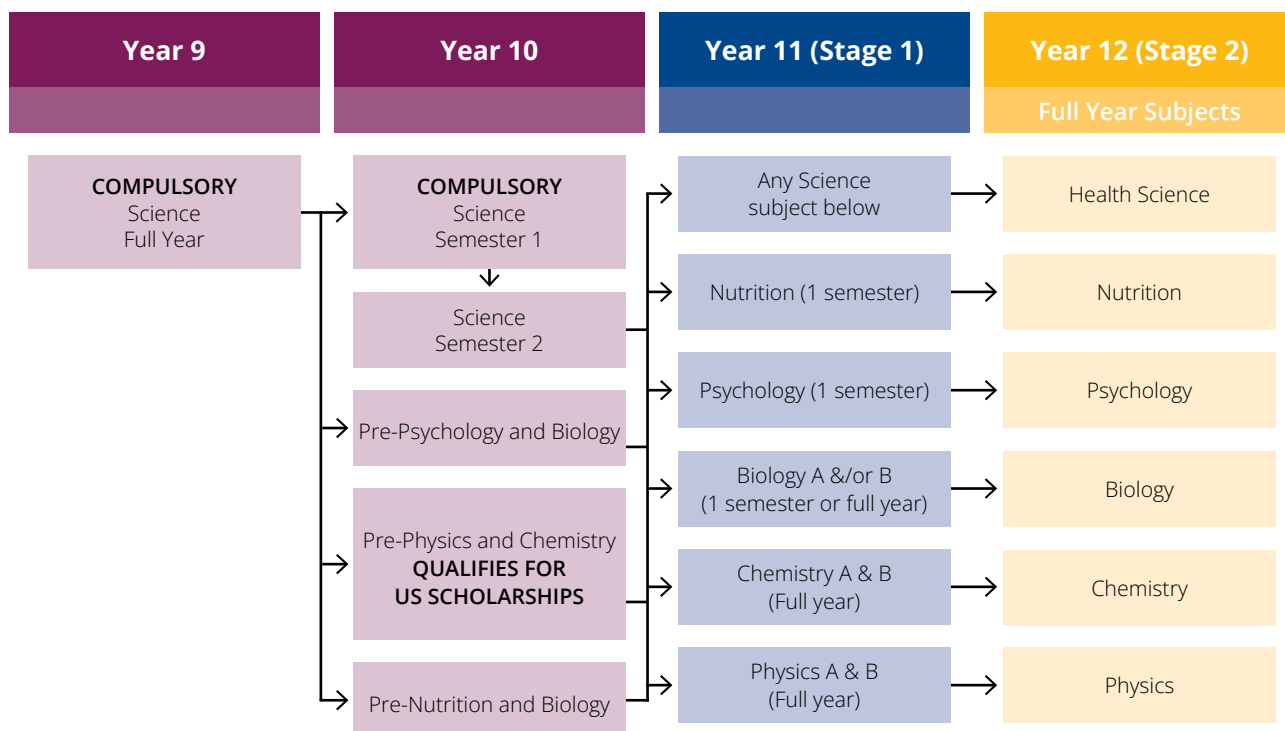


Subject Pathways

Health and Physical Education pathways



Science pathways



Stage 1 and 2 Requirements

Students must demonstrate an overall ability to proceed with more demanding studies at a higher level. This means a predominance of A and B grades is necessary (for compulsory subjects, students must achieve a minimum C grade or better to pass).

- Students who achieve a C result at Stage 1 may gain entry into the same or similar subject in the following year on the recommendation of the Leader of Learning/Subject Coordinator.
- Students who achieve at a C- level or below have limited options available.

Considerations

Before making any decisions, parents and students should consult with the relevant Subject Teachers and carefully consider the following:

- The results achieved to date, including exam results.
- The relationship between ability, interests and goals.
- A commitment to study.
- Career preferences and any pre-requisites and/or assumed knowledge for further courses of study or training.
- Any Precluded Combinations or Counting Restrictions on subjects that can be used for Tertiary Entrance.
- Specified "Adjustment Factor Subjects" awarded for a C- or better in particular Stage 2 subjects. (refer to the Universities Language, Literacy and Mathematics Schemes on the SATAC website).

Constraints

- Students' initial choices are confirmed after consideration of their final results.
- Unless a minimum number of students choose a subject, the subject will not be offered.
- While every attempt is made to accommodate the student's choice of subjects or course, this will ultimately be determined by the timetable lines.

Counselling

Various counselling information and advisory services are available through the following people:

- Careers Counsellors
- Current Subject Teachers
- VET Coordinator
- Leaders of Learning
- Subject Coordinators
- Year Level Directors
- Director of Curriculum and Assessment

A number of useful careers related resources can be accessed via the St Michael's College Intranet site by clicking on the "Careers and VET Portal".

Stage 1 and Stage 2 Subjects in 2027

Compulsory Subjects (Stage 1 and Stage 2) 2027

**Exploring Identities and Futures (EIF) - undertaken in Year 10	10 credits
Literacy - English	20 credits
Religion Studies (St Michael's College requirement)	10 credits
Numeracy - Mathematics	10 credits

Elective Subjects - Semester Based

Year 11 (Stage 1) Subjects 2027

Business (Mr Hamish Redden)

Accounting	Economics
Business Innovation	Legal Studies
Community Studies A & B	Workplace Practices

Cross Disciplinary Studies (Mr Lachlan Chatterton)

Exploring Identities and Futures**

Dance (Mrs Dani Caputo)

Dance A	Dance B
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Design and Technologies (Mr Greg Cloy)

Architecture, Engineering & Design	Electronics
Child Studies	Metals Engineering
Food and Hospitality	STEM
Furniture Construction	

Digital Technologies (Mrs Maria Cardillo)

Digital Filmmaking	Digital Photography
Digital Technologies A	Digital Publishing
Digital Technologies B	

Drama (Ms Danii Zappia)

Drama A	Drama B
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Creative Arts (not offered in 2026)

English (Mrs Jane Sykes)

English Core	English as an Additional Language
English Studies	Essential English

Health and Physical Education (Mr Ned Heath)

Health and Wellbeing	Physical Education A
Outdoor Education	Physical Education B
Sports Studies: Integrated Learning	

Elective Subjects - Full Year

Year 12 (Stage 2) Subjects 2027

Business (Mr Hamish Redden)

Accounting	Economics
Business Innovation	Legal Studies
Community Studies	Workplace Practices

Cross Disciplinary Studies (Mr Lachlan Chatterton)

Activating Identities and Futures

Dance (Mrs Dani Caputo)

Dance

Design and Technologies (Mr Greg Cloy)

Architecture Engineering & Design	Furniture Construction
Child Studies	Metals Engineering
Electronics	Outdoor Construction: IL
Food and Hospitality	

Digital Technologies (Mrs Maria Cardillo)

Digital Filmmaking	Digital Photography
Digital Technologies	Digital Publishing

Drama (Ms Danii Zappia)

Drama

Creative Arts

English (Mrs Jane Sykes)

English	English as an Additional Language
English Literary Studies	Essential English

Health and Physical Education (Mr Ned Heath)

Health and Wellbeing	Physical Education
Outdoor Education	
Sports Studies: Integrated Learning	

Stage 1 and Stage 2 Subjects in 2027

Elective Subjects - Semester Based (continued)	
Year 11 (Stage 1) Subjects 2027	
History (Ms Stacey Moros)	
Ancient Studies	Modern History
Society and Culture	
Geography	Tourism
Languages (Mrs Sara Giglio)	
Italian - Continuers	
Mathematics (Mr Leigh McGregor)	
Mathematics Essential	Mathematics Specialist A & B
Mathematics General	
Mathematical Methods A, B, and C	
Music (Mr Andrew Crosby)	
Music Advanced	
Music Experience	
Religion (Mr Dominic Smith)	
Religion Studies	
RE: Music Ministry	
Science (Mr Jack Alberton)	
Biology A	Nutrition
Biology B	Physics
Chemistry	Psychology
Art & Design (Mrs Nicolle LeRay-Warren)	
Art (Drawing, Painting, 3D, Mixed Media)	
Design (Architecture, Fashion & Graphics)	
Vocational Education Training (Ms Leisel Harris)	
VET courses	

Elective Subjects - Full Year (continued)	
Year 12 (Stage 2) Subjects 2027	
History (Ms Stacey Moros)	
Ancient Studies	Modern History
Society and Culture	
Geography	Tourism
Languages (Mrs Sara Giglio)	
Italian – Continuers	
Mathematics (Mr Leigh McGregor)	
Mathematics Essential	Mathematical Methods
Mathematics General	Mathematics Specialist
Mathematics for the Workplace	
Music (Mr Andrew Crosby)	
Music Explorations	Music Performance - Solo
Music Performance - Ensemble	
Religion (Mr Dominic Smith)	
Spirituality, Religion and Meaning	
Science (Mr Jack Alberton)	
Biology	Nutrition
Chemistry	Physics
Health Science	Psychology
Visual Arts (Mrs Nicolle LeRay-Warren)	
Art	Design
Vocational Education Training (Ms Leisel Harris)	
VET courses	
Higher Education (University) Subjects (Ms Rose Coorey)	
Refer to page 17 for further information	

* These subjects need to be undertaken for a full year to qualify for the subject in Year 12.

Stage 1 Structure

Year 11 students will be undertaking STAGE 1 of the SACE					
Semester 1	Lessons per week	Semester 2	Lessons per week	SACE	Length
Extended PC	1	Extended PC	1	Compulsory	Whole Year
English	5	English	5		
Mathematics	5			Compulsory	1 Semester
Religion Studies or Religion Studies: Music Ministry			5	1 or other selection is compulsory	1 Semester of Religion Studies or RE: Music Ministry may occur in Semester 1 or Semester 2
Elective	5	Elective	5	Electives	1 or 2 semester
Elective	5	Elective	5		
Elective	5	Elective	5		
Elective	5	Elective	5		
Supervised Study	3	Supervised Study	3	Whole Year	Whole Year

Compulsory SACE

- English for a full year (20 credits)
- Mathematics for a MINIMUM of ONE semester (10 credits) but students are able to choose up to 40 credits of Mathematics.

Compulsory at St Michael's College

- Religion Studies OR RE: Music Ministry for one semester (10 credits)

Students have a free choice of eight ELECTIVES at 10 credits each

- Some subjects run for one semester (10 Credits) e.g. Accounting, History, Psychology
- Some subjects run for two semesters (20 credits) e.g. English, Chemistry, Physics, Languages, Music
- Some subjects can be done for one semester or two semesters (full year) e.g. Biology, Physical Education.

Stage 2 Structure

Year 12 students will be undertaking STAGE 2 of the SACE					
Semester 1	Lessons per week	Semester 2	Lessons per week	SACE	Length
Extended PC	1	Extended PC	1	Compulsory	Whole Year
Activating Identities and Futures (AIF)	6	Supervised Study Line	6	Compulsory	1 Semester
Elective 1	6	Elective 1	6	Electives	Whole Year
Elective 2	6	Elective 2	6		
Elective 3	6	Elective 3	6		
Elective 4	6	Elective 4	6		
Home Study	4	Home Study	4		Whole Year

Compulsory SACE Requirements: (credits obtained at C grade or better)

- Exploring Identities and Futures (EIF) (10 credits)
- Activating Identities and Futures (AIF) - one Semester (10 credits)
- English - two semesters (20 credits): compulsory in Stage 1
- Mathematics - one semester (10 credits): Compulsory in Stage 1
- 60 Stage 2 credits (which for most students equates to 3 full year Stage 2 subjects or VET equivalent)

ATAR

- Activating Identities and Futures (AIF) - one Semester (10 credits)
- Four x full year Stage 2 subjects (80 credits) to be eligible for an ATAR

The South Australian Tertiary Admissions Centre (SATAC) receives and processes applications from people seeking admission to courses at Certificate, Diploma, Degree and Post Graduate levels for:

Adelaide University	Tabor College	Flinders University
Charles Darwin University (Northern Territory)	Torrens University	TAFE SA

Descriptions of all courses offered through SATAC and their selection criteria are provided on the SATAC website satac.edu.au and on the TAFE SA website tafesa.edu.au. Information about applications for interstate universities can also be found on this website satac.edu.au.

It is imperative that you refer to the SATAC website in order to understand terms, processes and guidelines for entry to TAFE and South Australian Universities.

In making Year 11 (Stage 1) Subject Selections, you will want to be aware of where these subjects lead. You will need to be aware of Year 12 subjects that act as Assumed Knowledge subjects for University courses; for Year 12 subjects that serve as Pre-Requisite subjects for entry to University subjects. We also recommend considering the first year subjects that will be studied within a Tertiary Course so students are prepared for future study.

Please note some TAFE SA associate degree courses have Year 12 prerequisites. These are on the TAFE SA website.

Also consider:

- Which Year 12 subjects will be included in the Universities Language, Literacy and Mathematics scheme referred to as 'Adjustment Factors', giving additional points for University entry (refer to SATAC Tertiary entrance 2027, 2028, 2029 satac.edu.au/adjustment-factors.)
- Which Year 12 subjects are Precluded Combinations for University entrance.
- Which Year 12 subjects have Counting Restrictions placed on them in terms of contributing to the University Aggregate score.
- Refer to Tertiary Entrance booklet: pages 13-28 satac.edu.au/publications.

On the following pages we have listed the information relevant to St Michael's College Stage 2 subjects that may impact in terms of Precluded Combinations and/or Counting Restrictions.

Some TAFE SA courses that are competitive may have course admission requirements in addition to the LLND test (e.g. require completion of previous certificate, or portfolio etc) or by date of application Entry requirements are available via the SATAC website for each course.

Tertiary Admissions Subjects (TAS)

These are SACE Stage 2 subjects which have been approved by the Universities as providing appropriate preparation for tertiary studies. The Universities require students to study a minimum number of credits of TAS to be eligible to receive a selection score or rank.

Notes:

- An approved VET Certificate III course or two semesters of Higher Education subjects, can be counted as a TAS and is classified as a 'Recognised Studies' subject (only one of the two can be counted towards the ATAR)
- Note: Community Studies and Mathematics for the Workplace are not TAS subjects.
- Australian Tertiary Admissions Rank (ATAR).

A student's entry to a University Course/Program is competitive in relation to other applicants. The student's competitiveness is based on a rank known as an ATAR which ranges from 0-99.95. The ATAR is calculated in a variety of ways defined by the Universities. The ATAR is obtained after converting the student's University Aggregate Score. See "Calculating the University Aggregate" (refer to the SATAC website) for more information. More university courses are now considering the best 3 TAS 20 credit subject grades.

To be eligible for an ATAR, students require 90 credits of Stage 2 subjects, including the Activating Identities and Futures (AIF).

In most cases this will consist of:

- The Activating Identities and Futures (AIF) > 10 credits
- Four Stage 2 x 20 credit subjects > 80 credits
- An aggregate out of 90 is calculated which is then converted to an ATAR.

Where relevant, Adjustment Factors are added to a student's Tertiary aggregate out of 90 before being converted to their selection rank ATAR.

Important ATAR Information

Subject Combinations

Some combinations of subjects are not allowed to count towards University, generally because the subjects are similar. These are called "Precluded Combinations". Also, there are limits on how many subjects in the same area can count even if the subjects are not Precluded Combinations. These are called "Counting Restrictions". Precluded Combinations and Counting Restrictions are listed each year on the SATAC website.

St Michael's College Precluded Combinations and Counting Restrictions

For students who require an ATAR, the following subjects may not be studied together at Stage 2 level, assuming there are no other 20 credit Stage 2 credits to fall back on. Precluded Combinations are defined by universities as 2 subjects that have significant overlap in content.

They cannot both count towards an ATAR:

Precluded Combinations

For **SACE** purposes, students are restricted to a maximum of 60 credits from Design and Technologies and Digital Technologies subjects (three 20 credit subjects), and they may **only** select a maximum of two subjects from the following:

- Digital Photography
- Digital Filmmaking
- Architecture, Engineering and Design
- Metals Engineering

Counting Restrictions

For **ATAR** qualifications, students are restricted to 40 Stage 2 credits from:

- Digital Photography
- Digital Filmmaking
- Architecture, Engineering and Design
- Metals Engineering
- Furniture Construction
- Electronics

i.e. a maximum of two Year 12 subjects from these areas.

**NOTE: Information is current at time of publication, and maybe subject to change.
Parents/Caregivers/Students will be notified of any updates that may occur.**

Higher Education (University) Studies

South Australian University Year 12 Extension Programs Information:

The Flinders University Extension Studies Program and the Adelaide University Extension Scheme, give high-achieving students the opportunity to study at University while still in Year 12. These university studies count towards the SACE and potentially the ATAR. Details can be found at their respective websites:

- www.adelaideuni.edu.au/activate (to be launched August 2026)
- www.flinders.edu.au/study/schools-teachers/extension-studies
- www.cqu.edu.au/study/entry-pathways/start-uni-now

Each university has different arrangements for their extension programs.

- It is free at Adelaide University, but for in-person courses there is a highly competitive application process. This also presents complexities for student attendance at both school and University.
- Flinders University subsidised tuition costs per semester. SMC parents need to cover 25% of the total “non-award” costs for each course. Flinders University offers both in-person and online subject offerings. However, we recommend online courses to reduce any impact on school attendance.
- CQU - Sun Program is online and free and many subjects are offered from 9 November - 12 February so students can get a head start.

Each scheme requires a recommendation from St Michael's College. Students interested must first arrange an appointment with Ms Rose Coorey (Career Counsellor) after the St Michael's subject selection process. **This will occur in October.**

After application and approval by the universities, students can then select which school subject to drop.

Please note:

- Both approved Certificate III and Higher Education subjects are classified as Recognised Studies in the SACE and only ONE can contribute to a student's ATAR. The best one will be factored into ATAR.
- Some University courses are precluded from being studied with Year 12 courses due to a significant overlap of content and assessment types.

The checklist below outlines the considerations for supporting a student's expression of interest when called for in October:

- ☐ Record of A grades in Year 11 subjects that prepare for university pathways. Especially in related areas of study.
- ☐ Record of excellent Attendance, Behaviour, and Application to Study in Year 10/11 reports.
- ☐ Support of the relevant Leader of Learning at St Michael's College to undertake such study.
- ☐ Details regarding how the course will be attended (online or in-person) with accompanying acknowledgement that attendance requirements and student responsibilities at St Michael's are adhered to. This also includes details of transport to and from university courses (if required).
- ☐ Final 2027 University Timetables are usually not available until late November so there may be a need for reconsideration of subject choices.
- ☐ Acknowledgement that the student will make it a priority to attend compulsory events here at St Michael's College, including the Retreat. University absences could result in a lower score for Tutorial participation.
- ☐ An agreement by the family that they are willing to cover any costs associated with these extension programs. (Refer to the relevant amount in your Student Statement).
- ☐ The University Subject(s) will replace one of the Year 12 elective subjects at St Michael's College.

Vocational Education and Training (VET)

VET is an important and highly valued part of the educational offering at St Michael's College and plays a crucial role in preparing students for specific careers or trades.

VET enables students to obtain full or partial nationally recognised VET qualifications whilst at the same time completing their South Australian Certificate of Education (SACE). Recognition arrangements, with the SACE board help students to build meaningful VET pathways in their SACE, and encourage students to complete, or make significant progress towards completing VET qualifications.

The SACE Board recognises VET that:

- Is listed on the training.gov.au website
- Is delivered and assessed by, or under the auspices of, registered training organisations (RTOs) which are registered to deliver and/or assess the VET qualification
- Is delivered and assessed in accordance with the VET Quality Framework
- Can be certified on a transcript, statement of attainment, or qualification issued by an RTO.

Each qualification is recognised at either Stage 1 or Stage 2 and for every 70 nominal hours of successfully completed units of competency towards a qualification, 10 credits are granted (similarly, for every 35 hours, five credits are granted).

For more information on how specific VET qualifications can earn SACE units at Stage 1 and 2 refer to the SACE website: sace.sa.edu.au/VET

The SACE VET Recognition Register is a tool that supports students to plan their pathways in the SACE. Students and parents can use the VET Recognition Register to see an indication of how VET can count in the SACE. Exact recognition is dependent on the actual VET training successfully completed by the student, up to the maximum credits listed. The VET Recognition register is available at sace.sa.edu.au.

Why do a VET course?

There are many benefits for students who undertake VET. These benefits can include:

- Obtaining a nationally recognised qualification
- Gaining SACE credits. Some fully completed VET courses at Certificate III level or above can contribute to an Australian Tertiary Rank (ATAR) which is required for entry into University
- Developing a renewed sense of purpose and motivation for senior schooling
- Gaining skills, knowledge and confidence that enhance employability
- Developing a network and knowledge of possible industry employers
- Discovering whether their vocation is a possible future career pathway
- Determining whether they wish to undertake further VET study.
- For many TAFE SA Courses a lower related certificate course may form part of the admission requirements.
- With a completed Certificate III there are now pathways into Adelaide University, progressing through foundation pathways.

Who can do VET?

VET can be a valuable part of a student's secondary education but is not always the best option for every student. It is important for students and their parents/caregivers to carefully consider the reasons for undertaking a VET course, and the course requirements which can include a compulsory work experience component or online self-paced learning.

Our experience is that students are successful in VET if they have:

- A keen interest in what they will be learning
- A level of maturity and independence that will accommodate an adult learning style of learning and training
- Competent literacy, numeracy and organisation skills as students need to consider the implications of missing up to one day of school week.

Students must be organised and committed to all components of their education - at St Michael's College and their VET.

Vocational Education and Training (VET)

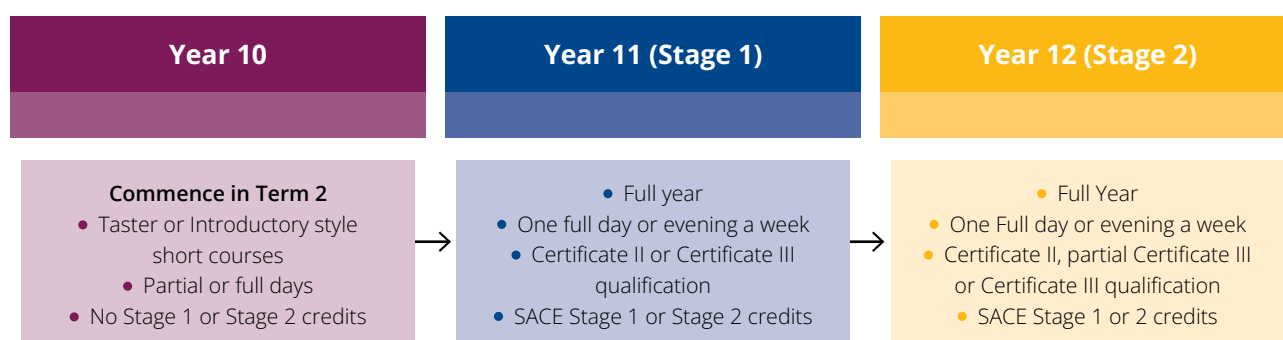
Students must be organised and committed to all components of their education.

Selection into VET is not automatic and careful consideration is given to a student's motivation for wanting to undertake VET and their ability to be organised and self-directed.

VET Pathways

Students can undertake a VET course in Years 10, 11 and 12 - the pathway is flexible and most student requirements can be accommodated.

An example of a typical pathway:



Subjects

Students undertaking a VET course at Year 11 (Stage 1) or Year 12 (Stage 2) will have the option of being given a VET Study Line and doing one less school subject. This is organised on consultation with the VET Coordinator and the Director of Curriculum and Assessment.

What type of VET courses?

There are a myriad of VET courses available for students to choose from. St Michael's College students currently undertake VET in the following areas:

Animal Studies	Electrotechnology	Makeup
Automotive Servicing	Entrepreneurship and New Business	Metal Engineering
Aviation (Scientific Studies)	Fashion Design	Photography
Business	Fitness	Plumbing
Carpentry	Food Processing	Public Safety: Search and Rescue
Construction	Game Art: Screen Media	Real Estate
Dance	Game Development	Sport and Recreation
Digital Media Technology	Hairdressing	Sports Coaching
Disability Support	Horticulture	
Early Childhood Education and Care	Hospitality: Back and Front of House	

How does VET work?

In most instances students:

- Attend a VET course, usually one full day a week at a Registered Training Organisation (RTO) outside of the College. RTO's include TAFE SA and private training providers. Locations of the courses and the day of training depends upon the RTO running the course.
- Participate in Structured Workplace Learning (SWL)/Work Experience at a workplace of their choice. This is in addition to attending their course and is organised by the student.

Vocational Education and Training (VET)

SWL/Work Experience

SWL or Work Experience is often a compulsory part of many VET courses and the amount of SWL/Work Experience hours a student must undertake varies for each course. SWL/Work Experience is in addition to a student's VET course and takes place during school holidays and/or out of school hours. It must be completed by the end of the Term 3 school holidays. Students, parents/caregivers and the host supervisor will be required to complete Structured Workplace Agreement Forms prior to the student undertaking their placement for insurance purposes. Students are also required to complete an online WorkPro module before commencing their placement.

Costs

The cost of VET courses varies greatly. The College provides financial support for these courses by covering 50% of the tuition costs in most instances (up to a maximum of \$1700 per year).

It is important to note that the St Michael's College subsidy extends to training costs only. Incidental expenses such as material costs (e.g. uniforms, make-up kits, PPE, licence fees) must be met by the parents/caregivers.

Should a student withdraw from a VET course, fails to complete the requirements of the course within the prescribed timeframe or terminates enrolment at the College, and where the College has already covered course costs, the student will be required to reimburse all costs expended by the College. This does not apply if a VET student commences an apprenticeship or if there are extenuating circumstances.

If the costs of a course prohibits a student from participating, families are encouraged to contact the College Business Manager to discuss.

VET Subsidy - VETRO

The South Australian Government subsidises the cost of VET courses if the course is aligned to one of 26 industry areas linked to strong future employment opportunities in South Australia. This list is advertised via a published subsidised training list.

In addition to the course being included on this list, a student must be enrolled in Year 11 or 12, meets the minimum literacy and numeracy assessment requirement and can provide evidence that they have completed some form of relevant preparation.

More information regarding this subsidy will be covered in a student's VET enrolment interview with the VET Leader.

School Based Apprenticeship

Students in Years 10-12 can commence an apprenticeship or traineeship while at school (SBAT). A traineeship or apprenticeship is a structured learning program in which a trainee or apprentice undertake paid employment in a vocation or trade to achieve a recognised qualification. The employer will provide training and work that is relevant to their trade or declared vocation. Training providers deliver the off-job training and issue the relevant qualification.

A SBAT must first be negotiated with the VET Coordinator to ensure that it can be accommodated with the SACE prior to committing to an arrangement through other parties. Students engaged in a SBAT undertake training and work for a maximum of two days per week.

SBAT's are intended to be converted to full-time and completed once the student leaves school at the end of Year 12.

We suggest a pattern of Year 12 subjects to underpin participation in a SBAT to ensure that with the 2 day per week absence from school, the student can meet the requirements of SACE. Students completing SBAT as part of their SACE are not recommended to attempt an ATAR course due to their absences.

Further information about Traineeships and Apprenticeships in South Australia are available at studentpathways.sa.edu.au.

Further Information

Should you have any further questions or wish to find out more about studying VET at St Michael's College, please contact Ms Liesel Harris, VET Leader:

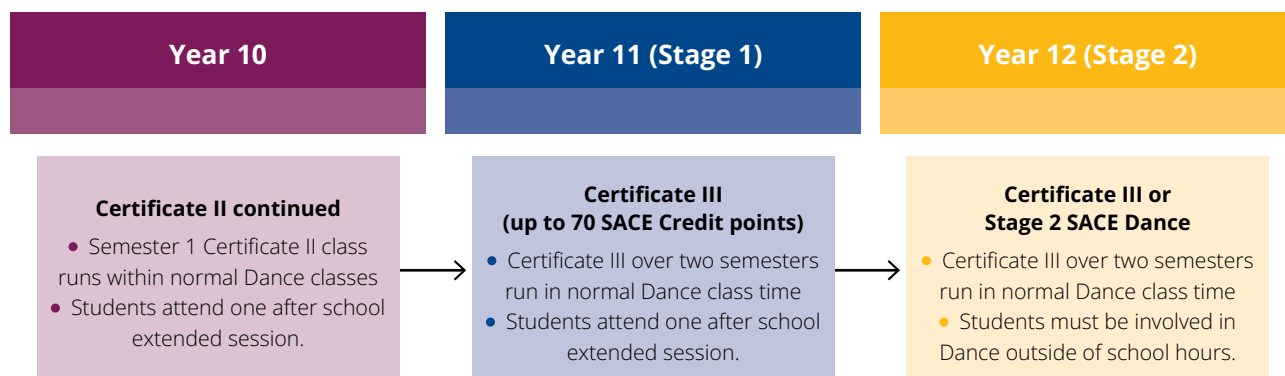
Email: vet@smc.sa.edu.au

Telephone: 8356 5966

or visit the VET page on the College website.

Vocational Education and Training (VET)

VET Dance Pathways



Other Learning Opportunities

Community Learning

Students can also apply for SACE credits via Community Learning activities and up to 90 credits can be given at Stage 1. Students must demonstrate how learning through community activities enhance their understanding of vocational pathways, and to reflect on their personal pathways and contributions to the wider community.

There are two types of Community learning that can occur:

- Community Developed Program e.g. Life Saving, Duke of Edinburgh, Scouts, St. Johns Ambulance, Practical Music exams
- Self-Directed Community learning e.g. taking care of a family member, volunteering for a community project, theatre performance, independent living, sports skills.

See Mr Matthew Anderson to discuss the application process.
Matthew.Anderson@smc.sa.edu.au

Subjects outside of St Michael's College

With College approval, students may consider doing 'other' SACE subjects outside of St Michael's College.

Including:

- Thebarton Senior College Twilight Program, find out more tsc.sa.edu.au/TwilightClasses
- Marden Senior College, find out more at msc.sa.edu.au/evening-classes/
- or at family expense, online subjects through Open Access. Find out more at openaccess.edu.au/curriculum/sace/stage-2-subjects

The School Of Languages

The School of Languages is a specialist government school providing programs in a broad range of languages that complement and supplement language programs offered at St Michael's College.

SACE Beginners Level Language courses in particular are a powerful alternative pathway for students who wish to begin studying a language for the first time in Year 11. Year 10 students can also enrol and capitalise on two units of SACE early.

Language Courses: SACE Stages 1 and 2

Students can, and generally do, drop a subject when taking a SACE language course at the School of Languages. All courses are after hours, one lesson per week. A range of locations are available.

Levels

Most languages are offered at SACE Stages 1 and 2 levels. Some languages are offered at Year 8, 9 and 10 levels.

How to enrol

Speak to the Director of Curriculum and Assessment who will contact the School of Languages to discuss your particular needs. For more information about the School of Languages, please visit: schooloflanguages.sa.edu.au

Other Relevant Information

SACE to Employment

SACE is achievable for all students and there are many benefits to formally completing your Secondary Education. Some students complete their SACE even though the entry requirement for a particular course, training program or job does not require it.

Some students will complete their SACE, and choose not to apply for tertiary courses and instead seek employment. It is essential that these students are organised, focused, obtain positive feedback on reports, and select suitable subjects in Year 11 and 12. Undertaking Work Experience during holidays may add substance to their resume and improve their employability.

Please note there are compulsory requirements that must be completed prior to undertaking Work Experience in order for the placement to be covered by the College's insurance. Please see Mr Vizaniaris in Student Services for more information.

The Careers Counsellors will provide students with information to assist them with the career choices they make. VET qualifications may also add to employability.

Students who leave prior to the completion of SACE

In South Australia, the law requires all 16 year olds to be in full time education or training until they achieve a qualification or until they turn 17. For more information, contact the Careers Office in Student Services or visit www.cyh.com

Some students will not achieve their SACE because they leave before completing the requirements. Students may choose this pathway because they have been offered a sound employment/training option or because they are undertaking further studies elsewhere, such as a technical school (where they may also be able to complete their SACE).

Pathways Back to SACE

Students are able to complete their SACE over any number of years. A student's ATAR is calculated over only three attempts which need not be in consecutive years. The subjects used for the ATAR calculation do not have to be studied in consecutive years. Whilst some students leave prior to completion of their SACE, they may return to "education" at a later date to fulfill the missing requirements for SACE completion.

Students should be aware that a VET Certificate III or any other Recognised Studies subjects such as Higher Education can only contribute to the ATAR in the first year an ATAR is generated.

Pathways to University without SACE

A student who is 18 years of age as of 1st February of the year they are applying may be able to sit for a STAT test and apply for specific University Programs/Courses. Some Programs/Courses will also take into consideration personal competencies and/or employment experience. Further information can be obtained from the SATAC website www.satac.edu.au South Australian Universities may also offer Foundation courses which help prepare the students for University study.

There are also well defined pathways from TAFE courses to University courses. These are specific to the relevant courses and programs. Further information can be obtained from the relevant institutions and their websites.

Adelaide University and Flinders University have many preparatory programs that are free and can be done in blocks. **See: Adelaide University: Uni Start and Flinders University: Foundation Studies.**

Please see the Careers Counsellors should you require more information.

Students can undertake further career research by clicking on the Careers and VET Portal in SEQTA.

The Universities are regularly updating alternative entry pathways, so please check their websites for the most up to date information.





Year 10

Be Challenged

As leaders of educational learning, we seek out and develop ways to create space and capacity for students to explore their curiosities and passions whilst encouraging, challenging, and supporting them to be skilled, creative, innovative, and collaborative contributors.

Our team at SMC utilise a personalised and relational learning culture that enables students to flourish.

As identified by John Hattie (2003), teachers can make a significant difference in the lives of their students, inspiring a love for learning, a growth mindset and motivating them to reach their full potential.

Year 10 Subject Information

Semester	Lessons per week	Semester	Lessons per week	Requirement	Length
Extended PC	1	Extended PC	1	Compulsory	Whole Year
English	5	English	5		
Mathematics	5	Mathematics	5		
Exploring Identities and Futures	3	Exploring Identities and Futures	3		
Science	5	Religion/RE: Music Ministry	5	Compulsory	1 Semester
History	5	Health and Physical Education 1 of 4 options	5		
Elective 1	5	Elective 2	5	Electives	1 Semester
Elective 3	5	Elective 4	5		

Learning Area	Elective Subjects	Length
Arts	Art	1 Semester
	Design (Architecture, Fashion & Graphics)	1 Semester
	Dance A	1 Semester
	Dance B	1 Semester
	Drama A	1 Semester
	Drama B	1 Semester
	Fashion and Textiles	1 Semester
	Music A and/or Music B	1 semester each
	Music Technology	1 Semester
Business Enterprise and Technology	Commerce	1 Semester
Design and Technology	Architecture, Engineering & Design (AED)	1 Semester
	Electronics	1 Semester
	Food Technology	1 Semester
	Metal Fabrication	1 Semester
	STEM	1 Semester
	Woodwork	1 Semester
Digital Technologies	Digital Media Creations	1 Semester
	Digital Technologies	1 Semester
Health and Physical Education	Health Education	1 Semester
	Sports Science	1 Semester
	Sports Coaching - VET Certificate III	1 Semester
	Athletic High Performance Program	1 Semester
Humanities and Social Sciences	American History	1 Semester
	Society and Environment	1 Semester
Languages	Italian A and Italian B	1 or 2 semesters
Science	Pre-Physics and Chemistry	1 Semester
	Pre-Psychology and Biology	1 Semester
	Pre-Nutrition and Biology	1 Semester

Considerations for Making Year 10 Elective Subject Choices

Arts

Students can select a maximum of 3 Arts subjects:

- Art
- Dance A
- Dance B
- Design
- Drama A
- Drama B
- Music A
- Music B
- Music Technology
- Fashion Textiles*.

Design and Technology

Students can select a *maximum of 3 subjects from the Design and Technologies subjects:

- Architecture, Engineering & Design (AED)
- Electronics
- STEM
- Metal Fabrication
- Woodwork
- **Food Technology** - separate selection to maximum of three subjects and can be chosen as a fourth Design and Technology subject.

Language

Completion of Italian A (only) is a prerequisite for Stage 1 Italian.

Science

Science in Semester 2 becomes an elective subject.

Students may choose only two Science elective subjects.

- Pre-Physics and Chemistry
- Pre-Nutrition and Biology
- Pre-Psychology and Biology

NOTE: Students who are considering Defence Force applications MUST select a full year of Science. i.e. One Semester Core Science with one Semester of a Science elective.

Pre-Physics and Pre-Chemistry are the only elective Science subjects that contribute to USA sport scholarship core eligibility, and acts as the pathway to future studies of chemistry and or physics, critical to many university pathways.

Year 10 Core Subjects

English

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy.

Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Content

Students engage with a variety of texts. They interpret, create and evaluate a wide range of literary and everyday texts. These include various types of media texts, film and digital texts, fiction, non-fiction, poetry, dramatic performance and multimodal texts.

Texts studied often address themes and issues, higher order thinking and intertextual references. Students develop critical understanding of ways texts are created to appeal to their target audiences and achieve a variety of purposes.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports and discussions.

Assessment

Assessment is based on responding to texts and creating texts, including written, oral and multi-modal tasks.

Students will be prepared for the requirements of Stage 1 English, which is a compulsory full year subject delivered as two, semester length units.

At Stage 1, three different courses are offered, and teachers will make recommendations as to which course a student would be best suited, based on results for Year 10 assessments.

- Formative Exam.

Exploring Identities and Futures

Exploring Identities and Futures is a compulsory 10 credit SACE Stage 1 subject. Year 10 students undertake this cross disciplinary course over the whole year, allowing them to develop a pathway to thrive by exploring who they are and who they want to be.

The subject supports students to learn more about themselves and enable them to explore and deepen their sense of belonging, identity and connections to the world around them.

Content

Stage 1 Exploring Identities and Futures represents a shift away from viewing the student in isolation, with an increased focus on exploring and building connections with their peers, culture, community and work.

The subject is foundational in preparing students for their SACE journey and the knowledge, skills and capabilities required to be lifelong learners.

Assessment

- **Type 1:** Exploring me and who I want to be **50%**
- **Task 2:** Taking action and showcasing my capabilities **50%**



Year 10 Core Subjects

Health and Physical Education

Health and Physical Education provides students with opportunities to develop the knowledge, skills, and understanding required to lead active, healthy, and balanced lives. Through a combination of practical participation and theoretical learning, students will explore how physical activity contributes to individual wellbeing, sporting performance, and positive community outcomes. Students will participate in a variety of physical activities while developing movement skills, tactical awareness, teamwork, leadership, and decision-making abilities. They will also investigate contemporary health and physical activity issues, examine factors that influence participation and performance, and explore strategies that promote lifelong engagement in physical activity. Through practical experiences and inquiry-based learning, students will develop confidence, resilience, and an appreciation for the role physical activity plays in enhancing health, wellbeing, and performance.

Content

Health and Physical Education is a compulsory semester subject for all Year 10 students. Students will select **ONE** focus area from the options below, allowing them to engage in practical experiences aligned with their interests and future pathways within Health and Physical Education. Theoretical learning will be closely connected to the practical activities undertaken throughout the semester. Classes will be ideally gender-based; however, mixed-gender classes may be offered where required.

Assessment

Practical components are subject to change, at the discretion of Head of Department.

- **Practical Component:** **60%**
Four x Practical Units (15% each).
- **Theoretical Component:** **40%**
Two x Theory tasks (20% each).

Students will select ONE from the following options

Option 1 Specialist Physical Education	Practical Tasks: - Striking and Fielding - Court Invasion - Net/Wall - Field Invasion	Theory Tasks (two tasks from the following topics): - Fitness Components and Energy Systems Analysis - Skills Acquisition - Training Program Design
Option 2 Recreation <i>Teacher will select multiple activities:</i>	Practical Tasks: - Fitness and Conditioning - Yoga and Meditation - Cycling - Self-Defence - Recreational Sporting Games - Target Games	Theory Tasks (two tasks from the following topics): - Fitness Program Design - Healthy Lifestyles and Wellbeing - Skills Acquisition
Option 3* Outdoor Education Offered as a Stage 1 SACE subject	Practical Tasks: 2-Day Bushwalking Camp - Day Hiking - Cycling - Surfing - Rock Climbing - Bouldering	Theory Tasks: - Managing Outdoor Recreation - Coastal Management Study - Planning and Reflection - Deep Creek Camp - Skills Development - Rock Climbing Journal
Option 4** Dance for Health	Practical Tasks: - Physical Conditioning Program for Dance (Flexibility Strength and Cardiovascular Fitness) - Two Class Dance Routines in a Variety of Styles (e.g. Street, Jazz and Contemporary) - Planning and Implementation of a Dance Experience for a Sector of the Community	Theory Tasks: - Digital Portfolio Evaluating Performance Progress - Analysis and Response to a Live or Recorded Dance Performance

*Outdoor Education: Year 10 VET students are not eligible to select Outdoor Education due to the time commitment required by VET programs. There will be several days across the semester where students will be completing practical components off campus, during school hours. Students must be aware of this commitment in choosing this option as it cannot be guaranteed that any subject change requests can be accommodated. All other activities will be undertaken in class time. Students' academic results/attendance to date will be taken into consideration when identifying those who meet the criteria for this subject choice.

**Dance for Health: Students do not need to perform in public for Class Dance Routines.

Year 10 Core Subjects

History

The Year 10 History curriculum provides a study of the history of the Modern World and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development.

The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia Pacific region and its global standing.

Content

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

Students undertake an overview and three Depth Studies which include:

- World War II (1939-1945)
- Building a nation (civil rights)
- The globalising world: Migration (1945 to present).

Assessment

This may include the following:

- Sources Analysis
- Argumentative History essays
- Empathy task,
- Multimodal, podcasts, creative tasks.
- Formative Exam.

Mathematics

Year 10 Mathematics provides students with essential mathematical skills and knowledge in number and algebra, measurement and geometry, and statistics and probability.

At Year 10, there is a greater differentiation in courses based on possible future SACE subject choices and mathematical specialities. All students are assessed according to the Australian Curriculum Version 9, with the different courses varying in the range and depth of skills explored in each topic. In year 10 students select from Pre-Methods, Pre-General or Pre-Essential Mathematics. Selections are informed by previous results, future subject pathways, and teacher recommendations.

The level that a student achieves by Semester 2 Year 10 will inform their choice of Mathematics subject in Year 11 and 12.

Content

- Linear Algebra
- Quadratic Functions
- Exponential Functions
- Logarithmic Scales
- Measurement
- Pythagoras and Trigonometry
- Geometric Reasoning
- Networks
- Statistics
- Possibility.

Assessment

Each semester:

- Three tests (25% each) **75%**
- One Directed Investigation (25%) **25%**
- Semester Exams.

Upon entering Year 10, students and their families will select the mathematics option that best suits their desired future pathway. Consideration should be given to the likely mathematics options to be selected at Year 11 and 12. We recommend selecting the most challenging option in Year 10 that students feel they can experience success.

Mathematics Options		
Year 10	Year 11	Year 12
Pre-Methods	Method & Specialist	Specialist and/or Methods
Pre-General	General	General
Pre-Essentials	Essentials	Essentials or Maths in the Workplace

Year 10 Core Subjects

Religious Education

Religious Education at St Michael's College invites students to deepen their knowledge and understanding of the Catholic Tradition and the teachings of Jesus Christ within a Lasallian community. Students are encouraged to grow spiritually, think critically, and engage respectfully with diverse perspectives in contemporary Australian and global society. Through the study of Catholic Social Teaching and social justice issues, students explore the dignity of the human person, the common good, and their responsibility to contribute to a more just and compassionate world. They examine ethical issues surrounding the sanctity of life, including euthanasia and human suffering, and consider these through both Catholic and contemporary perspectives. Through these experiences, students are empowered to become people of integrity who show care for others and the world around them.

Content

- Jesus of History-Jesus of Faith (The Formation of the Gospels and the Historical Jesus)
- Faith Doing Social Justice (Catholic Social Teaching)
- Respect and Dignity of Human Life (focus on Euthanasia and Beyond Human Suffering)
- Religion and Science-Creation and Evolution (Faith and Reason: Care for the natural world and ecology)

Assessment

- | | |
|--------------------------------------|-----|
| • Task 1: Jesus and the Gospels | 20% |
| • Task 2: Faith Doing Social Justice | 20% |
| • Task 3: Respect for Human Life | 30% |
| • Task 4: Religion and Science | 20% |
| • Course Work and Participation | 10% |

RE: Music Ministry

Music forms an integral part of the Church's liturgy as an artistic expression of the Church's prayer and theology. This unit explores the nature of liturgical music, its history and the Catholic Church's official teaching on music from Vatican II onward. It will concentrate on the use of music in liturgy today exploring its function, forms and purpose, and it will draw forth theological and pastoral principles to guide the choice of appropriate music for liturgical use.

This unit aims to provide a general introduction to the Catholic Church's definition, documentation and practice of liturgical music and to enable students to understand and use key criteria to identify and to choose suitable and fitting music for different liturgical celebrations across the College.

Students should have previous or current experience as a musician or Music Technology.

Content

- Respect for Life
- Social Justice
- Liturgical music as prayer
- The musical structure of a Catholic liturgy
- Equipment and set up of Liturgical Ensemble
- Rehearsal and practice of Liturgical Music
- Performance of Liturgical Music in a wide school setting.

Assessment

Term 1

- | | |
|---|-----|
| • Task 1: Respect for Life assignment | 25% |
| • Task 2: Individual part testing song list | 10% |

Term 2

- | | |
|--|-----|
| • Task 3: Liturgical Music Performance | 30% |
| • Task 4: Social Justice Assignment | 25% |
| • Task 5: Individual part testing | 10% |

NOTE: Religious Education is a compulsory subject at Year 10.

Students will have the option of selecting Religious Education OR RE: Music Ministry, but must select one of the subjects.

RE: Music Ministry as a stand-alone course will cover both areas of Music and Religious Education, offered to senior students who are also involved in our curricular and cocurricular music program.

Science

In Year 10 Science students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena.

Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of inheritance and the Big Bang.

Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws.

Many pathways suggest a whole year of Year 10 Science as better preparation, and therefore students may consider another science subject as an elective, especially if planning to study Year 11 Sciences.

Content

Biological Sciences

- DNA
- Inheritance
- Genetic Technologies.

Chemical Sciences

- Atomic Theory
- The Periodic Table.

Physical Sciences

- Newton's Law of Motion
- Velocity and Acceleration.

Earth Science

- The Big Bang Theory
- Life Cycle of a Star
- Our Universe.

Assessment

- Topic Tests
- Practical Investigations
- Formative Exam.



Year 10 Elective Subjects

American History History Elective

This elective explores key events, people, and turning points that shaped the United States into a global powerhouse. You'll investigate everything from the American Revolution and Civil War to the Vietnam War, terrorism, and the rise of protest culture. Expect mystery, power struggles, and unforgettable stories. You'll uncover wild stories, debate controversial topics, and even solve historical mysteries. If you like thinking deeply, questioning what you hear, and uncovering what really happened, you'll love this course.

Develop skills in:

- Research and critical thinking
- Debating and analytical writing
- Leadership, collaborative learning and independent inquiry
- Analysing sources and historical interpretation.

Content

The ability of students to interpret, analyse and evaluate historical sources will be developed through exposure to a range of primary and secondary sources.

The major topics that will be covered in this subject include:

- American Revolution (War of Independence)
- Civil War and the history of Slavery
- U.S. Presidents and World Leaders
- True crime and American History Mysteries
- Lizzie Borden Axe murders, Al Capone and The Mob
- American Pop culture: music, movies, movements
- Vietnam War and protest culture.

This course is excellent preparation for Stage 1 Modern History, Stage 1 Ancient Studies and other Humanities and Social Sciences subjects. If you are curious about the world and how power works, enjoy stories about revolution, crime, or protest.

Assessment

- Empathy-based writing tasks
- Historical Study (topic of choice)
- Source Analysis Activities
- Multimodal presentations (eg. videos, podcasts)
- Responses to historical events, films and texts.

Architecture, Engineering & Design (AED)

Design and Technology Elective

Are you interested in designing buildings, creating functional products, or solving real-world problems with technology? Year 10 Architecture, Engineering & Design (AED) introduces students to the creative and technical skills needed to explore architectural concepts, design thinking, and digital manufacturing.

Students will take their ideas from concept to creation using industry-standard software and equipment, including Onshape, Adobe Illustrator, Photoshop, laser cutters, 3D printers, vinyl cutters, and CNC routers. You'll learn how to develop and prototype your own designs, and even explore how to brand and promote your work like a real-world designer or architect.

Key Skills:

- Designing and prototyping solutions to real-world problems
- Working with advanced tools like the Speedy 300 Laser Cutter, Axiom CNC Router, and Roland Vinyl Cutter
- Creating products to a high manufacturing standard
- Developing promotional graphics and digital content
- Applying the design process from concept through to marketing

Content

- Architectural and product design foundations
- How to sketch, model, and present 3D ideas using Onshape
- Using Adobe Illustrator to prepare files for laser cutting
- 3D printing techniques for architectural models or product parts
- CNC routing and vinyl cutting for precision manufacturing
- How to use Photoshop and digital photography to create high-quality promotional material
- Marketing and presentation strategies to "sell" your ideas

Assessment

- | | |
|-------------------------|-----|
| • Design work | 40% |
| • Product manufacturing | 40% |
| • Marketing | 20% |

Why Choose AED?

This subject is perfect for students who are curious about architecture, engineering, product design, or media and marketing. It sets the foundation for Stage 1 and Stage 2 Architecture, Engineering & Design, and builds technical, creative, and critical thinking skills valuable for a range of future pathways.

Year 10 Elective Subjects

Art

Arts Elective

In Year 10, students build on prior knowledge of 3D and 2D Arts Practice. The specific focus of this course is to introduce students to new ways of making artworks by working in the style of other contemporary artists. This will involve researching, analysing, experimenting and creating works influenced by these practitioners.

Students will also learn how to respond effectively to their own artworks and the artworks of others. An emphasis is placed on giving students the skills to identify Art Elements and Principles and the use of Visual Language.

Content

All projects could involve working in the following disciplines:

- Painting
- Printmaking
- Drawing
- Sculpture
- Mixed Media.

Assessment

- **Type 1: Folio**
- **Type 2: Practical**
Resolved practical work and practitioner's statement.
- **Type 3: Visual Study**
 - Investigation of Artists and their works.
 - Looking and comparing works of art and responding practically.

Athletic High Performance Program: Performance Improvement

Health & Physical Education Elective

Take the next step in your athlete development journey and learn how elite performers train, recover, and continually improve.

This subject focuses on improving athletic performance through sport science, athlete testing, strength and conditioning, and recovery strategies. Students will undertake professional-style athlete testing, analyse their physiological strengths and weaknesses, and develop personalised training programs designed to improve performance.

Students will also gain firsthand experience with the training and recovery methods used by elite athletes through visits to professional sporting facilities and practical investigations involving recovery technologies and techniques. This subject provides an authentic insight into the world of high-performance sport and prepares students for future opportunities within the senior Athlete High Performance Program pathway.

Content

Through undertaking this subject, students will learn:

- Athlete testing and performance profiling
- Strength and conditioning principles
- Training methods and program design
- Exercise physiology and fitness development
- Recovery strategies and performance optimisation
- Professional sporting environments and athlete support services

Assessment

- | | |
|----------------------------------|-----|
| • Draft Combine | 30% |
| • Programming for Success | 40% |
| • Recovery for Elite Performance | 30% |

NOTE: This subject is designed for student-athletes competing at school, zone, state, national, academy, or equivalent representative levels. Students aspiring to compete at higher levels may also apply and will be considered subject to available places.

Students are required to complete an Athlete High Performance Program application form. Acceptance is subject to meeting the program entry requirements and available places.

TO APPLY: Click on the link below to submit your application:

[Application Form](#)

Year 10 Elective Subjects

Commerce

Business Elective

In this subject students will explore the many facets of the financial world. Year 10 Commerce gives students an exposure to the four key areas of Commerce: Accounting, Economics, Legal Studies and Business. This course will introduce students to these subject areas and enable them to make more informed choices in Year 11.

Content

Accounting is the study of how we ensure that businesses remain profitable and viable. The main concepts that will be studied are: Balance Sheets, Profit and Loss Statements and the Double Entry Accounting system.

Business explores why a business exists and how a business interacts with consumers. A particular focus for this part of the course is marketing.

Economics is the study of how we use of resources to our greatest advantage. It explores the concept of the market mechanism and the basic economic problem.

Legal Studies investigates how and why we need laws to have a well-functioning and coherent society. Students investigate how laws are made, the court hierarchy and the difference between Civil and Criminal Law.

Assessment

Case Study: Students are required to investigate a current court case and apply the theory taught in class. They complete the assignment by making a recommendation about appropriate punishment.

Marketing Plan: Students produce a hypothetical product and come up with a marketing plan to sell that product. They are required to develop an ad that may include jingles and slogans.

Media Journal: Students need to gather a variety of newspaper articles to show the link between the theory taught in class and what is happening in the real world.

Test: Accounting theory is tested via the students developing Balance Sheets and Profit and Loss Statements for hypothetical businesses.

NOTE: This subject prepares students well for Year 11 Accounting, Legal Studies and Economics.

Dance A

Arts Electives

Students delve into the world on Contemporary and Hip/Hop dance genres with a focus on Bangarra Dance Theatre.

Content

Students analyse choreographer's intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, places and times on Australian dance.

Students choreograph dances by manipulating and combining the elements of dance. They choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style.

Students will be expected to actively participate in class and out of school rehearsals. Students are exposed to live performances and learn the skills of responding to dance and dance works.

Assessment

- | | |
|---|------------|
| • Skills Development: | 50% |
| Focuses on Technique and Composition | |
| • Group Production: | 30% |
| Performance in front of a live audience | |
| • Response: | 20% |

As an alternative to Dance A and B, students could select **Dance for Health** as a Health & Physical Education Option.

Depending on student subject choices, this subject may run as a VET option.

Refer to pathways table on Page 21.

Year 10 Elective Subjects

Dance B Arts Elective

Students delve into the world of Contemporary and Hip/Hop dance genres with a focus on Asia and the styles and companies from that region. Opportunities to attend Oz Asia Festival will help inform their work.

Content

Students analyse choreographer's intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, places and times on Australian dance.

Students choreograph dances by manipulating and combining the elements of dance. They choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style.

Students will be expected to actively participate in class and out of school rehearsals. Students are exposed to live performances and learn the skills of responding to dance and dance works.

Assessment

- | | |
|---|-----|
| • Skills Development: | 50% |
| Focuses on Technique and Composition | |
| • Group Production: | 30% |
| Performance in front of a live audience | |
| • Response: | 20% |

As an alternative to Dance A and B, students could select Dance for Health as a Health & Physical Education Option.

Design (Architecture, Fashion & Graphics) Arts Elective

This course is designed to build on prior knowledge with a specific focus on using the Design Process to generate creative ideas in response to the constraints of the Design Brief. A focus will also be put on exposing students to the practices of influential contemporary designers in the areas of Graphic, Product, Fashion and Environmental Design.

This will involve researching, analysing, experimenting and creating designs influenced by these practitioners. Students will learn how to respond effectively to their own designs and the designs of others with an emphasis given to the use of informed Visual Language.

Content

All projects undertaken could involve working on some of the following projects:

- Fashion design
- Illustration
- Branding and Logo Design
- Packaging
- Architecture
- Eco Design
- Retro Design.

Assessment

- **Type 1: Folio**
Produce one folio that documents their visual learning in support of their practical work.
- **Type 2: Practical**
Resolved practical work and practitioner's statement.
- **Type 3: Visual Study**
 - Investigation of Designers and their works.
 - Looking and comparing works of art and design, and responding practically.



Year 10 Elective Subjects

Digital Media Creations Digital Technologies Elective

The objective of this course is for students to develop skills in using Photoshop and a variety of Adobe software applications for the production of film, photography, digital publishing and web development.

Content

Students will learn how to:

- Design and develop publishing materials using Photoshop, Illustrator and InDesign
- Make and manipulate sound files, present sound, images and create short film using Digital Video Media.
- Develop web pages with an introduction to Web Design.

Assessment

Practical Components:

- Digital Publishing products
- Logo design using Illustrator
- Image editing and formatting
- Photo Restoration and Photographic composition
- Making and editing sound files for use in presentations
- Filmmaking Digital Video Media
- Webpage development.

Theory Components:

- Issues Analysis relating to Digital Media creators.

*NOTE: Stage 1 Digital Technologies Subject Options for Year 10
Students have an opportunity to study Stage 1 in year 10 for the following subjects:*

- Digital Filmmaking
- Digital Photography
- Digital Publishing
- Digital Technologies

Students choosing to study a Stage 1 subject in Year 10 will receive 10 Credit SACE points at subject completion.

To find out more about these subjects, please go to pages 54, 55 and 56 of the Stage 1 section of this handbook.

Digital Technologies Digital Technologies Elective

This course is recommended prior learning for Year 11 Digital Technologies A and Digital Technologies B.

Students will complete a range of coding projects developing apps, games and programming robots.

Students will develop a global perspective of digital technologies, and work through an interactive process of developing digital solutions. These learning experiences will enhance their understanding of the role between the developer and the user. Students will also learn about digital systems and how to extract and analyse data.

Content

Through undertaking this subject, students will learn how to:

- Explore coding through a range of scenarios including game development, robotics and app development.
- Design digital solutions to suit an identified need
- Use computational and systems thinking when forming solutions
- Organise and manage digital projects collaboratively
- Organise, visualise and analyse data.

Assessment

Practical Components:

- Collaborative project
- Organise and analyse database management systems
- Computational thinking: Logical and creative problem solving
- Object Orientated Programming: Python.

Theory Components:

- Digital Systems Assessment
- Issues Analysis: Robotics AI.

*NOTE: Stage 1 Digital Technologies Subject Options for Year 10
Students have an opportunity to study Stage 1 in year 10 for the following subjects:*

- Digital Filmmaking
- Digital Photography
- Digital Publishing
- Digital Technologies

Students choosing to study a Stage 1 subject in Year 10 will receive 10 Credit SACE points at subject completion.

To find out more about these subjects, please go to pages 55-57 of the Stage 1 section of this handbook.

Year 10 Elective Subjects

Drama A Arts Elective

Students will explore the role and emergence of the director as well as the style of Realism and Stanislavski's actor training system to create real and believable characters. This study will culminate in a performance for a public audience allowing students to work in on and off stage roles. Students will be involved in rehearsals outside of normal school hours.

Students will also view a professional theatre performance to respond, developing their skills of evaluation and analysis. This experience will also inspire students in their own creative work and will develop their understanding of how the elements of drama are used most effectively. This course builds students confidence and teamwork and promotes and supports independent learning in a practical environment.

Assumed Knowledge

It is recommended that students who elect to do this subject will have completed a Semester of Drama in Year 9. However, students with previous experience or strong interest in Drama (onstage and/or offstage roles) are also encouraged to elect this subject.

Content

- Teamwork and problem solving
- The development of realism and the role of the director
- Stanislavski's actor training system
- Following the page-to-stage process to create a performance for an audience
- Viewing a professional performance.

Assessment

Group Performance and Reflection 50%

- Develop a group performance for an audience using Stanislavski's system
- Students articulate their learning in a multimodal presentation.

Reflective critical response to live theatre 20%

- Students have a range of choices when responding to theatre including review, design elements analysis and developing a creative response to content.

Creative Presentation 30%

- Students will develop a creative multimodal presentation in which they explore the role of the director, techniques used by directors and their page to stage process, in relation to a text studied in class.

Drama B Arts Elective

Students will explore a theatre design role, for example Stage Manager, Lighting, Sound, Set, or Costume Design and learn the importance of carefully planning and documenting their design process. In workshops, students will experience the acting exercises and techniques of Rudolf Laban, specifically his movement analysis including the Eight Efforts and his work on the Vocal Mechanism. Students will then use either the Laban techniques learnt in their onstage role, or if choosing an offstage role the theatre design skills learnt in their creative presentation, in the development of their group performance for a public audience.

Students will also view a professional theatre performance to review, developing their skills of evaluation and analysis. This experience will also inspire students in their own creative work and will develop their understanding of how the elements of drama are used most effectively. This course builds students confidence and teamwork and promotes and support independent learning in a practical environment.

Assumed Knowledge

It is recommended that students who elect to do this subject will have completed a Semester of Drama in Year 9. However, students with previous experience or strong interest in Drama (onstage and/or offstage roles) are also encouraged to elect this subject.

Content

- Teamwork and independent learning
- Explore a theatre design role
- Rudolf Laban's actor training techniques
- Following the page-to-stage process to create a production for an audience
- Viewing a professional performance.

Assessment

Group Performance and Reflection 50%

- Participate in a group performance for an audience
- Students articulate their learning in a multimodal presentation.

Reflective critical response to live theatre 20%

- Students have a range of choices when responding to theatre including review, design elements analysis and developing a creative response to content.

Creative Presentation 30%

- In small groups, students will collaborate to develop a creative and multimodal presentation in which they explore a different theatrical design role, its page to stage process and technologies, in relation to a text studied in class.

NOTE: Laban's 'outside-in' approach is a contrasting technique to Stanislavski's 'inside-out' approach, each are extremely valuable tools in the actor's toolbox. Students who choose both Drama A and Drama B will be extremely well equipped when continuing their Dramatic studies in the future.

Year 10 Elective Subjects

Electronics

Design and Technology Elective

Students will develop skills and knowledge of electronics systems through a range of practical based activities using microcontrollers and traditional techniques. Tasks will be centred around the Arduino microcontroller, using it along with various sensors to actuate light, sound and movement. On completion of the course students should be able to identify and apply common and key electronic components, use the multimeter and other testing equipment, practise and apply effective soldering techniques, accurately populate printed circuit boards, and design electronic circuits leading to the production of a number of functional electronic projects.

Content

Practical tasks

- Design and make a stereo amplifier
- Controlling LEDs
- Controlling motors
- Bluetooth
- Populating and soldering printed circuit boards.

Theory

Students will generate a report on the circuits/projects they build, explaining the function of the circuit, what tools, machines and process have been used to create their product

Students will also investigate the changing world of technology and the impact that microcontrollers has had on people and the environment.

Assessment

Practical projects

- | | |
|-----------------------------------|-----|
| • Processes and Production Skills | 60% |
| • Design work | 20% |
| • Knowledge and understanding | 20% |

Successful completion of this course gives students the skills and knowledge required for entry into Year 11 Electronics.

The Electronics industry is presently South Australia's largest employer group, offering a broad range of career options.

Fashion and Textiles

Arts Elective

This course will introduce the students to basic trade drawing skills required to work in the fashion industry as well as how to use an Industrial Sewing Machine and complete a small textile project.

Students will focus on the development of skills, product design and development, technology, and garment production.

Content

The unit will require students to:

- Apply the design process to achieve a product
- Fashion Illustration and Textiles
- Pattern making
- Safely operate an Industrial Sewing Machine and Overlocker.

Assessment

• Type 1: Folio

Completion of a design folio demonstrating the design process, including production skills.

• Type 2: Practical

Resolved illustration and garment, including practitioner's statement.

• Type 3: Visual Study

Investigation of Designers in the industry and their works.

Year 10 Elective Subjects

Food Technology Design and Technology Elective

The Year 10 Food Technology course provides a pathway for students to gain skills and knowledge in cooking, catering and food and beverage service. It is designed to equip students for part-time employment in the food industry, as well as learning culinary skills and recipes, to help better prepare them for their future lives.

In this semester-long program, students build practical food preparation skills while deepening their knowledge and understanding of food safety, hygiene, and relevant legislation. They will explore factors that contribute to a successful food business and apply their learning in a range of creative projects. This course blends hands-on cooking experiences with real-world industry knowledge, providing students with opportunities to develop creativity, teamwork, critical thinking, and problem-solving skills.

This course gives students a foundation of skills and knowledge to prepare students for SACE Stage 1 Food and Hospitality.

Content

- Food safety and safe work practices
- Food Legislation
- Catering for events
- Prepare and serve barista coffee

Assessment

- One x Individual practical activities
- Three x Group Activities
- Practical Activities

Each assessment involves the processes of:

- Investigate
- Design
- Produce and evaluate.

NOTE: Students are required to write an email of application outlining their interests in Food Technology. This email should be emailed to foodtech@smc.sa.edu.au by 31 August. Please note that due to very high demand, places are limited and not all applicants can be guaranteed a position in this subject.

Health Education Health and Physical Education Elective

This course focuses on supporting students to make decisions about their own health, safety and wellbeing.

Through a critical inquiry approach, students will research, analyse, apply and evaluate contextual factors that decision-making, behaviours and actions. This will encourage greater awareness of the overall impact on the health and wellbeing of individuals, groups and communities.

The critical inquiry process will also enhance and improve health literacy so that students are better able to understand and actively engage in health and wellbeing decisions.

Content

Topics could include:

- Determinates of Health
- Mental Health and Wellbeing
- Health Promotion
- Respectful Relationships
- Safety.

Assessment

- Understanding and knowledge of practical and theoretical components
- Research assignments
- Behaviour, application and participation levels.

Year 10 Elective Subjects

Italian A Language Elective

In Year 10 Italian, students build their confidence and fluency while exploring the culture, traditions and contemporary life of Italy and Italian communities around the globe. Through engaging activities, discussions, films and real-world topics, students learn to communicate effectively and express their ideas in Italian.

Italian is one of Australia's most widely spoken community languages and an official language of the European Union, making it a valuable skill for travel, global communication and future career opportunities.

A highlight of the course is the Migration Studies unit, which includes an excursion to ANFE Community Care. Students interview Italian migrants in Italian, gaining firsthand insights into migration, cultural identity and the contribution of Italian communities to Australian society.

Studying Italian also develops valuable transferable skills, including communication, collaboration, cultural understanding, critical and creative thinking, problem-solving, and confidence in speaking and presenting. In an increasingly connected world, Italian offers students skills and experiences that extend far beyond the classroom.

Students wishing to undertake Stage 1 Italian must select at least Italian A in Year 10. Students may also select Italian B for additional preparation.

Content

Students listen to, read, view and create a variety of Italian texts while exploring topics such as:

- Self and Identity
- Youth Culture in Italy
- Migration and Italian Communities Around the World
- Childhood Memories and Traditions
- Italian Film

Assessment

- Communicating Tasks: Listening, speaking, reading, writing and reflecting
- Understanding Language: Grammar and vocabulary texts

Italian B Language Elective

This Semester 2 course is designed for students who have completed Italian A and want to explore the language through the lens of Italy's vibrant culture. Students will extend their listening, speaking, reading and writing skills by engaging with a wide range of Italian texts and media – from videos and music to articles, stories and conversations.

In this course, students will dive into fascinating and relevant topics such as migration, food, art, future aspirations, and travel. They will also explore how Italian culture continues to influence Australia, especially here in Adelaide, through hands-on learning experiences like the exciting Foodie Trail excursion. On this day, students visit Italian eateries across the eastern suburbs to discover the cultural journey of Italian migration through food – a delicious and educational highlight of the course!

This course is perfect for students who are curious, creative, and ready to step into the rich world of Italian language and lifestyle.

Content

Students listen to, view, read, respond to and create a range of texts in Italian on topics including:

- Identity and future plans
- Food and Culture
- Travel and Tourism
- Italian contributions to Australia

Assessment

- Communicating Tasks: Listening, speaking, reading and writing in Italian
- Understanding Language: Text creation, reading and responding.

Year 10 Elective Subjects

Metal Fabrication Design and Technology Elective

This course will involve the design and construction of several small welded projects. Students will focus on the development of welding skills, fabrication, design and safety while working with metals and metalworking machinery.

Examples of possible projects include a Wine Rack, charcoal BBQ, fish smoker, Bench Vice or G Clamp.

Students learn the processes of MIG and Arc welding through the creation of several projects. They also gain an understanding of the physical characteristics of metals and the welding processes by exploring states of materials, liquid, gas, solids and the make up of Alloys.

Content

This unit will therefore require students to:

- Apply correct safety procedures and practices
- Apply aspects of the design process
- Accurately calculate and cost required materials
- Use the Metal Lathe and turning processes (facing, drilling and parallel turning)
- Correctly set and operate the GMAW Welder
- Arc MAW
- Welding techniques
- Use tools and equipment for fabrication purposes
- Produce required accuracy, tolerance and fit
- Apply appropriate surface finishes
- Understanding Alloys
- Physics of welding.

Assessment

- | | |
|---|-----|
| • Teacher analysis assessment of practical skills e.g. lathe work, welding pieces | |
| • Reflective report – product evaluation | |
| • Investigation report – product evaluation | |
| • Investigation report – recycling metal | |
| • Practical projects – processes and production skills | 60% |
| • Design work | 20% |
| • Knowledge and understanding | 20% |

Music A and B Arts Elective

Students entering Music in Year 10 need to have completed at least one semester of Year 8 Music as well as one semester of Year 9 Music.

Students are able to select one semester of Music (Music A).

Students looking for a full year Music will select Music A and Music B.

Content

This sequential program further develops skills covered in Years 8 and 9 and introduces more advanced concepts under the structure of Making and Responding to Music.

Making

- Practical
 - Solo Performance
 - Ensemble Performance.

Responding

- Musicianship
 - Theory, Aural and keyboard
 - Arranging using music software.
- Music in Cultures, Styles, and History
 - History of Jazz and Blues
 - Introduction to Classical Music
 - Film Music - Music Technology.

Assessment

- | | |
|--|-----|
| • Music Practical | 50% |
| • Solo Performance | |
| • Ensemble Performance. | |
| • Musicianship | 20% |
| • Theory | |
| • Aural | |
| • Keyboard | |
| • Hook Theory and Hookpan composition. | |
| • Music in Cultures Styles and History | 15% |
| • Arranging projects incorporating the use of variety of software programs | 15% |

Year 10 Elective Subjects

Music Technology: The Producer's Lab

Arts Elective

The Producer's Lab is for students who want to move beyond short tracks and basic performance skills to create music that sounds deliberate, original and release ready. Students develop the ideas and practical skills gained in Year 9, using Ableton Live, Push 2, microphones, instruments and studio equipment to produce polished music from the first sound through to the final mix.

Students explore how professional producers shape an artist's sound. They break down songs, rebuild musical ideas, create genre-based productions, record vocals or instruments, experiment with sampling and transform everyday sounds into something new, learning how arrangement, sound choice, effects, automation, EQ and mixing can turn a good musical idea into a track that holds the listener's attention.

Pre-requisit: Year 9 Music Technology - Track to Stage

Content

Arrangement and Composition

- Make original compositions featuring your own loops and samples
- Create chord progressions, drum patterns and melodies
- Use MIDI controllers to compose in real-time.

Aural Skills and The Elements of Music

- Produce tracks with the use of audio effects and automation
- Use external hardware to capture live vocals and instruments
- Develop listening skills to explore pitch, dynamics, form timbre and texture.

Music in Cultures, Styles and History

- Apply style specific music industry production terminology and concepts
- Examine the historical development of computer-based music composition and production
- Discover the cultural influences that created various musical genres.

Assessment

- | | |
|--|-----|
| • Project 1:
Track Breakdown and Rebuild | 15% |
| • Project 2:
Beat Lab | 15% |
| • Project 3:
Studio Session | 20% |
| • Project 4:
Sample Flip: Reimagining Sound | 30% |
| • Course work and Participation
Producer Portfolio | 20% |

Pre-Nutrition & Biology Science Elective

Nutrition is a science that immerses students in the fundamentals of human nutrition, physiology, and health, and promotes investigation of current and emerging trends.

In this course students will investigate the nutrients in food and the way the body processes these nutrients. Students will also learn about viticulture, grape genetics and phenotypical characteristics in relation to soil science and food chemistry.

Students will apply knowledge and understanding of the principles of nutrition to investigate, research and critically analyse information to make informed decisions and recommendations on food consumption.

This course prepares students for SACE Stage 1 studies in Nutrition and Biology.

Content

- Body systems and digestive health
- Nutrition in health.

Assessment

- Tests
- Practical Investigations
- Research Assignments
- Semester exam.

Year 10 Elective Subjects

Pre-Physics & Chemistry Science Elective

Studies in Aerodynamics and Environmental Chemistry presents chemical reactions and their impact on the environment as a model for students to build on their understanding of Chemistry.

Connections to industry (such as mining) and the impact of chemical pollutants on the environment reveals important lessons in Science as a Human Endeavour.

Collaborative Project Based Learning allows students to create and evaluate principles of Aerodynamics including: aeroplane design and flight.

Developing skills in report writing allows students to analyse and evaluate their practical and investigative skills.

This course prepares students for SACE Stage 1 studies in Physics and Chemistry. Course also meets requirements for many pathways in the Defence Force and USA scholarship pathways.

Content

- Environmental Chemistry
- Principles of Aerodynamics.

Assessment

- Tests
- Experiments and Practical Reports
- Research Assignments
- Semester Exam.

Pre-Psychology & Biology Science Elective

As well as a general introduction to Psychology as a Science, students will explore fields of "Sport" and "Forensic" Psychology in depth.

An introduction to disease develops students understanding of the genetic influence on life and the importance of lifestyle choices (especially their nutrition and exercise).

This course prepares students for SACE Stage 1 studies in Psychology, Biology.

Content

Introduction to Psychology

Students will use case studies and historical evidence to develop their understanding of psychological practice.

Personal skills including Goal Setting, Motivation and Mindfulness will be explored as a means to improve personal performance. Analytical and evaluative skills will be developed using Criminal Profiling as a tool.

Introduction to Human disease

Practical investigations will develop students awareness of microbes and antibiotics and students will build on their skills in proposing hypotheses and analysing data.

Researching the development of treatment of human diseases, provides students with opportunities to explore Science as a Human Endeavour.

Assessment

- Tests
- Research Assignments
- Experiments and Practical Reports
- Semester Exam.



Year 10 Elective Subjects

Society & Environment Humanities Elective

Year 10 Society & Environment explores the connections between people, place, and culture. Combining key elements of Geography, Society & Culture, and Tourism, this subject provides students with a broad understanding of how communities function, how environments are managed, and how cultural identity and tourism shape our world. This subject is designed to reflect contemporary global and local issues, and to support students in making informed decisions about their senior Humanities pathways.

Content

Geographies of Human Wellbeing

Explore why human wellbeing varies across the globe, and how local, national, and international communities respond to issues such as inequality, development, and human rights.

Environmental Change and Management

Investigate the causes and consequences of environmental change, including sustainability, regeneration, and waterway management. Examine how people's worldviews influence responses to environmental challenges.

Cultural Identity and Community

Understand the role of culture and identity in shaping societies. Explore how belief systems, traditions, and social values influence communities locally and globally.

Tourism and Place

Examine the role of tourism in shaping destinations and economies. Analyse the social, cultural, and environmental impacts of tourism and what ethical, sustainable tourism looks like.

Geographical and Social Inquiry Skills

Develop skills in data interpretation, source analysis, mapping, critical thinking, and research. Learn to use spatial and visual technologies to present findings.

Students will engage in fieldwork and inquiry-based learning that connects to real-world issues. Contemporary case studies and community-focused topics ensure learning is relevant, meaningful, and engaging.

Assessment

- Fieldwork report
- Two Inquiry Research Tasks
- Portfolio of classwork
- Formative Exam.

Sports Coaching (Semester 2) Certificate III in Sport Coaching Health and Physical Education Elective

This subject is run in Semester 2 and is offered as a VET qualification whereby students gain a Certificate III in Sports Coaching.

Students will acquire and apply their knowledge and understanding of sport coaching fundamentals, involving the study aspects of leadership, skill acquisition, athlete systems and sports science. The learning context will have reference to both community sport as well as the developing athlete, where components of technical, tactical, and mental development are explored.

Content

For students who are considering progressing into Stage 1 and 2 Physical Education, the Certificate III in Sport Coaching incorporates some of the necessary skills and key theoretical concepts that will better prepare students for senior PE.

In addition, the qualification provides a pathway to work in community coaching roles, either working or volunteering at community-based sports clubs and organisations in the Australian sport industry.

Assessment

This qualification carries a contribution of sixty-five Stage 2 credits and can be used towards a student's ATAR.

There is an associated cost to this VET option and as per all VET courses, the College covers 50% of fees.

NOTE: Cost to parents is \$737.50

Year 10 Elective Subjects

STEM

Design and Technology Elective

Innovate, Create and Problem Solve

Through the creation of various projects, students can put their knowledge in the Mathematics, Science, Engineering, and Technology fields to the test. They will solve real-world problems and develop innovative solutions that contribute to the success of their projects. This hands-on, interdisciplinary course emphasises critical thinking, creativity, collaboration, and applying scientific principles and mathematical concepts, preparing students for future challenges in STEM fields. Additionally, students will work with STEM industries such as Rec Arc Electronics and Flinders Tonsley Innovation Hub to explore future opportunities available in STEM.

Content

The curriculum focuses on building essential skills such as communications, teamwork, and leadership, which are crucial for success in STEM fields. Studies will engage in hands-on projects, including creating, testing, and refining a wind turbine and exploring the physics of flight to design a form of aerial transport. They will build structures to test the strengths of materials and geometry. Additionally, students will utilise cutting-edge manufacturing technologies such as laser cutters, multi-material additive 3D printing, and 4-axis CNC routing.

Assessment

- | | |
|---|-----|
| • Practical projects: Processes and Production Skills | 60% |
| • Design work | 20% |
| • Knowledge and understanding | 20% |

This course gives students the skills and knowledge leading to all Stage 1 Design and Technologies subjects.

Woodwork

Design and Technology Elective

Students will focus on the development of skills, design and safety while working with wood and woodworking machinery.

This course will involve the design and construction of smaller timber projects such as a phone amplifier, drinks tray, dart board cabinet, display cabinet or bedside table.

Content

This unit will require students to:

- Apply correct safety procedures and working practices
- Apply the design process to achieve a product
- Accurately calculate and cost required materials
- Safely operate fixed woodwork machinery (radial arm saw, planer, table router) to prepare selected timber
- Apply appropriate joining, construction and assembly techniques.

Assessment

- Teacher analysis and assessment of dartboard cabinet or display cabinet
- Completion of a design folio following the design process
Investigating, devising, producing, evaluating
- Question and answer worksheets – workshop safety
- Investigative report 'manufactured materials' and 'solid timbers'.

Practical Projects:

- | | |
|-----------------------------------|-----|
| • Processes and Production Skills | 60% |
| • Design work | 20% |
| • Knowledge and understanding | 20% |



Year 11 (Stage 1)

Be Engaged

Well-planned, structured, and engaging units of work enable students to understand the world around them and the talents within them so they can become fulfilled individuals and active, compassionate citizens.

St Michael's College is committed to delivering a transformative and student-centred curriculum that ignites a passion for learning, fosters critical thinking skills, and promotes personal growth.

St Michael's comprehensive curriculum supports educational equity, ensuring all students have access to an organised learning journey, fostering continuity and progression.

Year 11 (Stage 1) Subject Information

Semester 1	Lessons per week	Semester 2	Lessons per week	SACE	Length
Extended PC	1	Extended PC	1	Compulsory	Whole Year
English	5	English	5		
Mathematics	5			Compulsory	1 Semester
		Religion Studies	5	Compulsory	1 Semester <i>Religion Studies may occur in Semester 1 or 2</i>
Elective	5	Elective	5	Electives	1 or 2 Semesters
Elective	5	Elective	5		
Elective	5	Elective	5		
Elective	5	Elective	5		
Supervised Study	3	Supervised Study	3	Whole Year	Whole Year

Guidelines to consider when making subject choices	
Religion Studies is a compulsory subject	10 credits
English is a compulsory subject	20 credits
Students selecting Italian must select both Italian A and Italian B	20 credits
Students selecting Chemistry must select both Chemistry A and Chemistry B	20 credits
Students selecting Physics must select both Physics A and Physics B	20 credits
Students selecting Art and Design must select both Art/Design A and Art/Design B	20 credits
Outdoor Education - Stage 2 Full Year subject	20 credits
Students can only select Music A as a 10-credit semester subject	10 credits
Students can only select Music B if Music A is also chosen	20 credits

Year 11 (Stage 1) Subject Outlines

Accounting

Length

1 semester: 10 credits

The study of Accounting gives students opportunities to learn the practical skills needed to manage their own financial affairs and to develop an understanding of the ethical considerations that affect financial decision-making.

Students develop an understanding of the successful management of financial affairs in business, and gain knowledge and skills related to accounting processes for organisational and business applications. Students also learn how to interpret financial information and how to convey this information to interested users.

The Environment of Accounting gives students opportunities to develop knowledge of:

- accounting and its function in a society
- the regulatory and conceptual frameworks of accounting
- the needs of internal and external stakeholders
- social, ethical, and technological issues
- the impacts of past, present and possible future accounting decisions.

Assessment at Stage 1 is school based. The following assessment types enable students to demonstrate their learning in Stage 1 Accounting.

Assumed Knowledge

Successful completion of a Humanities subject in Year 10.

Content

Core Topics

- The Environment of Accounting
- Double entry recording
- Financial Reports (Balance Sheet and Income Statements).

Assessment Components

- **Type 1:** Accounting Skills
- **Type 2:** Accounting Inquiry
- **Formative Exam**

Ancient Studies

Length

1 semester: 10 credits

In Ancient Studies, students learn about the history, literature, society, and culture of ancient civilisations. They consider the environmental, social, economic, religious, cultural, and aesthetic aspects of societies. Contemporary societies have a long heritage based on civilisations of the past. The study of ancient cultures, therefore, enables students to enhance their own cultural and intercultural understanding.

Through their studies, students build their through inquiry and examining how archaeological evidence can be utilised for the stories not told. Students will examine evidence to explain the contributions of past civilisations to contemporary and cultural understandings.

Assumed Knowledge

Successful completion of a History subject in Year 10.

Content

Stage 1 Ancient Studies features the following topics:

- Understanding Ancient History
- Warfare and Conquest (Rome)
- Beliefs, Rituals and Mythology (Greece).

In studying Rome, students will analyse the causes and outcomes that led to the downfall of the unofficial political alliance of Julius Caesar, Pompey the Great and Marcus Licinius Crassus as well as the establishment of Octavian Augustus' rule. Topics covered include the Roman Republic prior to 70BCE, Civil War, and the dictatorship and assassination of Julius Caesar.

In studying Greece, students will focus on Athenian and Spartan societies and the significance of beliefs, rituals and afterlife concepts such as funerary practices and forms of burial. Students will examine myths and legends to explore funerary customs and rituals, and gods and goddesses with a particular focus on Artemis, Poseidon and Apollo.

Assessment Components

For a 10 credit subject, students provide evidence of their learning through four assessments.

Students undertake:

- **Type 1:** Skills and Applications
Three historical skills assessments (e.g. essay, sources analysis, multimodal presentation).
- **Type 2:** Inquiry - One historical inquiry
The historical inquiry is based on an ancient society from 3000BCE – 500 CE. Students inquire into, explore, interpret and research a historical idea, event, person, or group in depth.

* Student choice and agency is built into this course.

Year 11 (Stage 1) Subject Outlines

Architecture, Engineering & Design

Length

1 semester: 10 credits

AED is an advanced, project-based subject designed for students passionate about architecture, product design, and engineering innovation. The course challenges students to apply computer-aided design (CAD) skills to real-world design briefs, turning creative ideas into functional, scaled prototypes. Whether you're interested in becoming an architect, designer, engineer or industrial technician, AED gives you hands-on experience using the tools and processes shaping the built world.

Students will focus on architectural modelling, 3D visualisation, and the design of functional spaces and structures. You'll work with industry-standard CAD software such as Onshape, and use technologies including 3D printers, laser cutters, and milling machines to develop and test your designs.

Assumed Knowledge

'B-' grade or better in Year 10 AED is desirable but not essential.

Content

Key Learning Areas

- Architectural & engineering design principles
- 3D modelling and simulation using Onshape
- Interpreting and producing orthogonal and trimetric drawings
- Assembling components into working models
- Design for manufacture and sustainability
- Australian Standards for technical drawing and design
- Using the Design Process to meet complex briefs

Tools & Technologies

- CAD Software (Onshape)
- 3D Printers and Laser Cutters
- Roland Milling Machines
- Digital prototyping and file preparation for manufacture

Assessment Components

- **Type 1: Specialised Skills**
Students complete a series of drawings to test their skill level.
- **Type 2: Design Process and Product**
 - Students use the design process to develop a product.
 - Product Realisation – produce detailed plans, high quality rendered images and animations
 - Evaluation of Product – evaluate the solution against the design brief
 - Product Record - journal on how students produced their design.

Art

Length

1 semester: 10 credits

In Art students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces.

Students have opportunities to research, understand and reflect upon art works in their cultural and historical contexts.

The broad area of Art covers both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

Assumed Knowledge

Successful completion of Year 10 Art or Design, Fashion & Graphics.

Content

For both 10 credit and 20 credit programs the following three areas of study are covered:

- **Visual Thinking:** students have the opportunity to view and visually record works of art.
- **Practical Resolution:** works can be resolved using the various practical genres.
- **Visual arts in Context:** Students have opportunities to contextualise art; that is, to place works culturally, socially and/or historically.

Assessment Components

- **Type 1: Folio**
Students produce one folio that documents their visual learning in support of their practical work.
- **Type 2: Practical**
Resolved practical work and practitioner's statement.
- **Type 3: Visual Study**
 - Investigation of artists and their works.
 - Looking and comparing works of art and responding practically.

NOTE: Students interested in doing either Art or Design in Year 12 should consider the full year subject (Art and Design)

Year 11 (Stage 1) Subject Outlines

Art and Design A and B

Length

2 semesters: 20 credits

This course has been designed to enable students to further develop their skills and to give them the opportunity to focus on either Art or Design for the whole year. This will enable students to enter Stage 2 with specialist skills in both the written and practical sections of their chosen discipline.

This course explores three assessment types: Folio, Practical and Visual Study with a focus on the development of major practical works. In the Visual Arts students express ideas through practical work using drawings, diagrams, sketches, models, prototypes, photographs, and/or audio visual techniques leading to resolved pieces. Students will also have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

Assumed Knowledge

Successful completion of Year 10 Art or Design, Fashion & Graphics.

Content

With a focus on art or design, the following three areas of study covered:

- Visual Thinking: students have the opportunity to view and visually record works of art.
- Practical Resolution: works can be resolved using the various practical genres.
- Visual arts in Context: Students have opportunities to contextualise art; that is, to place works culturally, socially and/or historically.

Assessment Components

Per semester:

- **Type 1: Folio**
Students produce one folio that documents their visual learning in support of their practical work.
- **Type 2: Practical**
Resolved practical work and practitioner's statement.
- **Type 3: Visual Study**
 - Investigation of artists and their works.
 - Looking and comparing works of art/design and responding practically.
- Practical Resolution: works can be resolved using the various practical genres.
- Visual arts in Context: Students have opportunities to contextualise art; that is, to place works culturally, socially and/or historically.

Biology A and/or B

Length

1 semester each: 10 or 20 credits

The study of biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments.

By investigating biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes through to macroscopic ecosystem dynamics, students extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues, and understand how biological science impacts on their lives, society, and the environment.

Students apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world. In their study of biology students inquire into and explain biological phenomena and draw evidence-based conclusions from their investigations of biology-related issues and innovations.

Assumed Knowledge

'B-' grade or higher in Science in Year 10.

A demonstrated competence in Mathematics.

Content

Biology A

- Cells and Microorganisms
- Infectious Disease.

Biology B

- Multicellular Organisms
- Biodiversity and Ecosystem Dynamics.

Assessment Components

- **Type 1 (Folio Tasks):**
Science as a Human Endeavour Tasks
Deconstruct and Design Investigations
- **Type 2 (SATS):** Tests
- **Type 3:** Formative Exam.

Year 11 (Stage 1) Subject Outlines

Business Innovation

Length

1 semester each: 10 credits

In Stage 1 Business Innovation students begin to develop the knowledge, skills and understanding to engage in business contexts in the modern world. Students are immersed in the process of finding and solving customer problems or needs through design thinking and using assumption-based tools.

Initially students will be guided through structured processes such as the Business Model Canvas and Value Proposition Canvas to develop their understanding. Students are encouraged to take risks during the iterative process of proposing, developing, testing and refining solutions.

Students consider the opportunities and challenges associated with start-up and existing businesses and explore how emerging technologies may present new opportunities. Students are to analyse the responsibilities and impacts of proposed business models on global and local communities.

Assumed Knowledge

Successful completion of a Humanities subject in Year 10.

Content

- Business Skills
- Design Thinking Approach
- Business Model Canvas
- Value Proposition Canvas
- Stakeholders and Market Segments
- Business Pitch.

Assessment Components

- **Type 1:** Business Skills
- **Type 2:** Business Pitch.



Year 11 (Stage 1) Subject Outlines

Chemistry

Length

Full year: 20 credits

In their study of Chemistry, students develop and extend their understanding of the physical world, the interaction of human activities and the environment, and the use that human beings make of the planet's resources.

They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.

Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues.

The study of Chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

Assumed Knowledge

'B-' grade or higher in Science in Year 10.

A demonstrated competence in Mathematics.

Content

Chemistry A

- Materials and their Atoms
- Combining Atoms
- Molecules.

Chemistry B

- Mixtures and Solutions
- Acids and Bases
- Redox Reactions.

Assessment Components

- **Type 1 (Folio Tasks):**
Science as a Human Endeavour Tasks
Deconstruct and Design Investigations
- **Type 2 (SATS):** Tests
- **Type 3:** Formative Exam.

Students who intend studying Chemistry at Year 12 are required to complete both Chemistry A and Chemistry B. Students must achieve a 'B' average grade across both semesters.

Child Studies

Length

1 semester: 10 credits

The Child Studies curriculum gives students the opportunity to learn about the complexities of child development. Within the coursework, students will investigate the physical, social, emotional and intellectual development of children, from conception to age eight.

The course is designed for students interested in exploring the diverse range of values and beliefs around childhood and the care of children within a contemporary context. Students will learn about the needs and interests of children and apply this knowledge to plan events and activities appropriate to children under the age of eight.

Students will explore the role of nutrition within optimal development and apply their knowledge within the kitchen setting. They will also engage with a wide variety of children's texts and apply their understanding in the creation of a storybook of their own. Students will also work in a team to plan and deliver a lesson to a group of junior primary students.

The Child Studies curriculum allows students to explore the different contexts in which a knowledge of the complex needs of children is necessary, and the many career paths associated with child care and development.

Assumed Knowledge Nil

Content

- The role of nutrition in child development
- Literacy learning in young children
- The importance of play
- Impact of technology on young children
- Baby simulator experience.

Assessment Components

- **Practical Activities** **50%**
 - Students will investigate the importance of nutrition during childhood and plan and prepare a balanced meal for a toddler.
 - Students will research the role of literacy education on the intellectual development of children and create a children's storybook appropriate for junior primary children.
 - Students will also have the opportunity to look after the baby simulator, meeting the needs of the child, and reflect on this experience.
- **Group Activities** **20%**

In a group, students will plan a physical activity event utilising sports equipment. Students will then individually reflect on the processes and outcomes of the activity,
- **Investigation** **30%**

Students will formulate a research questions based around the impact of technology on the development of children under the age of eight. They will then use primary and secondary data to formulate a research response.

Year 11 (Stage 1) Subject Outlines

Community Studies A and/or B

Length

1 semester each: 10 or 20 credits

Community Studies offers students the opportunity to learn in a community context and to interact with teachers, peers and community members beyond the school environment. Students decide the focus of the community activity, which begins from a point of personal interest, skill or knowledge. By setting challenging and achievable goals in a community activity, students enhance their skills and understandings in a guided and supported learning program. They develop their capability to work independently and to apply their skills and knowledge in practical ways in their community.

Community Studies provides students with insights into the ways in which communities are shaped and operate. It offers students the opportunity to learn in a community context, both within and beyond the school environment. The community provides the framework in which students develop capabilities that enable them to contribute actively and successfully to community activities. In interacting with teachers, peers, and community members, students use their experiences as a means of achieving personal growth and gaining an awareness of social identity.

Assumed Knowledge Nil

Content

Students prepare a contract of work to develop a community activity from any of the following ten areas of study:

- Arts and the Community
- Business and the Community
- Communication and the Community
- Design, Construction and the Community
- Environment and the Community
- Foods and the Community
- Health, Recreation and the Community
- Science and the Community
- Technology and the Community
- Work and the Community.

Please note: Students are able to choose either one or two semesters of Community Studies in Stage 1. This can be either Community Studies A or B. Students are to negotiate this on a needs basis with the Leader of Learning, Director of Curriculum or the VET Coordinator. Students are encouraged to select Community Studies if undertaking VET.

Assessment Components

- **Type 1:** Contract of Work
- **Type 2:** Reflection.

Creative Arts*

Length

1 semester: 10 (full year available)

Stage 1 Creative Arts is a subject intended for Year 10 and 11 students involved in the College Musical.

In addition to onstage or offstage roles in the College Musical, students work across the performing, visual, screen and literary arts to investigate, develop, analyse and produce creative arts products in their chosen fields. These may take the form of musical performances, visual art, dance, film, script writing, and vocal or instrumental ensembles. Creative Arts students build a personal aesthetic and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social and cultural life of individuals and communities.

Assumed Knowledge

Participation in the College Musical and a consultation with the Subject Coordinator, Ms Zappia, is required to enrol in this course.

Content

- **Creative Arts Process:** investigation, development, production, reflection
- **Development and Production:** design, plan, practise, rehearse, make, create, perform and/or present a creative arts product
- **Concepts in Creative Arts Disciplines:** exploration of particular genres, styles, forms and conventions of chosen creative arts disciplines
- **Creative Arts in Practice:** study of processes, features and aesthetic qualities of creative arts practitioners' work.

* The College Musical is offered every second year. This subject will be available in 2027.

Year 11 (Stage 1) Subject Outlines

Dance A and/or B

Length

1 semester: 10 credits

Dance may be undertaken as a 10 credit or 20 credit subject at Stage 1 and as a 20 credit subject at Stage 2.

Dance is the language of movement, it is the realisation of the body's potential as an instrument of expression. In Dance, students develop creative, technical and physical understanding, and an appreciation of Dance as an art form.

Students have the opportunity to develop a range of life skills for their careers and personal pathways and learn to acknowledge and respect diversity and alternative perspectives on the world.

Assumed Knowledge

Successful completion of one unit of Dance at Year 10, or by negotiation with the Subject Coordinator.

Content

Dance A Topics:

Students explore 'Contemporary Dance Issues' through experiences based around live performances and exiting Australian Dance Companies. Students will be required to attend extra rehearsals around performance time.

Dance B Topics:

Students explore 'Historical Dance Issues', Jazz Dance and Musical Theatre.

Students will be required to attend extra rehearsals around performance time.

Assessment Components

- **Type 1: Skills Development**
Students make judgements about their development as a dancer or choreographer through research and reflection on their own creative work.
800 words or five minute oral/multimodal form
- **Assessment Type 2: Creative Explorations:**
 - Students explore and apply their dance understanding, skills and techniques to develop, refine and present their creative work.
 - Performance (five minutes) or composition (one-two minutes) presented as live performance, film, artistic installation or multimedia presentation.
- **Assessment Type 3: Dance Contexts:**
 - Students investigate dance and performance from specific cultures, historical periods or traditions to analyse the function of the dance.
 - Can be undertaken as an in-depth investigation or a comparative task. 800 words or five minute oral/multimodal form.

NOTE: Refer to the pathways table on page 21.

Design (Architecture, Fashion & Graphics)

Length

1 semester: 10 credits

The broad area of Design includes fashion, graphic and communication design, architecture and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.

In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

Assumed Knowledge

Successful completion of Year 10 Art or Design, Fashion & Graphics.

Content

This subject is a 10 credit program with a focus on design, the following three areas of study are covered:

- **Visual Thinking:** students have the opportunity to view and visually record.
- **Works of design.**
- **Practical Resolution:** works can be resolved using the various practical genres.
- **Visual arts in Context:** students have the opportunities to contextualise Design; that is, to place works culturally, socially and/or historically.

Assessment Components

- **Type 1: Folio**
Students produce one folio that documents their visual learning in support of their practical work.
- **Type 2: Practical**
Resolved practical work and practitioner's statement.
- **Type 3: Visual Study**
 - Investigation of artists and their works.
 - Looking and comparing works of art and responding practically.

NOTE: Students interested in doing either Art or Design in Year 12 should consider the full year subject (Art and Design)

Year 11 (Stage 1) Subject Outlines

Digital Filmmaking

Length

1 semester: 10 credits

Digital Filmmaking aims to skill students in the use of video cameras in terms of filming and editing techniques. The use of this technology will benefit student skills in a range of subjects outside of school and in their everyday lives.

Students will use industry standard software and equipment to film, edit and compose their own digital video products.

Assumed Knowledge

Successful completion of Digital Media Creations and/or Digital Technologies and/or related area in Year 10 would be an advantage.

Content

Knowledge

- Cinematic Techniques
- Shooting Documentaries
- Compression of video files
- Frame rates
- Exposure.

Techniques/Skills

- Filming - lighting, background perspective, camera angles, rule of thirds
- Capturing - formats
- Video Editing - deleting parts, green screen, special effects, multi-track video and audio.
- Stills editing - cropping, layering, transparencies, adjusting colour, filters
- Audio editing - cropping, sound levels, timing, sound effects, digetic vs non digetic sounds
- Developing a Design Proposal
- Storyboarding.

Assessment Components

- **Type 1:** Specialised Skills Tasks
 - Produce a video demonstrating camera framing, movement and light
 - Acid sound on a silent clip
 - Explore the 'Power of Sound' in cinema.
- **Type 2:** Design Process and Solution
 - Part 1: Design Development
Investigation and analysis of documentary film
 - Design of a documentary video
 - Investigation into the roles and responsibilities of documentary film making.
- **Type 3:** Solution Realisation
 - Product Realisation: Produce a three-five minute documentary video
 - Evaluation of Product: Evaluate the documentary video.

Digital Photography

Length

1 semester: 10 credits

The Digital Photography program covers the capture and transfer of digital images including the use of manipulation software to enhance, modify and create images and practical use of a digital camera. These skills are developed through a series of formative tasks and verified using summative tasks.

Students have the opportunity to develop professional photographic skills through the learning of camera technique and photographic composition.

Assumed Knowledge

Previous study in Art and/or Design, Digital Media Creations and/or Digital Technologies would be an advantage.

Content

Knowledge

- Digital SLR camera; shutter speed, aperture, depth of field
- Understanding and using light
- Photographic composition
- Image collation and storage
- File types and resolution
- Paper types, printer settings.

Techniques/Skills

- Image capture
- Digital Camera: image capture using the digital camera
- Application of photographic composition
- Importing and exporting files
- Image modification and enhancement; creative applications in digitally manipulating images using Adobe Photoshop
- Printing processes and presentation techniques.

Assessment Components

- **Type 1:** Specialised Skills Tasks
 - Image capture; Photo restoration using Adobe Photoshop and camera raw; Photographic Composition.
- **Type 2:** Design, Process and Product
 - Design brief for a photographic product based on a selected theme; requirements, constraints, performance criteria;
 - Investigation of similar products; Image capture, storage, analysis and enhancement;
 - Developing templates, layout, typography;
 - Develop and annotate possible solutions.

Year 11 (Stage 1) Subject Outlines

Digital Publishing

Length

1 semester: 10 credits

Students are introduced to Desktop Publishing in this course. This type of publishing produces paper based products, allowing the students to explore their creative talents by using the technology to complete a variety of visual tasks.

The students develop skills in using industry standard software such as: Adobe Photoshop, Adobe InDesign, and Adobe Illustrator.

Assumed Knowledge

Successful completion of Digital Media Creations and/or Digital Technologies in Year 10 would be an advantage.

Content

- Design Principles – Contrast, Repetition, Alignment and Proximity
- Text Hierarchy, layout of text, fonts, paragraphs, indents, justification
- Graphics resolution, print vs electronic, text wrapping
- Referencing, footnotes, endnotes
- Skills
- Scanning, ppi, dpi, resolution, descreening
- Adobe InDesign CC, Adobe Photoshop CC
- Microsoft package software.

Assessment Components

- **Type 1:** Practical Skills
 - Promotional Products
 - Three-fold Brochure
 - Business Package branding.
- **Type 2:** Product and Documentation
 - Documentation and Design of product.
- **Type 3:** Issues Analysis.

Digital Technologies A

Length

1 semester: 10 credits

The Study of Digital Technologies A promotes learning through initiative, collaboration, creativity, and communication using project and inquiry-based approaches. In Digital Technologies A students develop a combination of skills that enable them to contribute to innovation in digital solutions. These skills encompass academic, technical, and soft skills, and the ability to apply these skills and knowledge to solving unfamiliar problems. Students work independently and/or collaboratively to generate ideas and create innovative solutions and creative products. Studying Digital Technologies A, students will have the opportunity to:

- apply computational thinking skills to explore problems and possible solutions
- develop and apply programming skills in creating digital solutions
- develop and apply program-design skills to create and evaluate digital solutions
- research and discuss ethical considerations in digital technologies
- work individually and collaboratively.

Assumed Knowledge

Previous study in Year 10 Digital Technologies would be an advantage. Students considering Stage 2 Digital Technologies may benefit from studying both Digital Technologies A and B

Content

This course consists of the following focus areas:

- Programming
- Exploring Innovation.

Which are underpinned by computational thinking skills, program-design skills and data analytics.

Assessment Components

- **Type 1:** Project Skills **70%**
 - Exploring eco-systems and ethics
 - Basic programming skills (Python).
- **Type 2:** Project Skills **30%**
 - Role Playing Game creation (RPG) Python.

Year 11 (Stage 1) Subject Outlines

Digital Technologies B

Length

1 semester: 10 credits

In Digital Technologies B students create practical, innovative digital solutions to problems of interest. By extracting, interpreting, and modelling real-world data sets, students identify trends and examine sustainable solutions to problems in, for example, business, industry, the environment, and the community. They investigate how potential solutions are influenced by current and projected social, economic, environmental, scientific, and ethical considerations, including relevance, originality, appropriateness, and sustainability. Studying Digital Technologies B, students will have the opportunity to:

- apply computational thinking skills to explore problems and possible solutions
- develop and apply programming skills in creating digital solutions
- analyse patterns and relationships in data sets and/or algorithms, and draw conclusions
- develop and apply program-design skills to create and evaluate digital solutions
- research and discuss ethical considerations in digital technologies
- work individually and collaboratively.

Assumed Knowledge

Previous study in Year 10 Digital Technologies would be an advantage. Students considering Stage 2 Digital Technologies may benefit from studying both Digital Technologies A and B

Content

This course consists of the following focus areas:

- Data Analytics
- Advanced Programming.

Which are underpinned by computational thinking skills, program-design skills and exploring innovations.

Assessment Components

- **Type 1: Project Skills** **70%**
 - Analyse relationships in data sets, apply programming and program-design skills, and use a digital system to transform data into information
 - Advanced programming skills (Python). Students extend their programming, knowledge and coding skills
 - RPG Design Plan.
- **Type 2: Project Skills** **30%**
 - Digital Product Solution.

Drama A

Length

1 semester: 10 credits

Telling human stories and expressing our humanity to each other are essential qualities and are the essence of Drama work. Students experiment in using theatre as a tool to inform and educate audiences. Students learn by creating a theatre company and participating in creative problem-solving, idea generation, analysing and evaluating performance, developing personal interpretations of texts; learning to set goals and working collaboratively to achieve them; rehearsals, workshops, as well as presenting their work in the form of polished performances.

Students study the theories and techniques of contemporary theatrical innovators in a practical and theoretical context. Students also view a professional theatre performance to inspire them in their own dramatic work and to prompt discussions which refine skills of evaluation and analysis. Students work together as an ensemble to rehearse and perform an established script to an audience. Students can choose either an onstage or offstage role and must attend rehearsals outside of normal school hours.

Assumed Knowledge

Successful completion of one Semester of Drama at Year 10, or by negotiation with the Subject Coordinator.

Content

- Understanding and Responding to Drama
- Company and Performance
- Drama and Technology.

Assessment Components

- **Group Performance and Reflection**
 - Participate in a group performance for an audience
 - Students present a short multimodal presentation expressing their learning.
- **Responding to Drama**
 - Responding to live theatre, or other drama events such as a festival, a masterclass or workshops
 - Undertake study of at least one theatrical style or dramatic text.
- **Creative Synthesis**
 - Experimentation with theatre technology and contemporary innovations in a design role (Sound, Lighting, Multimedia)
 - Students respond to a real or hypothetical vision for a text studied.

Year 11 (Stage 1) Subject Outlines

Drama B

Length

1 semester: 10 credits

Film is an important element of the performing arts and is another way to express the human stories that are essential components of Drama work. Students of Drama learn by participating in creative problem-solving; idea generation, analysing and evaluating performance, developing personal interpretations of texts, learning to set goals and working collaboratively to achieve them, rehearsals, workshops, planning and executing film shoots, as well as presenting their work in the form of polished performances and film.

Students study the theories and techniques and innovations of dramatic performance and film in practical and theoretical contexts. Students work together to plan, film and edit their creative work. Students will take on a range of roles both in front of and behind the camera, as well as onstage or an offstage role for their group performance. For this creative work students will need to attend rehearsals outside of normal school hours.

Assumed Knowledge

Successful completion of one Semester of Drama at Year 10, or by negotiation with the Subject Coordinator.

Content

- Understanding and Responding to Drama
- Company and Performance
- Drama and Technology.

Assessment Components

- **Group Performance and Reflection**
 - Participate in a group performance for an audience
 - Students present a short multimodal presentation expressing their learning.
- **Responding to Drama**
 - Responding to film, or other drama events such as a film festival or masterclass
 - Undertake study of film techniques, shot types and styles.
- **Creative Synthesis**
 - Experimentation with film technology, contemporary innovations and multimedia
 - Students create a short film or integrate film work and multimedia into live performance.

Economics

Length

1 semester: 10 credits

Studying economics enables students to understand how an economy operates, the structure of economic systems, and the way in which they function. Students develop an understanding of different economic systems and institutions, and can assess the degree to which these systems and institutions help satisfy people's needs and wants. Students become aware that economic decisions are not value free and have outcomes that may be inconsistent with social, moral, and ethical values.

Students research, analyse, evaluate and apply economic models that are expressed in graphical and/or diagrammatic form. They make forecasts about economic change and evaluate issues for individuals and groups in local, national, and global settings.

They learn how some of these issues affect their lives and how they can use the knowledge and skills of economics to inform their participation in society.

Assumed Knowledge

Successful completion of a Humanities subject in Year 10.

Content

- The Economic Problem
- Economics Systems
- The Market Economy
- Government Involvement in the Market Economy
- The Circular Flow of Income
- Economic Thinkers
- Employment and Unemployment
- Price Stability.

Assessment Components

- **Type 1:** Folio
- **Type 2:** Economic Project
- **Formative Exam.**

Year 11 (Stage 1) Subject Outlines

Electronics

Length

1 semester: 10 credits

Stage 1 Electronics is where students embark on a dynamic journey into the realm of microcontrollers, specifically Arduino. This course is designed to equip students with comprehensive skills in programming, utilizing additional sensors, and mastering the art of designing and constructing circuits. Throughout this course, students will delve into the world of Arduino microcontrollers, alongside various shields and robotic platforms. They will learn to create programmable devices that integrate light, sound, and movement, fostering creativity and technical proficiency. By exploring higher-order skills in programming and circuit design, students will develop a solid foundation in electronics, preparing them for further studies and real-world applications in technology and engineering.

Assumed Knowledge

Successful completion of an Electronics, Mathematics or Science in Year 10.

Content

Knowledge

- Arduino microcontroller
- Understanding circuit schematics
- Programming code
- Using shields
- The Design process
- CIM - Computer Integrated Manufacture: 3D Printing, Roland Milling Machine.

Techniques/Skills

- Using Arduino IDE to program various boards and sensors
- Using veroboard to layout circuits
- Adding sensor shields to Arduino for more functionality
- Designing and prototyping solutions
- 3D printing and milling parts for projects.

Assessment Components

- **Type 1:** Specialised Skills and Tasks (two)
 - Specialised Skills Application RGB LED and remote control, oscillating circuit.
- **Type 2:** Design Process and Product
 - Product design (Investigation, devising to meet requirements of the design brief)
 - Product evaluation (Evaluate the product against the criteria in the design brief)
 - Product record (Journal on how student produced their design)
 - Programming and manufacture of LED Acrylic sign
 - Soldering and implementation of Arduino Nano.



Year 11 (Stage 1) Subject Outlines

English as an Additional Language

Length

Full year: 20 credits

This course aims to develop:

- The ability to use English effectively in a wide range of social and learning contexts.
- Specific listening, speaking, reading and writing skills which will be essential for further study.
- The use of more formal language that is appropriate for a variety of situations.

This subject focuses on development and use of skills and strategies in communication, comprehension, language and text analysis and creating texts.

Assumed Knowledge

To be eligible for this subject, students should have less than 5 years of schooling where the language of instruction was English. However, students may also be eligible if they have a non-English speaking background and if their English language proficiency has been assessed as restricted. This will be determined by performance in the production of two written, factual texts. The criteria for judging the work has been outlined by SACE Board.

Content

Stage 1 English as an Additional Language is offered as two, semester length, 10 credit subjects, each of which comprises:

Responding to Texts

Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts.

Interactive Study

Students complete an interactive task: both an interview and a discussion are completed across the year.

Language Study

Students identify and analyse aspects of language used in one or more texts.

Assessment Components

- **Type 1: Responding to Texts**
Two pieces per semester, one written and one oral presentation. Written responses consist of 600 words while oral presentations are five minutes in length.
- **Type 2: Interactive Study**
 - Semester 1: Interview conducted in English culminating in a written report of 600 words
 - Semester 2: Discussion of an idea presented in two texts. Multimodal presentation with a five minute contribution.
- **Type 3: Language Study**
One piece per semester presented in either written (800 words), oral (five minutes) or multimodal form.
- **Formative Exam**

English Core

Length

Full year: 20 credits

Stage 1 Core English provides students with opportunities to read a variety of contemporary and Young Adult texts, and to view, write and compose, listen and speak and use information and communication technologies in appropriate ways for different purposes. Students develop knowledge and understanding of the ideas, values and beliefs explored in texts, critically analyse a variety of texts to determine their generic conventions as well as their social and cultural significance and analyse the ways in which language techniques influence opinion and decisions. A major focus is placed on the development of clear and accurate communication skills through emphasising drafting/editing procedures.

Assumed Knowledge

Successful completion of Year 10 English ('C/C+' grade or higher) and teacher recommendation.

Content

Stage 1 Core English is offered as two, semester length, 10 credit subjects, each of which comprises:

Reading and Responding to Texts

Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts.

Creating Texts

Students provide evidence of the extent and quality of their learning in producing texts in written, oral or multimodal form.

Intertextual Study

Students complete an intertextual study.

Stage 1 Core English allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in 20 credits of this subject meet the literacy requirement.

Assessment Components

- **Type 1: Responding to Texts**
Two pieces per semester consisting of 800 words for written pieces or five minutes for oral or multimodal presentations.
- **Type 2: Creating Texts**
One piece per semester consisting of 800 words each for written pieces or five minutes for oral or multimodal presentations.
- **Type 3: Intertextual Study**
One piece per semester which may consist of an analytical response to two texts or the creation of a text which responds to a published text. 1000 words for written pieces or six minutes for oral or multimodal presentations.
- **Formative Exam**

Year 11 (Stage 1) Subject Outlines

English Studies

Length

Full year: 20 credits

In English Studies, students analyse the interrelationship between author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, context and audience is applied in students' own creation of imaginative, interpretive, analytical, and persuasive text that may be written, oral and or multimodal.

Assumed Knowledge

Successful completion of Year 10 English ('B-' grade or higher) and teacher recommendation. Well-developed reading, writing and analytical skills.

Content

Stage 1 English Studies is offered as two semester length, 10 credit subjects, each of which comprises:

Responding to Texts

Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts.

Creating Texts

Students provide evidence of the extent and quality of their learning in producing texts in written, oral or multimodal form.

Intertextual Study

Students complete an intertextual study.

Stage 1 English Studies allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in 20 credits of this subject meet the literacy requirement.

Assessment Components

- **Type 1: Responding to Texts**
Two pieces per semester consisting of 800 words for written pieces or five minutes for oral or multimodal presentations.
- **Type 2: Creating Texts**
One piece per semester consisting of 800 words each for written pieces or five minutes for oral or multimodal presentations.
- **Type 3: Intertextual Study**
One piece per semester which may consist of an analytical response to two texts or the creation of a text which responds to a published text. 1000 words for written pieces or six minutes for oral or multimodal presentations.
- **Formative Exam**

Essential English

Length

Full year: 20 credits

Stage 1 Essential English provides students with opportunities to develop a range of communication skills through reading and viewing a variety of contemporary Young Adult novels, media and electronic texts and by writing, composing, listening and speaking and using information and communication technologies in appropriate ways for different purposes. A major focus is placed on the development of clear and accurate communication skills through emphasising drafting/editing procedures.

Subjects in the English Learning Area have a common focus on the exploration and development of English skills, strategies, knowledge, and understanding, for a variety of purposes. This is achieved through reading, viewing, writing, composing, listening, speaking and using information and communication technologies (ICTs) in appropriate ways and for different purposes. In this subject students respond to and create texts in and for a range of personal, social, cultural, community and or workplace contexts.

Assumed Knowledge

- Entry to this course is by recommendation by the Head of Department in consultation with a class teacher.
- Reading and writing skills.

Content

Responding to Texts

Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts. Students learn that texts and language are situated in social and cultural environments and the ways in which the study of texts supports them to establish and maintain community connections.

Creating Texts

Students explore a range of text types for a range of purposes and audiences and compose their own texts. They learn to recognise the linguistic codes and conventions of different text types and use these to compose their own texts.

Assessment Components

Assessment is school based. Students demonstrate evidence of their learning in Stage 1 Essential English through the following:

- **Type 1: Responding to Texts**
One or two pieces per semester consisting of 800 words for written pieces and five minutes for oral or multimodal presentations.
- **Type 2: Creating Texts**
One or two pieces per semester consisting of 800 words for written pieces and five minutes for oral or multimodal presentations.

This subject provides opportunities to develop a range of skills which may be useful in a variety of employment and study situations. This subject does not lead to any of the Stage 2 English subjects currently on offer.

Year 11 (Stage 1) Subject Outlines

Food and Hospitality

Length

1 semester: 10 credits

Stage 1 Food and Hospitality develops students' skills and safe work practices in the preparation, storage and handling of food. It is a highly practical course with the aim of reflecting industry standards in the dishes produced.

In this semester long program, students have ownership and choice by designing and cooking recipes based on the assessment's topic and purpose. The main topics include food safety, creative desserts, environmental sustainability and healthy eating trends. Students develop knowledge and skills in: cooking with high-risk ingredients to prevent food poisoning, creative techniques and elements to enhance food presentation, producing fresh pasta using modern technology with a focus on using seasonal South Australian produce and understanding the contemporary issues of food marketing via social media.

This course gives students a foundation of skills and knowledge leading to Stage 2 Food and Hospitality.

Assumed Knowledge

Completion of Year 10 Food Technology preferred.

Content

- Safe handling of food
- Techniques and elements to enhance food presentation
- Healthy food trends
- Environmental sustainability on the food and hospitality industry.

Assessment Components

- **Type 1:** Individual Practical Activity **25%**
 - Safe handling
400 word research task, practical application, 400 word reflection.
- **Type 2:** Group Activity **50%**
 - Creative desserts
400 word collaborative action plan, practical application, individual 400 word reflection
 - Gourmet fresh pasta to go
400 word collaborative action plan, practical application, individual 400 word reflection.
- **Type 3:** Investigation **25%**
 - Impact of food marketing via social media apps on adolescent health
 - 600 word investigation report.

Furniture Construction

Length

1 semester: 10 credits

Furniture Construction aims to further develop the skills and knowledge students have acquired in becoming proficient and safe operators of woodworking machinery, and power tools. These skills are developed through the production of a small piece of furniture, involving a number of assessed components and numerous practice exercises. There is a large emphasis on design, safety and developing appropriate workshop techniques.

This focus area involves using materials such as wood and applying appropriate knowledge and understanding of skills, processes, procedures, and techniques to a range of technological activities.

Assumed Knowledge

Successful completion of Woodwork in Year 10 would be an advantage.

Content

Knowledge

- Identify appropriate techniques required
- Ability to identify different types of board products and solid timber
- Understanding use of appropriate fasteners and adhesives
- Use and application of cabinet fittings.

Techniques/Skills

- Measuring and marking out
- The use of machinery e.g. Radial Arm Saw, panel saws, routers and drills
- Edge treatments/Joint Production
- Designing and planning
- Working to tolerances
- Safe work practices.

Assessment Components

- **Type 1:** Specialised Skills
 - Produce an article of furniture from the drawing provided. e.g. Folding Table.
- **Type 2:** Design Process and Product
 - Design their own table
 - A series of working drawings
 - Product Realisation - students build their own table from their design
 - Product Record - produce a journal on the production of their project.

Year 11 (Stage 1) Subject Outlines

Geography

Length

1 semester: 10 credits

Geography offers students the opportunity to develop an understanding of the spatial interrelationships between people, places, and environments' (SACE Subject Outline). In Stage 1 the focus is on the sustainability of places, hazards and issues in coastal environments.

In this subject students develop their ability to collect, analyse and communicate data collected from a range of secondary sources and fieldwork. Students use this information to help them improve their ability to explore a range of geographic issues and pose solutions that lead to a more sustainable world.

Assumed Knowledge

Successful completion, 'C' grade or better of Year 10 Society and Culture, History or English.

Content

Students will study three topics which are selected through negotiation with the students and teachers:

- **Theme 1: Sustainable Places**
Topic 1: Rural and/or remote places
Topic 2: Urban places
Topic 3: Megacities.
- **Theme 2: Hazards**
Topic 4: Natural Hazards
Topic 5: Biological and Human Induced Hazards.
- **Theme 3: Contemporary Issues**
Topic 6: Local Issues.

Assessment Components

- **Geographical Skills and Applications:** **75%**
Three tasks, with at least one based on the application of spatial technologies.
- **Fieldwork** **25%**
One task based on a two night/three day camp to Victor Harbour and the Fleurieu Peninsula.
- **Formative Exam.**

Health and Wellbeing

Length

1 semester: 10 credits

In Health and Wellbeing, student agency and advocacy is promoted through active participation in activities and learning opportunities that explore health and wellbeing in various contexts. Within this, students will develop an understanding of the way in which health and wellbeing is influenced by diverse social and cultural attitude, beliefs and practices.

Students will explore and develop the skills necessary to be reflective learners, in order to make more informed choices and decisions for improved health and wellbeing outcomes for individuals, communities and global societies. They will evaluate trends and issues that impact health and wellbeing and make connections to community and social actions for more effective promotion of positive health outcomes.

Assumed Knowledge Nil

Content

- Health Literacy
- Health Determinants
- Social Equity
- Health Promotion.

Assessment Components

- **Assessment Type 1:** Practical Action
- **Assessment Type 2:** Issue Inquiry

For a 10 credit subject, students should provide evidence of their learning through three assessments. Each assessment type should have a weighting of at least 20%. Students undertake one or more:

- Practical action task(s)
- Issue inquiry task(s).

Year 11 (Stage 1) Subject Outlines

Italian - Continuers

Length

Full year: 20 credits

Stage 1 Italian covers three themes: The Individual, The Italian-speaking Communities and The Changing World.

Students extend their communication skills and biliteracy by interacting with others and creating texts to share information, ideas, opinions and experiences. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, reflecting on how culture influences communication.

They also reflect on attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language. These intercultural skills can improve career prospects and foster social and economic benefits for Australia.

Students further develop cognitive skills through analytical, critical, creative, and reflective thinking. These skills help them to become effective and organised communicators and researchers.

Assumed Knowledge

'C' grade or better in Year 10 Italian. Students wanting to undertake Year 12 Italian Continuers must select Italian Continuers A and B at Stage 1.

Content

Students listen to, view, react, respond to and create a range of texts in Italian.

Topics may include:

Identity, Holidays, Environmental Issues and Sustainability, Regional Italian Cuisine, Family, Festivals, the World of Work, Italian Design and Made in Italy.

Assessment Components

There are 5 Summative SACE Assessments per semester:

- | | |
|--|-----|
| • Type 1: Interaction | 20% |
| • Type 2: Text Production | 20% |
| • Type 3: Text Analysis | 20% |
| • Type 4: Investigation in Italian and English (2 components) | 40% |
| • Formative Exam. | |

Legal Studies

Length

1 semester: 10 credits

Legal Studies explores Australia's legal 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. By analysing the Australian legal system, students consider how diverse groups in society, including Indigenous Australians, influence and are influenced by the legal system.

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.

Students reflect on and make informed judgments about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

Assumed Knowledge

Successful completion of a Humanities subject in Year 10.

Content

- **Topic 1:** Law and Society
- **Topic 2:** People, Structures and Processes
- **Topic 3:** Law-making.

Assessment Components

- **Type 1:** Analytical Response
- **Type 2:** Inquiry
- **Type 3:** Presentation
- **Formative Exam.**

Year 11 (Stage 1) Subject Outlines



Year 11 (Stage 1) Subject Outlines

Mathematics Essential

Length

1 semester each: 10 credits each

Essential Mathematics A and B offer senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts.

There is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways. This subject is intended for students planning to pursue a career in a range of trades or vocations.

The focus of Essential Mathematics A is in helping students meet the SACE numeracy requirement, whereas the focus of Essential Mathematics B is to prepare students for success in Stage 2 Essential Mathematics

Essential Mathematics is a 10 credit subject or a 20 credit subject at Stage 1, and a 20 credit subject at Stage 2. Completion of 10 or 20 credits of Stage 1 Essential Mathematics with a C grade or better will meet the numeracy requirement of the SACE.

Assumed Knowledge

Successful completion of Year 10 Successful completion of Year 10 Pre-Essential Mathematics.

Students must have access to a Graphics Calculator.

Content

- Calculations, Time and Ratio
- Earning and Spending
- Geometry
- Data in Context
- Measurement
- Investing.

Assessment Components

Each 10 credit subject (one semester) requires students to complete:

- **Type 1:** Three Skills and Application Tasks (25% each) **75%**
- **Type 2:** One Folio Task **25%**
- **Formative Exam.**

Mathematics General

Length

1 semester each: 10 credits each

General Mathematics A and B extend students' mathematical skills in ways that apply to practical problem solving. A problem-based approach is integral to the development of mathematical models and the associated key ideas in the topics.

These topics cover a diverse range of applications of mathematics. Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

General Mathematics is a 10 credit subject or a 20 credit subject at Stage 1, and a 20 credit subject at Stage 2. Completion of 10 or 20 credits of Stage 1 General Mathematics with a C grade or better will meet the numeracy requirement of the SACE.

Assumed Knowledge

Successful completion of Year 10 Pre-General Mathematics

Students must have access to a Graphics Calculator.

Content

- Measurement
- Matrices and Networks
- Investing and Borrowing
- Applications of Trigonometry
- Linear and Exponential Functions
- Statistical Investigation.

Assessment Components

Each 10 credit subject (one semester) requires students to complete:

- **Type 1:** Three Skills and Application Tasks (25% each) **75%**
- **Type 2:** One Folio Task **25%**
- **Formative Exam.**

Year 11 (Stage 1) Subject Outlines

Mathematical Methods

Length

Full year: 10 credits each

Mathematical Methods A, B and C develop an increasingly complex and sophisticated understanding of Mathematics, and must be chosen as three x 10 credit subject option.

Students develop a deep understanding of the physical world through a sound knowledge of mathematical relationships.

Successful completion of Stage 2 Mathematical Methods can lead to tertiary studies of economics, computer sciences, and the sciences. This subject prepares students for courses and careers that may involve the use of statistics, such as health or social sciences.

Completion of 10 or 20 credits of Stage 1 Mathematical Methods with a C grade or better will meet the numeracy requirement of the SACE.

Assumed Knowledge

Successful completion of Year 10 Pre-Methods Mathematics, with a particular focus on the algebra-based topics.

Students must have access to a Graphics Calculator.

Content

Mathematical Methods A

- Functions and Graphs
- Polynomials
- Index Laws
- Counting and Statistics.

Mathematical Methods B

- Trigonometry
- Counting and Statistics
- Matrices.

Mathematical Methods C

- Growth and Decay
- Calculus
- Further Trigonometry.

Assessment Components

Each 10 credit subject (one semester) requires students to complete:

- **Type 1:** Three Skills and Application Tasks (25% each) **75%**
- **Type 2:** One Folio Task **25%**
- **Formative Exam.**

Mathematics Specialist

Length

Full year: 20 credits

Specialist Mathematics A and B are studied in Semester 2 (instead of Mathematical Methods C).

These subjects develop an increasingly complex and sophisticated understanding of mathematics.

Students develop a deep understanding of the physical world through a sound knowledge of mathematical relationships.

Successful completion of Stage 2 Specialist Mathematics can be a pathway to mathematical sciences, engineering, space science, and laser physics.

Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the SACE.

Assumed Knowledge

Successful completion of Year 10 Pre-Methods Mathematics, with a particular focus on the algebra-based topics.

Students must have access to a Graphics Calculator.

Content

- Calculus
- Growth and decay
- Arithmetic and geometric sequences
- Geometry
- Vectors in the plane
- Further trigonometry
- Matrices
- Real and complex numbers
- Mathematical induction.

Assessment Components

Each 10 credit subject (one semester) requires students to complete:

- **Type 1:** Three Skills and Application Tasks (25% each) **75%**
- **Type 2:** One Folio Task **25%**
- **Formative Exam.**

Year 11 (Stage 1) Subject Outlines

Metals Engineering

Length

1 semester: 10 credits

Metals Engineering aims to further develop the skills and knowledge students have acquired in junior Technology classes to become proficient and safe operators of metalworking machinery, hand and power tools. These skills are developed through the production of engineered metal projects and numerous practise exercises. There is a large emphasis on design, safety and developing appropriate workshop techniques.

Assumed Knowledge

Successful completion of Metalwork in Year 10 would be an advantage.

Content

Knowledge

- Ability to identify different types of metals and Alloys
- Ability to recognise appropriate welding processes and fabrication techniques
- Understanding the use and application of appropriate fasteners and properties of metals.

Techniques/Skills

- Measuring and marking out (this course has a large theory component)
- The use of Gas Metal Arc Welder and Manual Metal Arc Welder
- Metal cutting (including flame cutting and plasma cutting technologies)
- Designing and planning
- Working to tolerances
- Machining, lathe turning and milling
- Safe work practices

Assessment Components

For a 10 credit subject, students provide evidence of their learning through five assessments:

- **Type 1:** Skills and Applications tasks
 - Produce a metal article from the drawing provided demonstrating welding ability and fabrication techniques.
 - Materials investigation report into the materials students will use in their major project.
- **Type 2:** Design Folio - Product to safely contain fire
 - Design their own metal fabricated project.
 - A series of working drawings.
- **Type 3:** Product
 - Product Realisation – students create their own design.

Modern History

Length

1 semester: 10 credits

Modern History allows students to explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short- and long-term consequences on societies, systems, and individuals. Students explore the impacts that these developments and movements had on people's ideas, perspectives, and circumstances. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies.

Students build their skills in historical method through inquiry, and by examining and evaluating the nature of sources. Students also explore different interpretations, draw conclusions and develop reasoned historical arguments. They explore the historical concepts of continuity and change, cause and effect, perspective and interpretation, and contestability.

Assumed Knowledge

Successful completion of a History subject in Year 10.

Content

Stage 1 Modern History features two topics from the following:

- Revolutions (France and/or Russia)
- Genocide
- Social Movements
- Heroes and Villains
- War and Peace in the Middle East
- The Vietnam War

In studying Revolutions, students will analyse the causes and outcomes that led to the downfall of monarchies in France and/or Russia. Topics covered include the pre-revolutionary governments of Louis XVI and/or Tsar Nicholas II and the use of violence and propaganda leading to the establishment of revolutionary governments by Robespierre and Lenin.

Students will examine periods of genocide which may include, the Armenian massacres (1915-1923), The Holocaust (1933-1945), Cambodia (1975-1979) and Rwanda (1990-1994). Through students Historical Study they may also investigate other forms of genocide, including Bosnia and Darfur.

Assessment Components

For a 10 credit subject, students provide evidence of their learning through four assessments.

- **Type 1:** Historical Skills
Three Historical Skills assessments (e.g. essay, sources trail, empathy task).
- **Type 2:** Historical Study - One historical study
The Historical Study is based on student's choice of any one of history since 1750. Students inquire into, explore, interpret and research a historical idea, event, person, or group in depth.
- **Formative Exam.**

Year 11 (Stage 1) Subject Outlines

Music Advanced A & B

Length

2 semester: 20 credits

Music is a creative and expressive response to experiences and feelings, using sound as a medium. Music is the systematic organisation of sound patterns that have the potential to transform perceptions, emotions, and thoughts.

Music Advanced programs are designed to extend students' existing musical understanding and skills in creating and responding to music

Music Advanced prepares a pathway for students into Stage 2

- Music Explorations (20 credits)
- Solo Performance (10 credits)
- Ensemble Performance (10 credits).

Assumed Knowledge

Satisfactory completion of Year 10 Music A and/or B.

Content

This subject consists of the following strands:

- Understanding music
- Creating music
- Responding to music.

In this subject students are expected to:

- Develop and apply knowledge and understanding of musical elements
- Explore and apply musical skills and techniques in developing, refining and presenting creative works
- Develop musical literacy skills
- Analyse, discuss, and interpret musical works and styles
- Communicate musical ideas
- Reflect on own learning in music.

Assessment Components

For a 20 credit subject, students should provide evidence of their learning through five assessment tasks.

- | | |
|------------------------------|-----|
| • Three creative works | 60% |
| • Two musical literacy tasks | 40% |

At least one of these tasks should be a performance and at least one should be an arrangement or composition.

Music Experience

Length

1 semester: 10 credits

The Music Experience program is designed for students that exhibit musical skills on an instrument as well as having a keen interest in manipulating Music Software on Computers. Students will be provided the opportunities to develop their musical understanding and skills by creating and responding to music through all musical mediums including Music Technology.

Music Advanced prepares a pathway for students into Stage 2

- Music Explorations - Stage 2 (20 credits).

Assumed Knowledge

Satisfactory completion of Year 10 Music Technology and/or Year 10 Music.

Content

This subject consists of the following strands:

- Understanding music
- Creating music
- Responding to music.

In this subject students are expected to:

- Take their music experiences and apply them creatively through the use of DAW (Digital Audio Workstation)
- Develop an understanding of musical elements and the way they apply to Music Production
- Explore and apply musical skills and techniques in developing, refining, and presenting creative works through various music software programs
- Develop musical literacy skills as well as music production concepts and procedures
- Analyse, discuss, and interpret musical works and styles
- Communicate musical ideas
- Reflect on own learning in music.

Assessment Components

For a 10 credit subject, students should provide evidence of their learning through three assessment tasks.

- | | |
|-----------------------------|-----|
| • Two creative works | 70% |
| • One musical literacy task | 30% |

Year 11 (Stage 1) Subject Outlines

Nutrition

Length

1 semester: 10 credits

Nutrition is a science that immerses students in the fundamentals of human nutrition, physiology, and health, and promotes investigation of current and emerging trends. It is the study of dietary, lifestyle and health eating patterns with specific focus on nutrients in food, how the body uses nutrients, and the relationship between diet, health, and disease.

Students consider how the food and nutrition needs of different population demographics are affected by food availability and product development. Students examine political, economic, cultural, and ethical influences and ecological sustainability in order to recommend actions or develop arguments about future food needs and food ethics.

Critical literacy and numeracy skills and a deep understanding of nutrients enable students to analyse diets that improve health outcomes for individuals, community groups, and/or society.

Stage 1 Nutrition provides opportunities to investigate contemporary issues of global and local food trends, advances in technology, and the development of new foods and food packaging. These issues will affect the future health and nutrition of populations.

Assumed Knowledge

Successful completion of a Year 10 Science, preferably Nutrition and Body Systems or Human Mind and Body. "B" grade or higher.

Content

- Principles of nutrition, physiology and health
- Health promotion and emerging trends
- Sustainable food systems.

Assessment Components

- **Type 1 (Folio Tasks):**
Science as a Human Endeavour Tasks
Deconstruct and Design Investigations
- **Type 2 (SATS):** Tests
- **Type 3:** Formative Exam.

Outdoor Education (Stage 2 subject)

Length

Full year: 20 credits

Outdoor Education provides students with the opportunity to develop skills, knowledge and understanding of safe and sustainable outdoor experiences. Through the study of various natural areas, students will develop an understanding of the relationships between human actions and ecosystems, where they will critically analyse these relationships to develop positive strategies for improved conservation and sustainability.

Experiential learning allows students to engage in and reflect on, their personal experiences in a variety of natural environments, where the development of social skills, self-confidence, initiative, self-reliance, leadership and collaboration skills will be supported. The development of their relationship with natural environments impacts positively on students' health and wellbeing, and fosters a lifelong connection with nature and a commitment to responsible activity when interacting with natural environments.

Assumed Knowledge Nil

Content

- **Focus Area 1:** In Movement
- **Focus Area 2:** Through Movement
- **Focus Area 3:** About Movement.

Assessment Components

The following assessment types enable students to demonstrate their learning in Stage 2 Outdoor Education:

School Assessment	70%
• Type 1: About Natural Environments	20%
• Type 2: Experience in Natural Environments	50%
External Assessment	30%
• Type 3: Connections with Natural Environments	30%

Students provide evidence of their learning through four or five assessments, including the external assessment component.

Students complete:

- one or two about natural environments tasks
- two experiences in natural environments tasks
- one connections with natural environments task.

NOTE: Students doing a full day VET course or SBA cannot do this subject as well, due to amount of school lessons missed.

Year 11 (Stage 1) Subject Outlines

Physical Education A

Length

1 semester: 10 credits

In Stage 1 Physical Education students will be given the opportunity to analyse participation and performance in physical activities. They will explore their own physical capabilities and investigate the factors that influence and improve participation and performance outcomes. The aim is to encourage students to become lifelong physical activity participants through greater movement confidence and competence, with the focus areas of 'in movement, through movement, and about movement', providing the basis from which knowledge, skills and capabilities will be developed. Students will explore movement concepts in authentic and collaborative tasks that will involve data collection and analysis, and will be provided opportunities for performance reflection.

Assumed Knowledge Nil

Content

Physical Activity Investigation:

- Understanding fitness components and the role of fitness testing
- Analysing physiological barriers to performance
- Analysing fitness factors relevant to sporting performance.

Performance Improvement:

- Application of energy systems to sporting performance
- Analysing the effects of fatigue on performance
- Application of training principles and methods required for improved sporting performance.

Practical focus*:

- Volleyball
- Netball.

*These are possible practical units and may change, subject to availability of facilities, class size and student interest.

Assessment Components

For a 10 credit subject, students should provide evidence of their learning through two assessments. Each assessment type should have a weighting of at least 20%.

Students undertake:

- one performance improvement task
- one physical activity investigation.

Physical Education B

Length

1 semester: 10 credits

In Stage 1 Physical Education students will be given the opportunity to analyse participation and performance in physical activities. They will explore their own physical capabilities and investigate the factors that influence and improve participation and performance outcomes. The aim is to encourage students to become lifelong physical activity participants through greater movement confidence and competence, with the focus areas of 'in movement, through movement, and about movement', providing the basis from which knowledge, skills and capabilities will be developed. Students will explore movement concepts in authentic and collaborative tasks that will involve data collection and analysis, and will be provided opportunities for performance reflection.

Assumed Knowledge Nil

Content

Physical Activity Investigation:

- Refining skills for improved learning
- Manipulation of social strategies to encourage equity in participation
- Application of relevant learning strategies for the various stages of learning.

Performance Improvement:

- Analysis of skill acquisition concepts to improve performance
- Application of biomechanical principles to performance outcomes.

Practical focus*:

- Badminton
- Basketball.

*These are possible practical units and may change, subject to availability of facilities, class size and student interest.

Assessment Components

For a 10 credit subject, students should provide evidence of their learning through two assessments. Each assessment type should have a weighting of at least 20%.

Students undertake:

- one performance improvement task
- one physical activity investigation.

Year 11 (Stage 1) Subject Outlines

Physics

Length

Full year: 20 credits

By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies, and innovations.

Through further developing skills in gathering, analysing, and interpreting primary and secondary data to investigate a range of phenomena and technologies, students increase their understanding of physics concepts and the impact that physics has on many aspects of contemporary life. By exploring science as a human endeavour, students develop and apply their understanding of the complex ways in which science interacts with society, and investigate the dynamic nature of physics.

Students explore how physicists develop new understanding and insights, and produce innovative solutions to everyday and complex problems and challenges in local, national, and global contexts.

Assumed Knowledge

'B-' grade or higher in Science in Year 10.

A demonstrated competence in Mathematics.

Content

Physics A (Semester 1)

- Waves
- Electric Circuits
- Nuclear Models and Radioactivity.

Physics B (Semester 2)

- Linear Motion and Forces
- Energy and Momentum
- Heat.

Assessment Components

- **Type 1 (Folio Tasks):**
Science as a Human Endeavour Tasks
Deconstruct and Design Investigations
- **Type 2 (SATS):** Tests
- **Type 3:** Formative Exam.

Students who intend studying Physics at Year 12 are required to complete both Physics A & B achieving an average grade of B across both semesters.

Psychology

Length

1 semester: 10 credits

Psychology enables us to understand ourselves and the social world we interact in on a daily basis. It therefore has a direct relevance to our personal lives and to our lives as members of society.

Psychology also opens the door to a range of possible futures because it can be used to improve outcomes and the quality of experience in every domain of life.

Conceptual knowledge and understanding in Psychology is supported by inquiry into and the communication of psychological phenomena. Students undertake investigations based on psychological practices and principles and develop their knowledge and understanding in an organised, structured, and purposeful way.

Assumed Knowledge

'C+' grade or higher in Science in Year 10 with the Human Mind and Body elective being an advantage.

Content

- Neuropsychology
- Emotion.

Assessment Components

- **Type 1 (Folio Tasks):**
Science as a Human Endeavour Tasks
Deconstruct and Design Investigations
- **Type 2 (SATS):** Tests
- **Type 3:** Formative Exam.

Year 11 (Stage 1) Subject Outlines

Religion Studies (Compulsory Subject)

Length

1 semester: 10 credits

Year 11 Religious Education is offered through the SACE Stage 1 Spiritualities, Religion and Meaning (SRM) course. Students use significant “big ideas” to frame inquiry questions, explore contemporary issues, and reflect on personal and shared meaning within religious and spiritual traditions. The course encourages students to think critically about their beliefs, values, and experiences while developing an appreciation of the diverse ways people seek purpose, belonging, and understanding in life. Drawing on the big ideas of Growth, Belonging and Flourishing, Life, the Universe and Integral Ecology, and Religions, Spiritualities and Ultimate Questions, students explore topics including ethical and moral decision-making, sexual ethics, the awe and wonder of creation, and the search for meaning in contemporary society. Through inquiry, reflection, dialogue, and engagement with Catholic perspectives, students develop their capacity to analyse complex issues, evaluate differing viewpoints, and consider how faith and spirituality can shape individual lives and communities.

Assumed Knowledge Nil

Content

- The Art of Ethical and Moral Thinking and the Catholic perspective
- Sexual Ethics and the Catholic perspective
- Awe and Wonder of Creation
- Fundamentalism, Religious Extremism and Cults: when the search for meaning goes wrong

Assessment Components

- | | |
|---|-----|
| • Type 1: Representations | |
| The Art of Ethical Thinking | 20% |
| When the search for meaning goes wrong | 20% |
| • Type 2: Connections - Awe and Wonder of Creation | 20% |
| • Type 3: Issues Investigation - Sexual Ethics | 30% |
| Discursive Essay | |

For a 10 credit subject, students should provide evidence of their learning through three or four assessments, with at least one assessment from each assessment type. Each assessment type should have a weighting of at least 20%.

Religion Studies: Music Ministry

Length

1 semester: 10 credits

Music forms an integral part of the Church's liturgy as an artistic expression of the Church's prayer and theology. This unit explores the nature of liturgical music, its history and the Catholic Church's official teaching on music from Vatican II onward. It will concentrate on the use of music in liturgy today exploring its function, forms and purpose, and it will draw forth theological and pastoral principles to guide the choice of appropriate music for liturgical use.

This unit aims to provide a general introduction to the Catholic Church's definition, documentation and practice of liturgical music and to enable students to understand and use key criteria to identify and to choose suitable and fitting music for different liturgical celebrations across the College.

It will help students to evaluate what makes music effective in liturgy and to understand the power of liturgical music for bonding an assembly in its worship of God in a way unsurpassed by any other art. This unit will serve many aspects of our students' holistic faith, spiritual, and musical development

Assumed Knowledge

Students interested in selecting this subject should have previous experience as a musician.

Content

- Ethics/Sexual Ethics
- History of liturgical music with a study in catholic church traditional music
- Functions and purpose of music in liturgy
- Liturgical music as prayer
- Principles for judging and selecting music for the liturgy
- Musical structure of a Catholic liturgy
- Performance of Liturgical Music in a wide school setting.

Assessment Components

- **Type 1:** Sexual Ethics assignment
- **Type 2:** Folio
- **Type 3:** Reflection.

NOTE: Religious Education is a compulsory one semester subject at Year 11.

Students will have the option of selecting Religious Education OR RE: Music Ministry, but must select one of these options.

RE: Music Ministry as a stand-alone course will cover both areas of Music and Religious Education, offered to senior students who are also involved in our curricular and cocurricular music program.

Year 11 (Stage 1) Subject Outlines

Society and Culture

Length

1 semester: 10 credits

In Society and Culture, students learn about the ways in which societies constantly change and are affected by social, political, historical, environmental, economic and cultural factors. They investigate the ways in which people function in groups and communicate within and across cultural groups. They develop the skills and experience to understand how individual and group involvement can influence change and to consider the consequences of a range of possible social actions. Through their study of Society and Culture, students develop the ability to influence their own future by acquiring skills, values, and understanding that enable them to participate effectively in contemporary society.

Society and Culture gives students critical insight into the significance of factors such as gender, ethnicity, racism, class, and power structures that affect the lives and identities of individuals and groups. They develop the skills to critically analyse a range of viewpoints about peoples, societies, and issues; understand the diversity within and across societies; and extend their awareness of the connections between, and the interdependence of, societies and cultures.

Assumed Knowledge

Successful completion ("C" grade or better) of Year 10 Society and Culture, History or English.

Content

Students will complete studies drawn from 3 of the following topics:

Peace and Conflict in the Media

Investigate the nature of global, national, local and/or personal peace and conflict. Study the way these are portrayed by the media and how this shapes our understanding of issues that cause conflict.

Prejudice and Discrimination in Popular Culture

Investigate the impact of prejudice and discrimination and how they are portrayed in popular culture.

The Changing Face of Feminism

Students critically analyse the question 'is raunch culture feminism?'

South Australia's involvement in the Nuclear Fuel Cycle

Students critically analyse the question "Should South Australia become more involved in the Nuclear Fuel Cycle?"

Consumerism and Youth Marketing

Investigate the types of media young people use to find out about the world. Students also study how these media organisations target young people for product promotion.

"Gender Discrimination' or "People and the Environment"

The group undertakes a social action that relates to their topic for example, raising awareness about an issue or undertaking a fundraising activity for a human rights issue or organisation.

Assessment Components

- **Type 1:** Source Analysis: Two tasks **50%**
- **Type 2:** Group Activity: One task **20%**
- **Type 3:** Investigation: One task **30%**

Based on an independent, focused investigation of a contemporary or cultural issue.

Year 11 (Stage 1) Subject Outlines

Sport Studies: Integrated Learning

Length

1 semester: 10 credits

Sport Studies: Integrated Learning draws links between aspects of students' lives and their learning. Students apply their knowledge and skills to a real-world task, event, learning opportunity, or context, for a specific purpose, product, or outcome. Through the key areas of study in Integrated Learning, students develop and demonstrate their capabilities. They have opportunities to explore the ways in which they demonstrate the capabilities in different contexts. Integrated Learning is undertaken as a class or group and may involve a community-based project.

Integrated Learning is designed to facilitate collaborative learning. Through collaboration and teamwork, students learn to plan and organise activities and to develop their understanding of, and empathy for, others. This collaboration supports goals such as active learning, conflict resolution, and the discovery of new ideas.

The program will have a focus on skill development and collaboration with supporting theory to aid students in developing their planning, organisational, collaborative, research, reflective and analytical skills. Students will develop an understanding of factors that contribute to successful performance, good coaching principles, umpiring principles and how fitness is measured and impacts on their lives. Through a range of assessment methods, (written and verbal communication, multimodal presentation and peer assessment) students will have the opportunity to gain an insight into how they best learn skills and the power of collaborative learning and teaching.

An integrated Learning program is a focused study that has a purpose, product or outcome. An Integrated Learning program is undertaken by a group of students, or a student or students involved in a community group, allowing them to explore their connections with the wider community. Integrated Learning can be organised in different ways, according to the needs and interests of the students and the school.

Assumed Knowledge Nil

Content

- Coaching
- Umpiring
- Training
- Collaboration
- Fitness.

Assessment Components

The following assessment types enable students to demonstrate their learning in Stage 1 Integrated Learning

- **Type 1:** Practical Exploration
- **Type 2:** Connections
- **Type 3:** Personal Venture.

For a 10 credit subject, students should provide evidence of their learning through three or four assessments. Each assessment type should have a weighting of at least 20%. Students undertake:

- at least one practical exploration
- at least one connections task
- at least one personal venture.



Year 11 (Stage 1) Subject Outlines

STEM

Length

1 semester: 10 credits

In Year 11 STEM: Designing the Future, students will develop problem-solving skills through innovative projects integrating automation, sustainability, and smart technologies. By tackling real-world challenges, they will learn to create effective and sustainable solutions, preparing them for the evolving demands of STEM fields. This hands-on, interdisciplinary course emphasises critical thinking, collaboration, and applying scientific and mathematical principles.

Assumed Knowledge

'B-' grade or better in any Year 10 Design and Technology subject, but not essential.

Content

The Year 11 STEM course develops practical skills in design, electronics, and engineering through a series of hands-on challenges. Students begin by designing and testing scale water cannons as a potential solution for remote firefighting, applying principles of fluid dynamics, pressure systems, and prototyping. These tasks build the foundation for a major project where students develop an interactive game system that uses sensors, lights, and sound to detect and respond to successful target hits. Students prototype and refine their designs using advanced technologies such as 3D printing, laser cutting, and CNC routing.

Assessment Components

- **Type 1: Specialised Skills**
Students complete a series of models to test their problem solving and communication skills.
- **Type 2: Design Process and Product**
Students use the engineering process to develop a product to solve a real-world problem.

Product Realisation

- Produce detailed plans, prototypes or physical model, high quality rendered images and animations.

Evaluation of Product

- Evaluate the solution against the design brief.

Product Record

- Journal on how students produced their design.

Tourism - *not offered in 2027*

Length

1 semester: 10 credits

In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry, and the complex economic, social, cultural, and environmental impacts and interactions of tourism activity.

Students also develop an understanding of tourism from the perspectives of host, tourism operator, and traveller.

Students investigate tourism locally, nationally, and globally and learn that tourism, as the world's largest industry, is more than an economic phenomenon.

Tourism has an impact, directly and indirectly, on many aspects of people's lives and on the environment. Students' understanding of the sustainable management of tourism is central to this subject.

Assumed Knowledge

Successful completion ('C' grade or better) of a Humanities subject in Year 10.

Content

- **Examining local impact of Tourism**
Students explore the economic, sociocultural, environmental and political impacts of Tourism in areas such as the Pacific Island Nations and Fleurieu Peninsula
- **Preparing for international travel**
Students develop their understanding of international tourism destinations, by developing a travel package for international travellers. They develop their understanding of international travel patterns, factors that impact on international travel and the influence of promotional materials.
- **Understanding Tourism and Natural Environments**
Different natural environments have unique characteristics and appeal to tourists. Students investigate a natural tourism destination and the impact tourists have on this destination.

Assessment Components

- **Type 1: Case Study: one task** **25%**
- **Type 2: Sources Analysis** **25%**
- **Type 3: Practical Activity** **25%**
- **Type 4: Investigation** **25%**
- **Type 5: Formative Examination.**

This subject involves excursions to local area tourist destinations in Adelaide or the surrounding area and a two night/three day night camp experience.

NOTE: This course may be facilitated in a combined class with Stage 1 Geography. In this event, the excursions will be integrated within the Stage

Year 11 (Stage 1) Subject Outlines



Year 11 (Stage 1) Subject Outlines

Workplace Practices

Length

1 semester: 10 credits

In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace.

Students learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national, and global issues in an industry and workplace context.

Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of Vocational Education and Training (VET) as provided under the Australian Qualifications Framework (AQF).

Stage 1 Workplace Practices is a 10 credit subject. It has three areas of study:

- Industry and Work Knowledge
- Vocational Learning
- VET.

The teaching and learning program must include:

- Industry and Work Knowledge
- Vocational Learning and/or VET.

Assumed Knowledge Nil

Content

Stage 1 Workplace Practices comprises three focus areas of study:

- Industry and Work Knowledge
- Vocational Learning (usually **one week** of work experience)
- Vocational Education and Training (VET).

Students undertake two theory topics from the following options:

- **Topic 1:** Future Trends in the World of Work
- **Topic 2:** The Value of Unpaid Work to Society
- **Topic 3:** Workers' Rights and Responsibilities
- **Topic 4:** Career Planning
- **Topic 5:** Negotiated Topic.

Assessment Components

- **Type 1:** Folio
- **Type 2:** Performance
- **Type 3:** Reflection.

Year 11 (Stage 1) Subject Outlines





Year 12 (Stage 2)

Be Empowered

At St Michael's College, we hold high expectations for our students, recognising their potential for significant growth throughout their educational journey.

We believe assessment is an integral part of this process, empowering our highly effective teachers to set ambitious targets, provide regular and timely feedback, and support student progress and development towards reaching their full potential.

In the Lasallian tradition, good teachers also create a safe space where students feel valued, respected, and supported; promoting collaboration, open dialogue, and mutual respect, encourages students to actively participate in the learning process.

Year 12 (Stage 2) Subject Information

Stage 2 Structure - Year 12 students will be undertaking STAGE 2 of the SACE

Semester 1	Lessons per week	Semester 2	Lessons per week	SACE	Length
Extended PC	1	Extended PC	1	Compulsory	Whole Year
Activating Identities and Futures (AIF)	6	Supervised Study Line	6	Compulsory	1 Semester
Elective 1	6	Elective 1	6	Electives	Whole Year
Elective 2	6	Elective 2	6		
Elective 3	6	Elective 3	6		
Elective 4	6	Elective 4	6		
Home Study	4	Home Study	4		Whole Year

- In Stage 2 Students will select five subjects (with 4 subject choices).
- Activating Identities and Futures is a compulsory subject studied in Semester 1.
- In Semester 2, Activating Identities and Futures subject will become a Study Line.



Year 12 (Stage 2) Subject Outlines

Accounting

Length

Full year: 20 credits

The study of Accounting gives students opportunities to learn the practical skills needed to manage their own financial affairs and to develop an understanding of the ethical considerations that affect financial decision-making.

Students develop an understanding of the successful management of financial affairs in business, and gain knowledge and skills related to accounting processes for organisational and business applications.

Students also learn how to interpret financial information and how to convey this information to interested users.

The environment of Accounting gives students opportunities to develop knowledge of:

- accounting and its function in a society
- the regulatory and conceptual frameworks of accounting
- the needs of internal and external stakeholders
- social, ethical, and technological issues
- the impacts of past, present and possible future accounting decisions.

Assumed Knowledge

Grade of 'B' or better in Stage 1 Accounting.

Content

- **Section 1:** The Environment of Accounting
- **Section 2:** Financial Accounting
- **Section 3:** Management Accounting.

Assessment Components

- **Type 1:** Course Work **40%**
- **Type 2:** Accounting Advice **30%**
- **Type 3:** Examination **30%**

Activating Identities and Futures

Length

1 semester: 10 credits

THIS IS A COMPULSORY SUBJECT

In the Activating Identities and Futures students have the opportunity to study an area of interest in depth.

Students use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

Assumed Knowledge

No assumed knowledge required. This is a compulsory subject.

Content

Content is determined by the individual student's choice of research topic.

Assessment Components

- **Type 1:** Portfolio **35%**
- **Type 2:** Progress Checks **35%**
- **Type 3:** Appraisal **30%**

Previous focus questions have included:

- How do I write a fantasy novel with compelling characters that subvert common character tropes within the genre?
- Can the impacts of oil drilling in the Great Australian Bight on the local marine species be adequately mitigated?
- What are the optimal recovery practices for male basketball players during multi-game tournament situations?
- How can 'flow psychology' be effectively applied to contemporary circus show development and performance?
- How adequate are current strategies in addressing the impact of climate change on Northern Territory parks and reserves?
- How can orthokeratology be used to reverse the effects of myopia?
- Can love be a drug?
- How significant is sleep as a determinant of performance for adolescent female athlete?
- To what extent is the repatriation and reburial of Indigenous remains significant to the Ngarrindjeri people?
- Should the Australian Government amend intercountry adoption processes to facilitate faster adoptions?
- Why has the population of Giant Australian Cuttlefish fluctuated in Whyalla, and what can be done to ensure a more consistent population size?
- How historically accurate is the TV series "Vikings" in portraying its medieval protagonists?

Year 12 (Stage 2) Subject Outlines

Architecture, Engineering & Design

Length

Full year: 20 credits

AED is an advanced, project-based subject designed for students passionate about architecture, product design, and engineering innovation. The course challenges students to apply computer-aided design (CAD) skills to real-world design briefs, turning creative ideas into functional, scaled prototypes. Whether you're interested in becoming an architect, designer, engineer or industrial technician, AED gives you hands-on experience using the tools and processes shaping the built world.

Students will focus on architectural modelling, 3D visualisation, and the design of functional spaces and structures. You'll work with industry-standard CAD software such as Onshape, and use technologies including 3D printers, laser cutters, and milling machines to develop and test your designs.

Assumed Knowledge

Basic CAD skills are required.

'B-' or better in Stage 1 CAD (or equivalent experience)

Content

Key Learning Areas

- Architectural & engineering design principles
- 3D modelling and simulation using Onshape
- Interpreting and producing orthogonal and trimetric drawings
- Assembling components into working models
- Design for manufacture and sustainability
- Australian Standards for technical drawing and design
- Using the Design Process to meet complex briefs

Tools & Technologies

- CAD Software (Onshape)
- 3D Printers & Laser Cutters
- Roland Milling Machines
- Digital prototyping and file preparation for manufacture.

Assessment Components

- **Type 1: Specialised Skills Task** **20%**
 - Develop and apply advanced 2D/3D modelling and assembly skills to create digital design solutions.
- **Type 2: Design Process and Product** **50%**

Solve a real-world design challenge through:

 - Investigation and research
 - Concept development and prototyping
 - Evaluation and critical reflection
 - Final presentation and documentation of your design
- **Type 3: Resource Study** **30%**
 - Explore material properties, design ethics, and sustainability. Analyse how these factors influence architectural and engineering decisions.

Important Note: For SACE, students may only select two Stage 2 subjects from the following: Digital Photography, Digital Filmmaking, Architecture, Engineering and Design, Metals Engineering, Furniture Construction, and Electronics. This restriction does not apply to Outdoor Construction (Integrated Learning).

For ATAR qualification, students are restricted to 40 Stage 2 credits from Design and Technologies and Digital Technologies subjects.

i.e., a maximum of two Year 12 subjects from these areas

NB: these restrictions do not apply to Outdoor Construction (Integrated Learning)

Year 12 (Stage 2) Subject Outlines

Ancient Studies - not offered in 2027

Length

Full year: 20 credits

In Ancient Studies, students learn about the history, literature, society, and culture of ancient civilisations, which may include those of Asia-Australia, the Americas, Europe, and Western Asia/North Africa, and the classical civilisations of Greece and Rome.

Students critically engage with texts, including literary texts, and analyse archaeological sources, and primary and secondary historical sources. Students develop the inquiry skills that enable them to challenge or confirm beliefs, attitudes, and values in the ancient world.

Assumed Knowledge

Grade 'B-' or better in Stage 1 Ancient Studies and/or equivalent in Stage 1 Modern History or English Literary Studies.

Content

New Kingdom Egypt (Political Power and Religion)

The New Kingdom of Egypt is a period of Egypt spanning from the 16th century BCE - 11th century BCE. Students will also develop an understanding that religions are based on unique traditions with individual beliefs and values, and play a significant role in the everyday lives of citizens. They study myths and legends and what these reveal about religion, gods, death, the afterlife, and the relationship between mortals and immortals.

Mycenaean Greece (Literature)

Mycenaean Greece is a civilisation of Ancient Greece's Bronze Age, spanning from 17th century BCE - 12th century BCE. Students consider the origins texts, in particular *The Odyssey*, and examine the purpose of the writer, how the text was understood and received at the time it was written, and how this differs from contemporary readings.

Assessment Components

- **Type 1: Skills and Applications** 50%
Four assessment tasks in total. Two of these tasks will be completed under supervised conditions.
- **Type 2: Connections** 20%
Students undertake two connections tasks based on researching and making connections between or within ancient societies or making connections to a contemporary society. The connections tasks may be presented in written oral or multimedia form.
- **Type 3: Inquiry** 30%
Students undertake an individual inquiry based on the period from c. 2000 BCE to 907 CE. The inquiry may be presented in written oral or multimedia form.

Art

Length

Full year: 20 credits

In the broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

Assumed Knowledge

Successful completion of Stage 1 Art & Design (Full Year Course) or Art (one semester) or Design, Fashion & Graphics (one semester).

Content

For the 20 credit program, with a focus on art, the following three areas of study are covered:

- **Visual Thinking:** Students have the opportunity to view and visually record works of art.
- **Practical Resolution:** works can be resolved using the various practical genres.
- **Visual Arts in Context:** Students have opportunities to contextualise art; that is, to place works culturally, socially and/or historically.

NOTE: For students wanting an ATAR, Visual Arts – Art cannot be studied together with Visual Arts – Design, as it is a

Assessment Components

- **Type 1: Folio** 40%
Students produce one folio that documents their visual learning in support of their two works of design.
- **Type 2: Practical** 30%
The Practical consists of two parts: the finished two works of design and the practitioner's statement.
- **Type 3: Visual Study** 30%
An exploration of and/or experimentation with a style idea, concept, media, materials, techniques and/or technologies.

Year 12 (Stage 2) Subject Outlines

Biology

Length

Full year: 20 credits

The study of Biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments.

In Biology, students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges.

Biology students then pursue scientific pathways, for example in medical research, veterinary science, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation, and ecotourism.

Assumed Knowledge

'B' grade or higher in at least one semester of Stage 1 Biology.

Content

- **Topic 1:** DNA and Proteins
- **Topic 2:** Cells as the Basis of Life
- **Topic 3:** Homeostasis
- **Topic 4:** Evolution.

Assessment Components

- **Type 1:** Investigations Folio **30%**
 - Two Practical Investigations
 - One Investigation (Science as a Human Endeavour).
- **Type 2:** Skills and Applications Tasks **40%**
Four Topic Tests.
- **Type 3:** Examination

Business Innovation

Length

Full year: 20 credits

In Stage 2 Business Innovation students are equipped with the knowledge, skills and understanding to engage in designing, sustaining and transforming business in the modern world. Students are immersed in the process of finding and solving customer problems or needs through design thinking and using assumption-based tools.

Initially students will be guided through structured processes such as the Business Model Canvas and Value Proposition Canvas to develop their understanding. Students are encouraged to take risks during the iterative process of proposing, developing, testing and refining solutions.

Students engage with complex, dynamic real world problems, to identify and design, test, iterate and communicate viable business solutions. Students will learn to innovate and think like designers to find and solve problems that matter to specific people.

Assumed Knowledge

Successful completion of a Humanities subject in Year 11.

Content

- Innovation
- Decision-making and Project Management
- Financial Literacy and Information Management
- Business Model Canvas
- Value Proposition Canvas
- Business Model Evaluation
- Business Plan
- Business Pitch.

Assessment Components

- **Type 1:** Business Skills **40%**
- **Type 2:** Business Model **30%**
- **Type 3:** Business Plan and Pitch **30%**

Year 12 (Stage 2) Subject Outlines

Chemistry

Length

Full year: 20 credits

Through the study of Chemistry, students develop the skills that enable them to be questioning, reflective, and critical thinkers; investigate and explain phenomena around them; and explore strategies and possible solutions to address major challenges now and in the future (for example, in energy use, global food supply, and sustainable food production).

Students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges, and pursue future pathways, including in medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.

Assumed Knowledge

Stage 1 Chemistry A and B, average grade 'B' or higher.

Content

- **Topic 1:** Monitoring the Environment
- **Topic 2:** Managing Chemical Processes
- **Topic 3:** Organic and Biological Chemistry
- **Topic 4:** Managing Resources.

Assessment Components

- **Type 1:** Investigations Folio 30%
 - One Deconstruct and Design Task
 - One Science as a Human Endeavour Investigation
- **Type 2:** Skills and Applications Tasks 40%
Four Topic Tests.
- **Type 3:** Examination 30%

Child Studies

Length

Full year: 20 credits

Stage 2 Child Studies explores the various aspects of childhood development in a contemporary world. Students will investigate issues relevant to health, childcare, and teaching settings and respond to design briefs with appropriate and justified solutions. Child Studies is a practical based subject with each task relating to the creation of a resource associated with the developmental needs of children. Within the Child Studies curriculum, students investigate and integrate their knowledge of the physical, intellectual, emotional and social aspects of child development.

Throughout the coursework, students will design and deliver activities, create risk assessments, produce nutritious foods and engage with children in the wider community. Elements of child development which are investigated within the coursework include childhood nutrition, special needs education, safety and the impact of contemporary technologies on childhood development. Students will also utilise primary and secondary research practices to construct an independent investigation centered around a contentious issue associated with the wellbeing of children.

Assumed Knowledge Nil

Content

- **Topic 1:** Pre-Natal Nutrition
- **Topic 2:** Children with special needs
- **Topic 3:** Children with specific dietary needs
- **Topic 4:** Children's safety
- **Topic 5:** Nature play
- **Topic 6:** Healthy children's party
- **Topic 7:** Independent issues investigation.

Assessment Components

- **Type 1:** Practical Activities 50%
- **Type 2:** Group Activities 20%
- **Type 3:** Investigation 30%

Year 12 (Stage 2) Subject Outlines

Community Studies

Length

Full year: 20 credits

Community Studies offers students the opportunity to learn in a community context and to interact with teachers, peers and community members beyond the school environment. Students decide the focus of the community activity, which begins from a point of personal interest, skill or knowledge. By setting challenging and achievable goals in a community activity, students enhance their skills and understandings in a guided and supported learning program. They develop their capability to work independently and to apply their skills and knowledge in practical ways in their community.

Community Studies provides students with insights into the ways in which communities are shaped and operate. It offers students the opportunity to learn in a community context, both within and beyond the school environment. The community provides the framework in which students develop capabilities that enable them to contribute actively and successfully to community activities. In interacting with teachers, peers, and community members, students use their experiences as a means of achieving personal growth and gaining an awareness of social identity.

Assumed Knowledge Nil

Content

Students prepare a contract of work to develop a community activity from any of the following ten areas of study:

- Arts and the Community 2AAY20
- Business and the Community 2BAY20
- Communication and the Community 2CAY20
- Design, Construction and the Community 2DAY20
- Environment and the Community 2EAY20
- Foods and the Community 2FAY20
- Health, Recreation and the Community 2HAY20
- Science and the Community 2SAY20
- Technology and the Community 2TAY20
- Work and the Community 2WAY20.

NOTE: Students may find this subject useful if undertaking a VET Course in Stage 2. This Subject is not a Tertiary Admission Subject (TAS) and therefore cannot be used as an ATAR.

Assessment Components

- | | |
|-----------------------------------|------------|
| • Type 1: Contract of Work | 70% |
| • Type 2: Reflection | 30% |



Year 12 (Stage 2) Subject Outlines

Creative Arts*

Length

Full year: 20 credits

* The College Musical is offered every second year. This subject will be available in 2027.

Stage 2 Creative Arts is a subject intended for students involved in the College Musical, as well as an extension course for high achieving Year 11 Performing Arts students, and as a companion course for passionate Year 12 Performing Arts students who are already involved in other Arts subjects.

Students work productively across the performing, visual, screen and literary arts to investigate, develop, analyse and produce creative arts products in their chosen fields. These may take the form of musicals, visual art, film and vocal group or other ensembles. Creative Arts students build a personal aesthetic and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual social and cultural life of individuals and communities.

Assumed Knowledge

Participation in the College Musical, or an existing expertise in an arts discipline. In both cases there should be consultation with the Subject Coordinator, Ms Zappia.

Content

- Exploration of the creative arts process, investigation, development, production, reflection
- Development and production of creative arts products
- Development and exploration of key practical skills
- Creative arts practitioner study.

Assessment Components

- **Product:** **50%**
 - Students develop and present two creative arts products
 - Examples of products include: a performance, a film, a visual art piece, choreography, theatre design, a script, an installation, promotional materials for a performance
 - Students must also prepare and present a folio of evidence which should document the creative arts process: investigation, development, production, reflection.
- **Inquiry** **20%**

Students choose one or two topics of interest to investigate in which they:

 - Critique practitioners' creative arts products
 - Summarise and make conclusions about the finding of the investigation
 - Communicate personal aesthetic options on creative arts issues
 - Evaluate their own learning.
- **Practical Skills: (externally assessed)** **30%**
 - In consultation with their teacher, students identify a skills focus area to explore in one of their chosen Arts disciplines. The skills focus should be inspired by the work of other practitioners in the field
 - Students provide documentation and evaluation of a maximum of 12 pieces of evidence that best illustrate the key phases of the skills exploration and application and present an evaluative response.



Year 12 (Stage 2) Subject Outlines

Dance

Length

Full year: 20 credits

Dance is the language of movement; it is the realisation of the body's potential as an instrument of expression. In Dance, students develop creative, technical and physical understanding, and an appreciation of Dance as an art form.

Students have the opportunity to develop a range of life skills for their careers and personal pathways and learn to acknowledge and respect diversity and alternative perspectives of the world.

Assumed Knowledge

It is recommended that those selecting Stage 2 Dance complete 20 credits in Stage 1 or Certificate III Dance.

"C" grade or better is required in Stage 1 Dance or by negotiation with the subject coordinator.

Content

Critical and creative thinking skills, personal and social skills and intercultural understanding. Reflective thinking, problem solving and independent and collaborative tasks.

Students will be required to attend extra rehearsals around performance time.

Assessment Components

- **Performance Portfolio:** **40%**
Performance Portfolio of one or more recorded full-length performance or production works for a live audience, (maximum of 10 minutes). Performances may be solo or as part of a duo, trio, small group, or larger group.
- **Dance Contexts:** **30%**
This assessment type comprises two tasks:
 - Recording - one or two recorded performances to a maximum of four minutes, demonstrating choreographic intent for stage or screen.
 - Choreographic analysis - one or two written, oral, or multimodal choreographic analysis to a maximum of 1000 words or six minutes multimodal equivalent.
- **Skills Development Portfolio:** **40%**
Students complete a skills development portfolio which explores their development as a dance artist. Students independently select a focus area for study. This may include the documentation of processes and analysis of:
 - technical skills development including safe dance practices
 - possible strategies for developing and refining skills as a dancer
 - genre-specific characterisation (e.g. founding principles of classical ballet)
 - self, peer, and teacher feedback about skills development as a dancer
 - risk-taking and experimentation in refining movement.

Approximately 2000 words or 12 minutes multimodal equivalent

The portfolio must include some recorded or photographic evidence of the student's development as a dance artist collected throughout the year.

Year 12 (Stage 2) Subject Outlines

Design (Architecture, Fashion & Graphics)

Length

Full year: 20 credits

Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

The broad area of Design includes fashion, graphic design and communication design, architecture and product design. It emphasises the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.

Assumed Knowledge

Successful completion of Stage 1 Art & Design (Full Year Course) or Art (one semester) or Design, Fashion & Graphics (one semester).

Content

For the 20 credit program, with a focus on design, the following three areas of study are covered:

- **Visual Thinking:** Students have the opportunity to view and visually record works of design.
- **Practical Resolution:** works can be resolved using the various practical genres.
- **Visual Arts in Context:** Students have opportunities to contextualise Design; that is, to place works culturally, socially and/or historically.

NOTE: For students wanting an ATAR, Visual Arts – Art cannot be studied together with Visual Arts – Design, as it is a Precluded Combination.

Assessment Components

- **Type 1: Folio** **40%**
Students produce one folio that documents their visual learning in support of their two works of design.
- **Type 2: Practical** **30%**
The Practical consists of two parts: the finished two works of design and the practitioner's statement.
- **Type 3: Visual Study** **30%**
An exploration of and/or experimentation with a style idea, concept, media, materials, techniques and/or technologies.



Year 12 (Stage 2) Subject Outlines

Digital Filmmaking

Length

Full year: 20 credits

Digital Filmmaking aims to skill students in the use of video cameras in terms of filming and editing techniques. The use of this technology will benefit students seeking a multi-media pathway.

Assumed Knowledge

Successful completion of any of the following Stage 1 subjects: Digital Filmmaking, Desktop Publishing, Digital Technologies or Photography would be an advantage.

Content

Knowledge

- Critique and analyse multimedia products
- Study aspects of multimedia design
- Create solutions to various scenarios while developing skills and production techniques
- Develop and edit original multimedia productions.
- Study the principles of good design and camera techniques
- Build on cinematic techniques
- Develop a design brief and reflect on social issues related to multimedia in the form of a theory report.

Techniques/Skills

- Filming - lighting, background perspective, camera angles, rule of thirds, camera movement - 30° rule, 180° rule, flow
- Capturing - formats
- Video Editing - deleting parts, green screen, special effects, multi-track video and audio
- Stills editing - cropping, layering, transparencies, adjusting colour, filters
- Audio editing - cropping, sound levels, timing, sound effects digetic vs non digetic sound, narrative voice overs
- Storyboarding
- Becoming an Indie Filmmaker.

Assessment Components

- **Type 1: Specialised Skills Tasks** **20%**
 - Cinematography - a filmmakers arsenal
 - Sound - an influencing factor.
- **Type 2: Design Process and Product** **50%**
 - The Indie Filmmaker - major piece (music video, documentary, short film)
- **Type 3: Resources Study** **30%**
 - Resource Investigation - material investigation
 - Issue Exploration - essay.

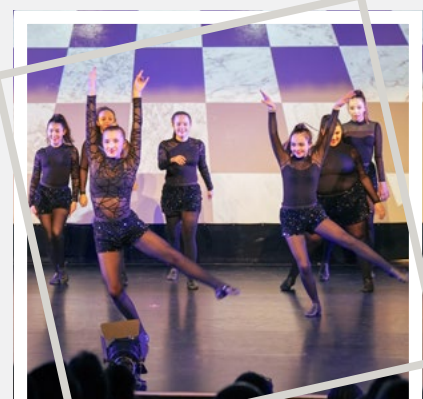
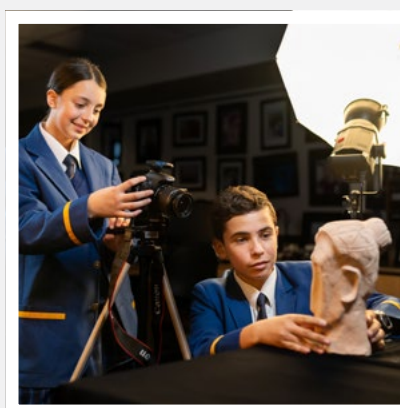
NOTE: For SACE purposes, students are restricted to a maximum of 60 credits from Design and Technologies and Digital Technologies subjects (three 20 credit subjects), they may only select a maximum of two subjects from the following:

- Digital Photography,
- Digital Filmmaking
- Advanced Manufacturing-CAD
- Metals Engineering

For ATAR qualification, students are restricted to 40 Stage 2 credits from Design and Technologies and Digital Technologies subjects.

i.e., a maximum of two Year 12 subjects from these areas.

NB: these restrictions do not apply to Outdoor Construction (Integrated Learning).



Year 12 (Stage 2) Subject Outlines

Digital Photography

Length

Full year: 20 credits

Photography aims to develop advanced skills in the operation of the digital SLR camera. Through the practical tasks, students apply a range of creative processes, techniques, and knowledge and understanding to enhance the printed images in the digital mediums. The course places emphasis on the understanding and development of sophisticated image formation and composition. Students will be required to use the designing process to plan and complete communication tasks and apply effective design and layout principles.

Assumed Knowledge

Successful completion of Stage 1 Photography, Digital Publishing or Art or Design would be an advantage or by negotiation with the Head of Department.

Content

Knowledge

- Digital SLR camera; shutter speed, aperture, depth of field
- Understanding and using light/Printing Processes
- Photographic composition/File types and resolution
- The designing process.

Techniques/Skills

- Image capture: DSLR
- Advanced camera techniques; slow shutter speed, night photography, multiple exposure
- Image collation and storage; importing and exporting files
- Image modification and enhancement; creative applications using Adobe Photoshop
- Printing processes; print adjustments and printer setup
- Designing process; layout, typography
- Studio lighting setup and procedures.

Assessment Components

- | | |
|--|------------|
| • Type 1: Skills and Applications | 20% |
| • Photographic techniques (shutter speed, depth of field); | |
| • Product Photography advertisement | |
| • Type 2: Product | 50% |
| Design Process Report and Major product | |
| • Type 3: Resource Study | 30% |

NOTE: For SACE purposes, students are restricted to a maximum of 60 credits from Design and Technologies and Digital Technologies subjects (three 20 credit subjects), they may only select a maximum of two subjects from the following:

- Digital Photography,
- Digital Filmmaking
- Advanced Manufacturing-AED
- Metals Engineering

For ATAR qualification, students are restricted to 40 Stage 2 credits from Design and Technologies and Digital Technologies subjects.

i.e., a maximum of two Year 12 subjects from these areas

NB: these restrictions do not apply to Outdoor Construction (Integrated Learning)

Year 12 (Stage 2) Subject Outlines

Digital Publishing

Length

Full year: 20 credits

Digital Publishing produces paper based products allowing the students to explore their creative talents by using technology to complete a variety of visual tasks. The students develop their skills in using industry standard software such as: Adobe Photoshop CC, InDesign CC, as well as Illustrator.

Assumed Knowledge

Successful completion of Desktop Publishing or related area in Stage 1 would be an advantage, otherwise by negotiation with the Head of Department.

Content

Knowledge

- Design Principles – Contrast, Repetition, Alignment and Proximity
- Text Hierarchy, layout of text, fonts, paragraphs, indents, justification
- Graphics resolution, print vs electronic, text wrapping
- Referencing, footnotes, endnotes.

Techniques/Skills

- Scanning, ppi, dpi, resolution, descreening
- Adobe Photoshop, Adobe InDesign, Illustrator.

Assessment Components

- | | |
|---|------------|
| • Type 1: Practical Skills Tasks | 40% |
| • Product labels (Desktop Publishing) | |
| • Menu (Desktop Publishing) | |
| • Cook book (Desktop Publishing) | |
| • Business Report (Business Documents) | |
| • Itinerary (Business Documents). | |
| • Type 2: Issues Analysis | 30% |
| • Internet Issues | |
| • Technology and Operations task. | |
| • Type 3: Product and Documentation | 30% |
| • Design Major Product | |
| • Documentation of the Designing Process for Major Product. | |

Digital Technologies

Length

Full year: 20 credits

The Study of Digital Technologies is focused on students developing and applying their skills in computational thinking, data analytics, program design and coding. Students use computational thinking skills to identify, deconstruct, and solve problems of interest, including analysing data to draw conclusions.

Students will design, code, validate and evaluate their digital solutions to problems, developing their understanding of design and programming. Digital Technologies promotes learning through initiative, collaboration, creativity, and communication using project and inquiry-based approaches.

Assumed Knowledge

Previous studies in Digital Technologies (particularly in Years 10 and 11) would be an advantage.

Content

The course consists of the following focus areas:

- Computational Thinking
- Design and Programming
- Data Analytics
- Iterative Project Development.

Assessment Components

- | | |
|--|------------|
| • Type 1: Project Skills | 50% |
| • Computational Thinking Task | |
| • Design and Programming Task | |
| • Data Analytics and Visualisation Task | |
| • Project Development Task. | |
| • Type 2: Collaborative Project | 20% |
| Collaborative Project. | |
| • Type 3: Digital Solution (external) | 30% |
| Individual Digital Solution. | |

Year 12 (Stage 2) Subject Outlines

Drama

Length

Full year: 20 credits

Drama is the art of enriching our understanding of human relationships, from the personal to the global. Students develop their creativity, collaboration, critical thinking and communication skills whilst refining their ethical understanding and develop genuine self-belief and confidence. Drama students learn to think and act as artists, develop as cultural leaders and as creative entrepreneurs.

In Drama, students learn highly valuable and transferable life skills including: problem solving, collaboration skills, project-work skills, informed risk taking, creativity and innovation skills. Students collaborate to create valuable performances for audiences whilst analysing and evaluating artistic processes and products. Drama students adopt individual roles from a variety of options within the dramatic fields of theatre and on screen. In these roles students create innovative dramatic products which reflect the world as it is, and imagine the world as it might be.

Assumed Knowledge

Successful completion of a minimum of a 10 credits in Stage 1 Drama, or by negotiation with the Subject Coordinator.

Content

- Company Production
- Exploration and Vision.

The two areas of study integrate exploring, analysing, conceiving, creating and evaluating drama. Students assume dramatic roles and explore and analyse ideas, conventions, styles and innovations.

Assessment Components

- **Type 1: Group Production** **40%**
 - Develop a Theatre Company as a class with a clear artistic vision
 - Students specialise in one or more dramatic roles
 - Produce a Group Production
 - Compile Presentation of evidence of their learning (max 15 minutes).

- **Type 2: Evaluation and Creativity** **30%**
 - Part 1: Examination (as a class pick one of the following)**
 - A written response making links between a live theatre production and their own practice as an actor, director, filmmaker or designer.
 - A written response or oral presentation which analyses and evaluates experiences of a workshop or masterclass.

Part 2: Creativity

- Students focus on either a design or directorial concept, and then develop a pitch for a hypothetical production of a text explored in class
- It is recommended that you draw inspiration from Part 1 to inform your ideas in Part 2.

The combined total for both parts is a maximum of 12 minutes if oral or 2000 words if written.

- **Type 3: Creative Presentation (external assessment)** **30%**
 - In groups of between two to five, students devise a dramatic work or product
 - This can link to the aims of the company's vision
 - A mini-production (Maximum 25 minutes for a group of five)
 - Learning Portfolio: students demonstrate evidence of their learning and process (maximum six minutes or 1000 words).

Year 12 (Stage 2) Subject Outlines

Economics

Length

Full year: 20 credits

Studying economics enables students to understand how an economy operates, the structure of economic systems, and the way in which they function. Students develop an understanding of different economic systems and institutions, and can assess the degree to which these systems and institutions help satisfy people's needs and wants. Students become aware that economic decisions are not value free and have outcomes that may be inconsistent with social, moral, and ethical values.

Students research, analyse, evaluate and apply economic models that are expressed in graphical and/or diagrammatic form. They make forecasts about economic change and evaluate issues for individuals and groups in local, national, and global settings.

Students learn how some of these issues affect their lives and how they can use the knowledge and skills of economics to inform their participation in society.

Assumed Knowledge

Grade 'B' or better in Stage 1 Economics.

Content

- **Key Area 1:** Thinking like an Economist
- **Key Area 2:** Data Analysis
- **Key Area 3:** Microeconomics
- **Key Area 4:** Macroeconomics
- **Key Area 5:** Macroeconomic Management.

Assessment Components

- | | |
|-----------------------------------|-----|
| • Type 1: Folio | 40% |
| • Type 2: Economic Project | 30% |
| • Type 3: Examination | 30% |

Electronics

Length

Full year: 20 credits

Electronics enables students to further develop skills and understanding in the use of Arduino microcontrollers and electronic systems. Successful students will develop advanced skills with Arduino in the design and manufacture of various interactive circuits.

This focus area involves the application of the Arduino microcontroller platform, to control motors, servos and ultrasonic sensors.

Assumed Knowledge

Successful completion of an Electronics, Mathematics or Science in Year 10.

Content

Knowledge

- Arduino microcontroller
- Understanding circuit schematics
- Programming code
- Using shields
- The Design process
- CIM - Computer Integrated Manufacture: 3D Printing, Roland Milling Machine.

Techniques/Skills

- Using Arduino IDE to program various boards and sensors
- Using veroboard to layout circuits
- Using Arduino IDE
- Adding sensor shields to Arduino for more functionality
- Designing and prototyping solutions
- 3D printing and milling parts for projects.

Assessment Components

- | | |
|---|-----|
| • Type 1: Skills and Application Tasks
Toll Gate Task, IR Remote Task. | 20% |
| • Type 2: Student designed product
Product design, product solution and evaluation. | 50% |
| • Type 3: Resource Study
Materials Investigation. | 30% |

NOTE: For ATAR qualification, students are restricted to 40 Stage 2 credits from Design and Technologies and Digital Technologies subjects.

i.e., a maximum of two Year 12 subjects from these areas.

Year 12 (Stage 2) Subject Outlines

English

Length

Full year: 20 credits

Students read a range of educational, vocational and cultural texts, enabling them to develop knowledge of sociocultural, political and situational influences on the construction and interpretation of texts. They learn to recognise the conventions of various text types and to use these conventions in their own compositions. They learn to evaluate ideas and concepts in literature, popular culture and media. The course provides opportunities for students to develop clear and effective writing and speaking skills and to display a depth of understanding, engagement, and imagination for a range of purposes, audiences and contexts.

These subjects develop students' confidence and competence using the English language, and in understanding how texts are constructed for particular purposes and audiences. Students are also provided with opportunities to reflect on their personal values and those of other people by responding to texts' aesthetic and cultural aspects.

Assumed Knowledge

A "B-" or above in Stage 1 Core English or a C or above in Stage 1 English Studies.

Content

Response to text: This focuses on a shared study of three of the following: novel/short stories/non-fiction, film, drama, media, poetry. Students develop a personal and critical understanding of the ideas, beliefs and values represented. Texts which may be considered include: *The Divine Wind*, *About a Boy* and *High Noon*.

Creating texts: After examining the range of purposes for which texts can be produced (to entertain or engage a reader, to persuade or communicate a point of view, or to communicate observations or information) students complete the tasks with a range of purposes and audiences. Students create three texts in written, oral or multi-modal form which cater for a variety of audiences and aim to achieve varied purposes. Students analyse one of their texts in an extended writer's statement.

Assessment Components

- **Type 1: Response to Text** **30%**
Two or three responses to texts, two written (2000 words), 1 oral (6 mins) based on a choice of 3 of the following: novel/short stories/non-fiction, film, drama, media, poetry.
- **Type 2: Creating Texts** **40%**
Two or three tasks (3000 words) and a writer's statement (1000 words).
- **Type 3: Comparative Analysis** **30%**
Comparing 2 texts chosen from Extended Text/Poetry Drama/Film/Media (2000 words).

Year 12 (Stage 2) Subject Outlines

English as an Additional Language

Length

Full year: 20 credits

Designed for students for whom English is a second or additional language or dialect. These students have had different experiences in English and one or more other languages. Students who study this subject come from diverse personal, educational, and cultural backgrounds.

This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis, and text creation. Through studying a variety of oral, written, and multimodal texts, including informational and literary texts, students develop an understanding of text structures and language features. Texts could include, for example, a newspaper article, a podcast, a short story, an extract from a prose text, or a scene from a film. Students explore the relationship between the structures and features and the purpose, audience, and context of texts. Information, ideas, and opinions in texts are identified and evaluated. Personal, social and cultural perspectives in texts are analysed and evaluated.

Students develop confidence in creating texts for different purposes in both real and imagined contexts. They develop skills for research and academic study.

Assumed Knowledge

All students who want to choose Stage 2 English as an Additional Language will be required to apply for eligibility. (Students who have studied Stage 1 EAL with a grade of C+ or higher would be eligible but otherwise refer to the EAL teacher for details of the criteria set by the SACE Board).

Content

Academic literacy study: Investigation of a chosen topic and presentation of findings in an academic style which includes a written report (1500 words) and an oral interaction such as a tutorial (Maximum of 10 minutes).

Responses to texts: Four responses to a range of texts which develop comprehension skills and evaluate opinions.

Assessment Components

- **Type 1: Academic Literacy Study** **30%**
One oral; 1 written task.
- **Type 2: Responses to Texts** **40%**
Total of 4 tasks with at least 1 oral and 2 written.
- **Type 3: Examination** **30%**
2.5 hour external examination consisting of 2 sections. Section 1 has questions to test the comprehension of multi-modal texts and the second section requires the study of texts to produce a response in the form of an essay, a persuasive piece or a report.

NOTE: Students wanting an ATAR cannot undertake English as an Additional Language, or English Literary Studies, or English together with Essential English, as this is a precluded combination. Essential English is not always accepted as meeting the requirements for "Year 12 English" at interstate universities. Essential English does not attract bonus points towards SA ATAR.

Year 12 (Stage 2) Subject Outlines

English Studies

Length

Full year: 20 credits

Provides students with the opportunity to read a range of novels, drama scripts, poetry and film texts as well as shorter prose texts, analysing them from a range of contexts. By focusing on the creativity and craft of the authors, students develop strategies to enhance their own composition skills and to extend their ability to sustain a reasoned critical argument. English Literary Studies helps students to extend the scope of their reading and viewing, enriches their personal development and encourages the development of connections between their personal and cultural experience.

These subjects develop students' confidence and competence using the English language, and in understanding how texts are constructed for particular purposes and audiences. Students are also provided with opportunities to reflect on their personal values and those of other people by responding to texts' aesthetic and cultural aspects.

Assumed Knowledge

A 'B' or above in Stage 1 English Studies.

Content

Response to text: Focuses on a shared study of at least one text from each of the following: novel, film, extended prose (e.g. drama), poetry. Students consider the role of the author on composing the text, the critical perspectives from which the text may be analysed and the role of the reader in making meaning. Types of texts which may be studied include: *The Crucible*, *King Lear*, *Nineteen Eighty-Four*, *The Reader* and *V for Vendetta*.

Creating texts: Students develop and demonstrate creativity and use language for a range of purposes in the production of two texts. One of these transforms an existing task and the students analyse their creative choices in an accompanying writer's statement. The other task has much more flexibility and may address a social issue arising in one of the class texts.

NOTE: Students wanting an ATAR cannot study English, English as an Additional Language together with English Literary Studies, as it is a Precluded Combination. Students need to check with Interstate University Admission Offices to see if this subject is acceptable as a prerequisite for entry in to interstate courses, where "English" is a prerequisite. The rules vary by course and University.

Assessment Components

- **Type 1: Response to Text** **50%**
 - Minimum of 4 tasks.
 - (5000 words or 4000 words and 6 min oral).
- **Type 2: Creating Texts** **20%**
 - One transformative task with a writer's statement
 - (1500 words) and one other task (1000 words or 6 minute oral).
- **Type 3: Comparative Text Study** **30%**
 - Study of a text connected to shared studies text (1500 words)
 - Students respond to a critical reading exercise (100 minute exam).

Year 12 (Stage 2) Subject Outlines

Essential English

Length

Full year: 20 credits

In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts.

Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

Assumed Knowledge

Stage 1 Core English 'C' grade or better/Stage 1 Essential English 'B-' grade or better.

Content

Response to texts: Students respond to a range of texts that instruct, engage, challenge, inform, and connect readers. They consider information, ideas, and perspectives represented in the chosen texts.

Students may explore the different points of view presented in a text by analysing content, attitudes, stylistic features, and language features. Students reflect on ways in which texts may be interpreted through identifying the effect of language choice.

Creating texts: Students create procedural, imaginative, analytical, interpretive, or persuasive texts appropriate to a context.

Language study: The language study focuses on the use of language by people in a context outside of the classroom.

Students select one of the following contexts for study:

- workplace, training or volunteering
- virtual social networking
- a recreational or personal interest (e.g. sport, reading)
- educational/academic (e.g. school)
- cultural (e.g. language group, festival)
- the local community
- a community interest.

Students need to consider the practical and ethical implications of communicating effectively and appropriately.

Assessment Components

- **Type 1: Response to Texts** **30%**
Three responses to texts, with at least one written and at least one oral/multimodal tasks (800 words/6 minutes each).
- **Type 2: Creating Text** **40%**
Three texts, including one advocacy text and two other kinds, with at least one written and at least one oral/multimodal task (800 words/6 minutes each).
- **Type 3: Comparative Text Study** **30%**
An independent language study (1500 words/8 minutes).

NOTE: Students wanting an ATAR cannot undertake English as an Additional Language, or English Literary Studies, or English together with Essential English, as this is a precluded combination. Essential English is not always accepted as meeting the requirements for "Year 12 English" at interstate universities. Essential English does not attract bonus points towards SA ATAR.

Year 12 (Stage 2) Subject Outlines



Food and Hospitality

Length

Full year: 20 credits

Through hand-on learning and real-life experiences, the Stage 2 Food and Hospitality course will enhance students' food knowledge and culinary skills. Using modern technology in the kitchen mixed with traditional cookery practices students showcase their learning through various collaborative tasks working in teams to achieve common goals. It is a highly practical course providing opportunities for students to explore and have ownership within the course topics based on their interests and cooking abilities.

The course links to professions in a range of fields such as health and nutrition, hospitality and catering, food science and technology, food marketing and education. Students may be required to participate in activities outside school hours, both within the school and in the wider community.

Assumed Knowledge

Successful completion of Stage 1 Food and Hospitality.

Content

- Asian fusion food
- Advancements in technology
- Modern Australian food - Three course dinner
- Canapés and catering
- Local markets and seasonal produce
- Contemporary tapas style food
- Political and legal issues in industry and community settings.

Assessment Components

The following assessment types enable students to demonstrate their learning in Stage 2 Food and Hospitality.

School Assessment

70%

- Four x Assessment Type 1: Practical Activity
- Two x Assessment Type 2: Group Activity

50%

20%

External Assessment

30%

- One x assessment Type 3: Investigation

30%

Year 12 (Stage 2) Subject Outlines

Furniture Construction

Length

Full year: 20 credits

Furniture Construction at Stage 2 level builds upon students' foundational skills in woodworking machinery and power tools, emphasizing proficiency and safety. Through the creation of a small piece of furniture, students engage in practical exercises encompassing various assessed components and extensive practice. A cornerstone of this course is its rigorous focus on safety protocols, the design process, and the cultivation of effective workshop techniques.

Additionally, a substantial theoretical component enriches students' understanding, complementing their practical skills development.

Furniture Construction primarily utilises timber materials, encouraging students to apply their knowledge and skills across a spectrum of technological activities, including design, CAD drawings, processes, procedures, and techniques. This course empowers students to deepen their craftsmanship, foster critical thinking, and prepare for future pursuits in woodworking, cabinet making, and carpentry.

Note: Students considering Vocational Education and Training (VET) studies may find Outdoor Construction more aligned with their career aspirations, as this course emphasizes group activities.

Assumed Knowledge

A "B-" grade or better in Stage 1 Furniture Construction or by negotiation with the Head of Department.

NOTE: This subject cannot be taken in conjunction with Outdoor Construction.

Content

Knowledge

- Identify appropriate hand and machine techniques
- Identify different types of board and solid timbers
- The use and properties of fasteners, glue and hardware.

Techniques/Skills

- Measuring and marking out
- The use of machinery e.g. RAS, table saws, routers and drills
- Edge treatment/Designing and Planning
- Working to tolerances.

Assessment Components

- **Type 1: Specialised and Tasks** **20%**
Produce a BBQ Caddy and CAD engineering drawing
- **Type 2: Design Process and Product** **50%**
Design folio, product solution and evaluation.
- **Type 3: Resource Study** **30%**
Investigation into materials properties, ethics, and sustainability.

NOTE: For ATAR qualification, students are restricted to 40 Stage 2 credits from Design and Technologies and Digital Technologies subjects. i.e., a maximum of two Year 12 subjects from these areas.

Year 12 (Stage 2) Subject Outlines

Geography

Length

Full year: 20 credits

Geography offers students the opportunity to 'develop an understanding of the spatial interrelationships between people, places and environments. They appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world'. (SACE Subject Outline) In Stage 2, the focus is on the concept of change. Students will study the transformation of the human and physical environment to understand the causes and implications of these changes.

In this subject, students develop their ability to collect, analyse and communicate data collected from a range of secondary sources and fieldwork. Students use this information to help them improve their ability to explore a range of geographic issues and pose solutions that lead to a more sustainable world.

Assumed Knowledge

Successful completion of ('C' grade or better) of Stage 1 Tourism, English or another Humanities subject or by negotiation with the Subject Coordinator.

Content

Theme 1

- **Topic 1:** Ecosystems and People
- **Topic 2:** Climate Change

Theme 2: Social and Economic Change

- **Topic 3:** Population Change
- **Topic 4:** Globalisation
- **Topic 5:** Transforming Global Inequity.

Assessment Components

- | | |
|--|------------|
| • Geographical Skills and Applications | 40% |
| Four tasks e.g. case studies, inquiries and reports. These tasks assess topics 2, 4, and 5. | |
| • Fieldwork Report | 30% |
| The fieldwork report focused on a local topic or issue selected by the student. This task will require completion of individual fieldwork activities | |
| • External Examination: two hours | 30% |
| The examination assesses topics 1 and 3. | |

This subject includes an over night camp experience.

Health and Wellbeing

Length

Full year: 20 credits

Students will be provided with learning opportunities that encourage students to develop the necessary knowledge, skills, and understanding to make educated and informed decisions regarding health and wellbeing. They will analyse various contextual influences and explore ways of improving health outcomes for individuals, communities, and global society.

In Health and Wellbeing, students will need to consider the nature of our rapidly changing world, where they will be encouraged to be agents for change through reflection and evaluation of moral and ethical perspectives.

Students become agents of change who may be independent and collaborative learners, critical, and creative thinkers of their own and others perspective.

Assumed Knowledge Nil

Content

- Health Literacy
- Health Determinants
- Social Equity
- Health Promotion.

Assessment Components

The following assessment type enable students to demonstrate their learning in Stage 2 Health and Wellbeing.

School Assessment:	70%
• Type 1: Initiative	40%
• Type 2: Folio	30%
External Assessment	30%
• Type 3: Inquiry:	30%

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

Students complete:

- Two initiative tasks, one of which should be collaborative
- Two folio tasks
- One inquiry.

Year 12 (Stage 2) Subject Outlines

Scientific Studies (Health Science)

Length

Full year: 20 credits

In this course, students apply inquiry-based approaches to design, plan, and undertake practical and research investigations in a Health Science context. Both collaboratively, and individually, students will employ a scientific approach to collecting, representing, and analysing data using technological tools effectively. After critically evaluating their procedures, students communicate scientifically to draw evidence-based conclusions that may lead to further testing, exploring more effective methods or solutions, or new questions.

This course is designed for students interested in pursuing careers in health care and nursing or for those looking to improve their general scientific knowledge, skills and writing techniques in a health context.

Assumed Knowledge

Successful completion of a Stage 1 Science subject.

Content

This subject requires students to engage in individual and collaborative science inquiry and reporting and will focus on the following four themes:

- The Human Body
- Health and Hygiene
- Infectious Diseases and Vaccination
- Lifestyle Diseases and Nutrition.

Assessment Components

Students provide evidence of their learning through seven investigations

School Assessment:	70%
• Type 1: Inquiry folio	50%
• Two Scientific Inquiry Skills Tasks	
• One Science as a Human Endeavour Task	
• One individual inquiry design proposal.	
• Type 2: Collaborative inquiry	20%
Group investigation and report.	
External Assessment:	30%
• Type 3: Individual inquiry	30%
Individual investigation and report.	

Italian - Continuers

Length

Full year: 20 credits

Stage 2 Italian addresses 3 prescribed themes: The Individual; The Italian-speaking Communities and The Changing World.

Students refine their communication skills in both Italian and English, interacting with others and creating texts to share information, ideas, opinions and experiences. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, reflecting on the ways in which culture influences communication.

They also reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language. As a result, they develop valuable intercultural skills, improving career prospects and fostering social and economic benefits for Australia.

Students further develop cognitive skills through analytical, critical, creative and reflective thinking. These skills help them to become effective and organised communicators and researchers.

Assumed Knowledge

'C+' grade or better in Stage 1 Italian, or an equivalent level of knowledge, as negotiated with the Subject Coordinator.

Content

Students listen to, view, read, respond to and create a range of texts in Italian. Topics may include Identity, Childhood memories, Friendship, Post-war migration, Modern Migration, World War I and II, Fascism, and Technology and Innovation.

Assessment Components

School Assessment

• Type 1: Folio (three tasks):	40%
Interaction; Text Production; Text Analysis.	
• Type 2: In-depth Study	30%
Oral presentation in Italian (three to five minutes);	
written response to the topic in Italian (500 words);	
reflective response in English (600 words or five to seven minutes).	

External Assessment:

• Type 3: Examination	30%
Oral Conversation (8-10 minutes): About the student's personal world - school, family, future plans, study and travel (10%).	

Written paper: Listening and responding; Reading and responding; Writing in Italian (20%).

Year 12 (Stage 2) Subject Outlines

Legal Studies

Length

Full year: 20 credits

Legal Studies explores Australia's legal 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.

By analysing the Australian legal system, students consider how diverse groups in society, including Indigenous Australians, influence and are influenced by the legal system.

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.

Students reflect on, and make informed judgments about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

Assumed Knowledge

Grade 'B' or better in Stage 1 Legal Studies.

Content

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

Assessment Components

- | | |
|------------------------------|-----|
| • Type 1: Folio | 50% |
| • Type 2: Inquiry | 20% |
| • Type 3: Examination | 30% |

Mathematical Methods

Length

Full year: 20 credits

Mathematical Methods further develops an increasingly complex and sophisticated understanding of calculus and statistics. Students develop a deep understanding of the physical world through a sound knowledge of mathematical relationships.

This subject provides the foundation for further study in mathematics, economics, computer sciences, and the sciences.

Mathematical Methods prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

Assumed Knowledge

Successful completion of Mathematical Methods A, B and C at Stage 1 with a "B" grade or better.

Students must have access to a Graphics Calculator.

Content

- Further Differentiation and Applications
- Discrete Random Variables
- Integral Calculus
- Logarithmic Functions
- Continuous Random Variables and the Normal Distribution
- Sampling and Confidence Intervals.

Assessment Components

- | | |
|--|-----|
| • Type 1: Six Skills and Applications Tasks | 50% |
| • Type 2: Two Folio Tasks
A maximum of 10 A4 pages each | 40% |
| • Type 3: External Examination
Questions are based on the concepts in the six topics and is a two hour exam. | 10% |

Year 12 (Stage 2) Subject Outlines

Mathematics Essential

Length

Full year: 20 credits

Essential Mathematics offers senior secondary students the opportunity to further extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts.

There is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways. This subject is intended for students planning to pursue a career in a range of trades or vocations.

Assumed Knowledge

Successful completion of Essential Mathematics A & B at Stage 1 with a "B" grade or better.

Students must have access to a Graphics Calculator.

Content

- Scales, Plans, and Models
- Measurement (Examined)
- Business Applications
- Statistics (Examined)
- Investments and Loans (Examined).

Assessment Components

- **Type 1:** Five Skills and Applications Tasks **30%**
These will consist of assessment of the two non-examined topics and the three examined topics.
- **Type 2:** Two Folio Tasks **40%**
A maximum of 10 A4 pages each.
- **Type 3:** External Examination **30%**
Questions are based on the three examined topics only. This is a two hour exam.

Mathematics for the Workplace

Length

Full year: 20 credits

Students will focus solely on developing the specific fundamental mathematics skills and knowledge needed to prepare them for their chosen career pathway. Students further develop the ability to solve problems without calculators. The students will do an individual project on the Mathematics required in their particular industry of interest. The content of this course relates directly to the needs and interests of the individual students seeking career opportunities and employment, particularly those seeking apprenticeships.

Students will:

- Develop skills and knowledge to help pass pre-apprenticeship tests and master other employment pre-requisites.
- Obtain information from a variety of sources in the immediate local and general community and in doing, begin making vital network contacts to improve their employability.

Assumed Knowledge

Successful completion of a Stage 1 Mathematics course with a "C" grade or better. .

Content

- The mathematical skills required by a particular trade and/or traineeship.
- Design: e.g. Analysing First and Second Fix Building and Carpentry applications; Residential, Commercial and Maintenance Electrical designs, diagrams and applications; Plumbing designs, applications and considerations; Automotive schematic designs, Engine cross sections and Hybrid designs.
- Investigate Small Business Math specific to the students' career pathway.
- The depth of each topic depends upon the potential and ability of each student and the field of their particular interest.

NOTE: Mathematics for the Workplace is a St Michael's College title for the Community Studies subject "Work and the Community" (2WAY10 or 2WAY20), which does not have ATAR status.

See Head of Department for more information.

Assessment Components

- **Type 1:** Skills and Applications Tasks **30%**
Each 10 credit subject requires students to complete at least two Skills and Applications Tasks.
- **Type 2:** Folio Tasks **40%**
10 credit subject: at least two investigations.
- **Type 3:** **30%**
Each 10 credit subject requires students to answer a series of connected questions set by the teacher and write a report.

Year 12 (Stage 2) Subject Outlines

Mathematics General

Length

Full year: 20 credits

General Mathematics further extends students' mathematical skills in ways that apply to practical problem solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics.

Topics cover a diverse range of applications of mathematics.

Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Assumed Knowledge

Successful completion of General Mathematics A & B at Stage 1 with a "B" grade or better.

Students must have access to a Graphics Calculator.

Content

- Modelling with Linear Relationships
- Modelling with Matrices
- Statistical Models (Examined)
- Financial Models (Examined)
- Discrete Models (Examined).

Assessment Components

- | | |
|--|------------|
| • Type 1: Five Skills and Applications Tasks | 40% |
| These will consist of assessment of the two non-examined topics and the three examined topics. | |
| • Type 2: One Folio Task | 30% |
| A maximum of 12 A4 pages. | |
| • Type 3: External Examination | 30% |
| Questions are based on the three examined topics only; This is a two hour exam. | |

Mathematics Specialist

Length

Full year: 20 credits

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills and understanding, and provides opportunities to develop students' skills in using rigorous mathematical arguments and proofs, and mathematical models.

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

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

Assumed Knowledge

Successful completion of Specialist Mathematics A & B in Stage 1 with a "B" grade or better.

Students must have access to a Graphics Calculator.

Content

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

Assessment Components

- | | |
|---|------------|
| • Type 1: Six Skills and Applications Tasks | 50% |
| • Type 2: One Folio Task | 30% |
| A maximum of 12 A4 pages. | |
| • Type 3: External Examination | 20% |
| Questions are based on the concepts in the six topics and is a two hour exam. | |

Year 12 (Stage 2) Subject Outlines

Metals Engineering

Length

Full year: 20 credits

Metals Engineering aims to further develop the skills and knowledge students have acquired in Years 8 to 11 Design and Technology classes to become proficient and safe operators of metalworking machinery, hand and power tools. These skills are developed through the production of engineered metal projects and numerous practise exercises. There is a large emphasis on safety and developing appropriate workshop techniques. This focus area involves using various forms of metals and applying appropriate knowledge and understanding of skills, processes, procedures, and techniques to a range of technological activities.

Assumed Knowledge

"C+" grade or better in Stage 1 Metal Engineering or by negotiation with the Head of Department.

Content

Knowledge

- Identify appropriate techniques required for fabrication
- Ability to identify different types of metals and properties of those metals
- Ability to recognise appropriate welding processes
- Understanding the appropriate use and application of fasteners.

Techniques/Skills

- Measuring and marking out/Working to tolerances
- The use of Gas Metal Arc and Manual Metal Arc
- Cutting metal including flame cutting and plasma cutting technologies
- Designing and planning
- Machining and lathe turning
- General Metal Fabrication techniques - Jig production, etc.

Assessment Components

- **Type 1: Specialised Skills and Tasks** **20%**
 - Produce a Sack Truck from the working drawings provided
 - Materials investigation report.
- **Type 2: Design and Product** **50%**

Design folio, product solution and evaluation.
- **Type 3: Resource Study** **30%**

Investigation into materials properties, ethics, and sustainability.

NOTE: For SACE purposes, students are restricted to a maximum of 60 credits from Design and Technologies and Digital Technologies subjects (three 20 credit subjects), they may only select a maximum of two subjects from the following:

- Digital Photography,
- Digital Filmmaking
- Advanced Manufacturing-CAD
- Metals Engineering.

For ATAR qualification, students are restricted to 40 Stage 2 credits from Design and Technologies and Digital Technologies subjects.

i.e., a maximum of two Year 12 subjects from these areas

NB: these restrictions do not apply to Outdoor Construction (Integrated Learning)

Year 12 (Stage 2) Subject Outlines

Modern History

Length

Full year: 20 credits

Students investigate the growth of modern nations at a time of rapid global change. They engage in a study of one nation, and of interactions between or among nations. Students explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945 and consider their impact on the contemporary world. Students investigate the political and economic interactions of nations and the impact of these interactions on national, regional, and/or international development.

Assumed Knowledge

Grade "B-" or better in Stage 1 Modern History, Ancient Studies and/or English Literary Studies

Content

Modern Nations: Germany (1918-1948)

The changes in Germany in the period 1918–48 have had a profound impact on the history of Europe up to the present day. Students analyse ways in which these changes were shaped by internal and external forces and challenges. They undertake a study of the demise of an empire, the birth of a republic, the creation of a totalitarian dictatorship under the Nazis, a policy of military and territorial expansionism, and the institutionalisation of genocide. A background study introduces students to the end of the First World War, when the catastrophic experience of total war had caused horrific losses to peoples and nations and left Germany a devastated and divided nation.

The World Since 1945: The Changing World Order

The end of the Second World War saw the emergence of new superpowers. Contested spaces and opposing ideologies shaped global economics and politics. Students investigate ways in which the Cold War experience involved complex phases of reaction, reform, conflict, and compromise. They consider how leaders and movements rose and fell, while the issues of alliances, rivalries, and change continued.

OR

The Struggle for Peace in the Middle East (1945 -)

The Middle East is a region of cultural diversity and contested territories. Students investigate how the complex relationships between nation states in the region have been shaped by political, religious, ethnic, and cultural identities. They consider ways in which the involvement of external powers, the conflicts, and the attempts at peace brokering have contributed to the shaping of the modern Middle East.

Assessment Components

- **Type 1: Historical Skills** **50%**
Four assessment tasks in total, consisting of two assessments based on the topic from 'Modern Nations' and three assessments based on the topic from 'The World since 1945'
- **Type 2: Historical Study** **20%**
Students undertake an individual Historical Study based on a topic of personal interest from c.1750. The Historical Study may be presented in written, oral or multimedia form.
- **Type 3: External Examination** **30%**

* Student Choice and Agency is built into this course.

Year 12 (Stage 2) Subject Outlines

Music

Length

Full year: 20 credits

Music is a creative and expressive response to experiences and feelings, using sound as a medium. Music is the systematic organisation of sound patterns that have the potential to transform perceptions, emotions, and thoughts. Students experiment with, explore, and manipulate musical elements to learn the art of constructing and deconstructing music. They develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music.

Assumed Knowledge

Successful completion of Stage 1 Music Advanced A and B **OR** For students who wish to choose Ensemble/Solo Performance and have not completed Stage 1 Music, by negotiation with the Head of Music Department. These students must have had a minimum of three years of instrumental or Vocal tuition lessons. Students are required to be having instrumental tuition if choosing Solo Performance, Ensemble Performance or Performance Special Study.

Content

- Music Explorations
- Music Performance - Solo
- Music Performance - Ensemble.

Stage 2 Music consists of the following strands

- Understanding music
- Creating music
- Responding to music.

Assessment Components

Music Explorations

20 credits

School assessment

70%

- **Type 1:** Musical Literacy 30%
- **Type 2:** Explorations 40%

External assessment

30%

- **Type 3:** Creative Connections . 30%

Students provide evidence of their learning through five assessments, including the external assessment component. Students complete:

- Three musical literacy tasks
- One portfolio of explorations
- One creative connections task.

Music Performance - Solo

10 credits

School assessment

70%

- **Type 1:** Performance 30%
- **Type 2:** Performance and Discussion 40%

External assessment

30%

- **Type 3:** Performance Portfolio 30%

Students provide evidence of their learning through four assessments, including the external assessment component. Students complete:

- One performance or set of performances
- One performance or set of performances and a discussion
- One performance portfolio.

Music Performance - Ensemble

10 credits

School assessment

70%

- **Type 1:** Performance 30%
- **Type 2:** Performance and Discussion 40%

External assessment

30%

- **Type 3:** Performance Portfolio. 30%

Students provide evidence of their learning through four assessments, including the external assessment component. Students complete:

- One performance or set of performances
- One performance or set of performances and a discussion
- One performance portfolio.

Year 12 (Stage 2) Subject Outlines



Nutrition

Length

Full year: 20 credits

Nutrition is a science that immerses students in the fundamentals of human nutrition, physiology, and health, and promotes investigations of current and emerging trends. It is the study of dietary, lifestyle, and healthy eating patterns with specific focus on nutrients in food, how the body uses nutrients, and the relationship between diet, health and disease.

Students conduct investigations and examine scenarios to make informed decisions and recommendations for individual health. They will examine social, political, economic, cultural, ethical and ecological factors to recommend actions or develop arguments about future food needs and food ethics.

Students will evaluate marketing of food, food systems and food quality standards, food availability and cultural influences on food selection and explore the link between food systems, environmental impacts, climate change, and food sustainability. Students will investigate global and local food trends, advancement in technology, and development of new foods and food packaging.

Stage 2 Nutrition develops student personal skills regarding healthy food and lifestyle choices, plus critical thinking and problem-solving skills which will support them in higher education and in the workplace.

Assumed Knowledge

Successful completion of a Stage 1 Science, preferably Stage 1 Nutrition to a B grade or higher.

Content

- Principles of nutrition, physiology, and health
- Health promotion and emerging trends
- Sustainable food systems.

Assessment Components

Students provide evidence of their learning through six assessments:

School Assessment	70%
• Type 1: Investigations Folio comprising: • One design practical investigation • One investigation with a focus on science as a human endeavour.	30%
• Type 2: Skills and Applications Tasks • Two tests • One case study.	40%
External Assessment	30%
• Type 3: Exam.	

Year 12 (Stage 2) Subject Outlines

Outdoor Construction: Integrated Learning

Length

Full year: 20 credits

Integrated Learning: Outdoor Construction will offer students the opportunity to learn basic construction skills and techniques and learn more about the construction industry. Students will work independently and collaboratively on a wide range of projects for the school such as pergolas, planter boxes, outdoor seating, and wall frames. This course will allow students to practice and hone their skills and develop capabilities to work in the construction industry.

This course is designed for students who may study VET courses. There is a significant amount of group work.

NOTE: The learning requirements are different to those of Furniture Construction.

Assumed Knowledge

Satisfactory completion of Material Products Stage 1, and/or successful completion of VET construction course.

NOTE: This subject cannot be taken in conjunction with Furniture Construction.

Content

Knowledge:

- Working in construction
- Use of tools and machinery
- Applying construction skills to different projects
- Use of modelling software.

Techniques/Skills:

- Use of circular saw and compound mitre saw
- Use of nail guns and hand tools
- Use of welders and grinding tools
- Assembling components
- Working independently and as part of a team
- Planning and designing.

Assessment Components

- **Type 1: Practical Task** 40%
Three different tasks completing projects for the school.
- **Type 2: Group Task** 30%
One group task completing a project for the school.
- **Type 3: Personal Endeavour Task** 30%
A personalised task that explores an area of construction. Can be a practical task or research project or a combination.

NOTE: This subject is more suitable than other Technology subjects for students missing one day a week due to VET absences.

Outdoor Education

Length

Full year: 20 credits

Outdoor Education provides students with the opportunity to develop skills, knowledge and understanding of safe and sustainable outdoor experiences. Through the study of various natural areas, students will develop an understanding of the relationships between human actions and ecosystems, where they will critically analyse these relationships to develop positive strategies for improved conservation and sustainability.

Experiential learning allows students to engage in and reflect on, their personal experiences in a variety of natural environments, where the development of social skills, self-confidence, initiative, self-reliance, leadership and collaboration skills will be supported. The development of their relationship with natural environments impacts positively on students' health and wellbeing, and fosters a lifelong connection with nature and a commitment to responsible activity when interacting with natural environments.

Assumed Knowledge Nil

Content

- **Focus Area 1:** In Movement
- **Focus Area 2:** Through Movement
- **Focus Area 3:** About Movement

Assessment Components

The following assessment types enable students to demonstrate their learning in Stage 2 Outdoor Education:

School Assessment	70%
• Type 1: About Natural Environments	20%
• Type 2: Experience in Natural Environments	50%
External Assessment	30%
• Type 3: Connections with Natural Environments	30%

Students provide evidence of their learning through four or five assessments, including the external assessment component. Students complete:

- One or two about natural environments tasks
- Two experiences in natural environments tasks
- One connections with natural environments task.

NOTE: Students doing a full day VET course or SBA cannot do this subject as well, due to amount of school lessons missed.

Year 12 (Stage 2) Subject Outlines

Physical Education

Length

Full year: 20 credits

Through Physical Education, students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. An integrated approach to learning will allow student to make meaning of the cognitive and psychomotor processes fundamental to the learning of physical activity.

The focus areas of 'In Movement, Through Movement, and About Movement', will provide direction as to the learning outcomes and experiences. Students will be provided with opportunities to make meaning of personal movement capabilities, enhance their personal, intellectual and social development, and demonstrate an understanding of factors that influence physical activity participation.

Assumed Knowledge

"C" grade or higher in Stage 1 Physical Education A and/or B.

Content

Stage 2 Physical Education has three focus areas:

- **Focus Area 1:** In Movement
- **Focus Area 2:** Through Movement
- **Focus Area 3:** About Movement

The focus areas provide the narrative for the knowledge, skills, and capabilities that students develop. Learning is delivered through an integrated approach where opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities. Students will explore movement concepts and strategies through these physical activities to promote improved participation and performance outcomes. These movement concepts and strategies include:

- body awareness
- movement quality
- spatial awareness
- relationships
- executing movement
- creating space
- interactions
- making decisions.

The use of technology is integral to the collection of data such as video footage, heart rates, fitness testing, and game statistics. Students apply their understanding of movement concepts to evaluate the data and implement strategies to improve participation and/or performance.

Physical activities will include sports, theme-based games, laboratories, and fitness and recreational activities and will be negotiated by the teacher depending on facilities, class size and student interest.

Assessment Components

School Assessment	70%
• Type 1: Diagnostics	30%
• Type 2: Improvement Analysis	40%
External Assessment	30%
• Type 3: Group Dynamics	30%

Students should provide evidence of their learning through four or five assessments, including the external assessment component. Students undertake:

- two or three diagnostics tasks
- one improvement analysis task
- one group dynamics task.

Year 12 (Stage 2) Subject Outlines



Year 12 (Stage 2) Subject Outlines

Physics

Length

Full year: 20 credits

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them.

In Physics, students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges.

Students also pursue scientific pathways, for example, in engineering, renewable energy generation, communications, materials innovation, transport and vehicle safety, medical science, scientific research, and the exploration of the universe.

Assumed Knowledge

Physics A and B in Stage 1, average "B" grade or higher.

Content

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

Assessment Components

- **Type 1:** Investigations Folio **30%**
 - Two Practical Investigations (including one design practical)
 - One Investigation (Science as a Human Endeavour).
- **Type 2:** Skills and Applications Tasks **40%**
Four Topic Tests.
- **Type 3:** External Examination **30%**

Psychology

Length

Full year: 20 credits

The study of Psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives.

Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

Conceptual knowledge and understanding in Psychology are supported by inquiry into and the communication of psychological phenomena.

Students undertake investigations based on psychological practices and principles and develop their knowledge and understanding in an organised, structured, and purposeful way.

Assumed Knowledge

Psychology in Stage 1, "B" grade or higher.

Content

- Psychology of the individual
- Psychology of Health and Wellbeing
- Organisational Psychology
- Social Influence
- Psychology of Learning.

Assessment Components

School Assessment

- **Type 1:** Investigations Folio **30%**
- **Type 2:** Skills and Applications Tasks **40%**
- **Type 3:** External Examination **30%**

Year 12 (Stage 2) Subject Outlines

Society and Culture

Length

Full year: 20 credits

Society and Culture offers students the opportunity to 'explore and analyse the interactions of people, societies, cultures, and environments' (SACE Subject Outline). Students focus on issues for youth, Aboriginal and Torres Strait Islander people and of human rights. Students develop their ability to analyse why societies change, how people's lives change and how people can contribute to a better world for all.

Assumed Knowledge

Students need to have strong communication skills.

Achievement of a B grade or better in one of the following Stage 1 subjects is required:

- Society and Culture
- Geography
- Tourism
- History
- Legal Studies
- English.

Content

- Youth Culture: Resistance, acceptance and perception of change in the experiences of young people.
- Contemporary Contexts of Aboriginal and Torres Strait Islander People: Issues, challenges and importance of self-management for Aboriginal and Torres Strait Islander peoples.
- A Question of Rights: Fundamental rights of all people and the impact of discrimination, stereotypes and social policy.

Assessment Components

- | | |
|---|------------|
| • Type 1: Folio – Four Tasks | 50% |
| • Type 2: Interaction – Two Tasks (One Group and one Oral). | 20% |
| • Type 3: Investigation
2000 word report on a social issue. | 30% |

Spirituality, Religion and Meaning

Length

Full year: 20 credits

In this subject, students use one or more 'big ideas' to frame inquiry questions, to explore issues, concepts, and ideas: and to reflect on personal and shared meaning within one or more spiritualities and/or religions.

In this course, students engage in reflective analysis in response to stimuli such as guest speakers, documentaries, and excursions, contextualised by one of the six big ideas. They explore a concept or issue from a spiritual and/or religious perspective and collaborate with others to apply their learning. They engage in reflective practice to evaluate their personal and shared actions.

Assumed Knowledge

"B+" or higher in Stage 1 Religion Studies and English Studies. Core understanding and a keen interest in issues of Religion and Spirituality across religious traditions.

Content

For a 20 credit subject, students study the following topics in detail:

- In search of Meaning? Who is God?
- Aboriginal Spiritualities (Dreaming, Ancestral beings/spirits etc)
- Social Justice - Community Engagement - Faith through action
- The role of women in the Church.

In Spirituality, Religion and Meaning students have the opportunity to focus on an aspect of religion or spirituality within or across traditions. Students gain an appreciation of, and respect for, the different ways in which people develop an understanding and knowledge of religion as something living and dynamic, and the ways in which they think, feel and act because of their religious beliefs.

Assessment Components

School Assessment	70%
• Type 1: Reflect Analysis	30%
• Type 2: Connections	40%
External Assessment	30%
• Type 3: Transformative Action	30%

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

- Three reflective analysis tasks
- One connection task
- One transformative action.

Year 12 (Stage 2) Subject Outlines

Sport Studies: Integrated Learning

Length

Full year: 20 credits

Sport Studies: Integrated Learning draws links between aspects of students' lives and their learning. Students apply their knowledge and skills to a real-world task, event, learning opportunity, or context, for a specific purpose, product or outcome. Through the key areas of study in Integrated Learning, students develop and demonstrate their capabilities. They have opportunities to explore the ways in which they demonstrate the capabilities in different contexts. Integrated Learning is undertaken as a class or group and may involve a community-based project. Integrated Learning is designed to facilitate collaborative learning.

Through collaboration and teamwork, students learn to plan and organise activities and to develop their understanding of, and empathy, for others. This collaboration supports goals such as active learning, conflict resolution, and the discovery of new ideas. The program will have a focus on skill development and collaboration with supporting theory to aid students in developing their planning, organisational, collaborative, research, reflective and analytical skills. Students will develop an understanding of factors that contribute to successful performance, good coaching principles, umpiring principles and how fitness is measured and impacts on their lives.

Assumed Knowledge Nil

Content

An integrated Learning program is a focused study that has a purpose, product, or outcome. Integrated Learning can be organised in different ways, according to the needs and interests of the students and the school.

- Coaching
- Collaboration
- Fitness
- Training
- Umpiring.

Assessment Components

The following assessment types enable students to demonstrate their learning in Stage 2 Integrated Learning.

School Assessment	70%
• Type 1: Practical Enquiry	40%
• Type 2: Connections	30%
External Assessment	30%
• Type 3: Personal Endeavour	30%

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

- An outcome (research/project-based)
- An explanation of the connections between the program focus and the capability in a chosen key area.

Tourism - *not offered in 2027*

Length

Full year: 20 credits

Students develop an understanding of the nature of tourists, tourism, and the tourism industry. They investigate local, national, and global tourism; and explore tourism as a business. Students gain an understanding of the complex economic, social, cultural and environmental impacts of tourism. A student's understanding of the sustainable management of tourism is central to the subject.

In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry, and the complex economic, social, cultural, and environmental impacts and interactions of tourism activity. Students also develop an understanding of tourism from the perspectives of host, tourism operator, and traveller.

They investigate tourism locally, nationally, and globally and learn that tourism, as the world's largest industry, is more than an economic phenomenon. Tourism has an impact, directly and indirectly, on many aspects of people's lives and on the environment. Students' understanding of the sustainable management of tourism is central to this subject.

Assumed Knowledge

Successful completion (C or better) in Stage 1 Tourism, English, or another Humanities subject.

Content

Themes:

- Operations and Structures of the Tourism Industry
- Travellers' Perceptions, and the Interaction of Host Community and Visitor
- Planning for and Managing Sustainable Tourism
- Evaluating the Nature of Work in the Tourism Industry

Three of the following six topics will be chosen:

- Responsible Travel
- Management of Local Area Tourism
- The Impacts of Tourism
- Marketing Tourism
- Special Interest Tourism
- The Economics of Tourism

Assessment Components

• Type 1: Folio	20%
• Type 2: Practical Activity	25%
• Type 3: Investigation	25%
• Type 4: Examination	30%

Year 12 (Stage 2) Subject Outlines

Workplace Practices

Length

Full year: 20 credits

In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace.

Students learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national, and global issues in an industry and workplace context.

Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

Assumed Knowledge Nil

Content

There are three focus areas of study in this subject:

- Industry and Work Knowledge
- Vocational Learning (50 to 60 hours of Work Placement)
- Vocational Education and Training (VET).

Workplace Practices (20 credits), study three theory topics from the list below:

- **Topic 1:** Work in Australian Society
- **Topic 2:** The Changing Nature of Work
- **Topic 3:** Industrial Relations
- **Topic 4:** Finding Employment
- **Topic 5:** Negotiated Topic.

Assessment Components

- | | |
|--------------------------------|-----|
| • Type 1: Folio | 25% |
| • Type 2: Performance | 25% |
| • Type 2: Reflection | 20% |
| • Type 3: Investigation | 30% |



