



SACRED
HEART
COLLEGE

Curriculum Handbook 2027

Marcellin Campus: Years 10–12

Courageous Hearts.



Learning at Sacred Heart





As a Catholic school in the Marist tradition, like Mary, we believe deeply in the capacity of every young person in our care.

Further, we engender a “Love of Learning” in all members of our community, as we set lofty aspirations for ourselves, and then leave no stone unturned in pursuit of them.

The students of Sacred Heart College are blessed to have access to outstanding educators; experts in their field, who care deeply for them. In addition, they have access to a comprehensive curriculum, providing opportunities for every skill and interest.

The process of selecting the subjects for study each year is an important one, and even more so into Years 11 and 12. To that end, I implore our students to seek and listen to the wisdom around them, and to aim high in pursuit of their dreams.

Importantly though, great things are achievable when we work hard and work together; so while the selection of subjects is important, what is even more critical is the work ethic that surfaces when those classes commence.

I wish you well as you undertake this important process.

Daniel Lynch
Principal



Contents

Introduction	8	Year 10 Drama	38
Curriculum Vision and Principles	9	Stage 1 Drama	39
2027 Curriculum Overview	10	Stage 2 Drama	39
Marcellin Campus subject information	12	Industry Connections (School Musical)	40
Subject selection process Years 10–12	13	Year 10 Creative Arts (Photography)	40
The Year 10 Curriculum	14	Stage 1 Creative Arts (Photography)	41
Year 10 compulsory subjects	15	Stage 2 Creative Arts (Photography)	41
Year 10 Elective subjects	16	Year 10 Visual Arts – Art	42
SACE (Year 11 and 12 subjects)	17	Stage 1 Visual Arts – Art	42
Year 11 (Stage 1) subjects	19	Stage 2 Visual Arts – Art	43
Year 12 (Stage 2) subjects	21	Year 10 Visual Arts – Design	43
Pathways	22	Stage 1 Visual Arts – Design	44
Vocational Education & Training (VET)	25	Stage 2 Visual Arts – Design	44
Subject Prerequisites	27	Cross Disciplinary Studies	45
Marcellin Campus Subject Descriptors	32	Exploring Identities & Futures (EIF)	46
Religious Education	33	Stage 1 Research Practices	46
Stage 1 Spiritualities Religion and Meaning	34	Stage 2 Workplace Practices (AFL)	47
Stage 2 Integrated Learning (Spiritualities, Religion and Meaning)	34	Stage 2 Workplace Practices (VET)	47
Stage 2 Spiritualities Religion and Meaning	35	Stage 2 Workplace Practices (Performance, Strength & Conditioning)	48
The Arts	36	Stage 2 Activating Identities & Futures (AIF)	48
Year 10 Dance	37	Design & Technology	49
Stage 1 Dance	37	Year 10 3D Design (Advanced Manufacturing)	50
Stage 2 Dance	38	Stage 1 Industry and Entrepreneurial Solutions (Advanced Manufacturing)	50
		Stage 2 Industry and Entrepreneurial Solutions (Advanced Manufacturing)	51

Year 10 Digital Technologies	51
Stage 1 Digital Technologies	52
Year 10 Web Design	52
Stage 1 Digital Communication Solutions (Web Design)	53
Stage 2 Digital Communication Solutions (Web Design)	53
Stage 1 Information Processing & Publishing (Creative Publishing)	54
Year 10 Furniture Construction	54
Stage 1 Material Solutions Foundations (Furniture Construction)	55
Stage 1 Material Solutions Continuers (Furniture Construction)	55
Stage 2 Material Solutions Continuers (Furniture Construction)	56
Year 10 Metalwork	56
Stage 1 Material Solutions Foundations (Metalwork)	57
Stage 1 Material Solutions Continuers (Metalwork)	57
Stage 2 Material Solutions Continuers (Metalwork)	58
Year 10 Food Technology	58
Stage 1 Food & Hospitality	59
Stage 2 Food & Hospitality	59

English 60

Year 10 English	61
Stage 1 English	61
Stage 1 English (Semester 2)	62

Stage 2 English	62
Stage 1 English (English Literary Studies) (Sem 2)	63
Stage 2 English (Literary Studies)	63
Stage 1 Essential English	64
Stage 2 Essential English	64
Year 10 English - Aboriginal Perspectives	65
Stage 1 English - Aboriginal Perspectives	65
Stage 2 English - Aboriginal Perspectives	66
Stage 2 Media Studies	66

Health & Physical Education 67

Year 10 Health & Physical Education	68
Stage 1 Outdoor Education (Year 10)	68
Stage 1 Physical Education	69
Stage 2 Outdoor Education (Year 11)	69
Stage 2 Physical Education	70
Stage 2 Integrated Learning A (Sport & Fitness)	70
Certificate III Sports Coaching	71
Stage 1 Health & Wellbeing	71
Stage 2 Health & Wellbeing	72
Stage 1 Child Studies	72
Stage 2 Child Studies	73

Humanities & Social Sciences 74

Year 10 Great Australian Trials	75
Stage 1 Legal Studies	75

Contents (continued)

Stage 2 Legal Studies	76
Year 10 People, Power and Change	76
Stage 1 Politics, Power & People	77
Stage 2 Politics, Power & People	77
Stage 1 Society & Culture	78
Stage 2 Society & Culture	78
Stage 1 Aboriginal Studies	79
Stage 2 Aboriginal Studies	79
Year 10 History	80
Stage 1 Modern History	80
Stage 2 Modern History	81
Stage 1 Ancient Studies	81
Stage 2 Ancient Studies	82
Year 10 Geography	82
Stage 1 Geography	83
Stage 2 Geography	83
Year 10 Commerce	84
Stage 1 Accounting	84
Stage 2 Accounting	85
Stage 1 Economics	85
Stage 2 Economics	86
Stage 1 Business Innovation	86
Stage 2 Business Innovation	87

Languages 88

Year 10 Italian (Continuers)	89
Stage 1 Italian (Continuers)	89
Stage 2 Italian (Continuers)	90
Year 10 Japanese (Continuers)	90
Stage 1 Japanese (Continuers)	91
Stage 2 Japanese (Continuers)	91

Mathematics 92

Year 10 Essential Mathematics	93
Stage 1 Essential Mathematics	93
Stage 1 Essential Mathematics (Trade) (Sem 2)	94
Stage 2 Essential Mathematics	94
Stage 2 STEM Connections (Maths for Trade Skills)	95
Year 10 General Mathematics	95
Stage 1 General Mathematics	96
Stage 2 General Mathematics	96
Year 10 Mathematical Methods	97
Stage 1 Mathematical Methods	97
Stage 2 Mathematical Methods	98
Year 10 Specialist Mathematics (Sem 1)	98
Year 10 Specialist Mathematics (Sem 2)	99
Stage 1 Specialist Mathematics	99
Stage 2 Specialist Mathematics	100

Music 101

Year 10 Music (General)	102
Stage 1 Music	102
VET Music - Certificate III in Music CUA30920 (Year 11/12)	103
Stage 2 Music Studies	103
Stage 2 Music Performance - Ensemble	104
Stage 2 Music Performance - Solo	104
Stage 2 Music Explorations	105

Science 106

Year 10 Science	107
Year 10 Essential Science	107
Stage 1 Biology (EcoAnatomical) (Sem 1)	108
Stage 1 Biology (Cellular) (Sem 2)	108
Stage 2 Biology	109
Stage 1 Chemistry	109
Stage 2 Chemistry	110
Stage 1 Nutrition	110
Stage 2 Nutrition	111
Stage 1 Physics	111
Stage 2 Physics	112
Stage 1 Psychology	112
Stage 2 Psychology	113

Stage 1 Scientific Studies	113
----------------------------	-----

Stage 2 Psychology Studies	114
----------------------------	-----

Stage 1 Earth & Environmental Science	114
---------------------------------------	-----

Stage 2 Earth & Environmental Science	115
---------------------------------------	-----

Glossary 116

Helpful links 117

Introduction

The Sacred Heart College Curriculum Handbook has been prepared to acquaint students and parents with the subjects available for study at Sacred Heart College.

Sacred Heart College aims to offer a broad and liberal curriculum for its students with a range of subjects offered to cater for a varied cohort of students.

We hope that the information in this handbook will help students make informed choices concerning their study path at Sacred Heart College.

“ Sacred Heart College is committed to providing a broad and meaningful curriculum designed to promote a love of learning and educate the whole person, enabling the spiritual, intellectual, cultural, physical and social development of emerging adults.”



Curriculum Vision and Principles

The Vision for Sacred Heart College

Sacred Heart College has been formed by the Marist Charism of trust in God. In the tradition of Saint Marcellin Champagnat, the College promotes a love of learning and the personal growth of each individual within a co-operative and supportive community.

This means that Sacred Heart College is committed to providing a broad and meaningful curriculum designed to promote a love of learning and educate the whole person, enabling the spiritual, intellectual, cultural, physical and social development of emerging adults.

Living & Learning Framework



Principles that underpin the Vision

- Young adults can integrate faith and life through an understanding of the challenges of contemporary life within the Christian context and the Catholic Marist tradition.
- Students will integrate the many purposes of curriculum through well designed, flexible frameworks and pathways.
- Students will strive for excellence in whichever curriculum pathway they choose.
- Students will have equal access to coherent, comprehensive learning programmes, appropriate to their abilities and aspirations.
- School structures and the approaches to learning will affirm, support and develop each individual.
- Effective partnerships with parents, the community and other agencies support student learning.
- A valid purpose of education is to enable students to move into post-school options in further education, training and employment.
- Relationships between the members of the Sacred Heart College community will be based on dignity and respect.
- Continuous monitoring and review will enhance excellence in curriculum.

2027 Curriculum Overview

Learning Area	Year 7		Year 8	Year 9
Religious Education	Religion Studies		Religion Studies	Religion Studies
The Arts	<div><div>General Music Dance / Drama General Music / Visual Arts</div><div>Music Performance Beginner Band Program Dance/Drama/Visual Arts</div></div> <div>Choose 1</div>		<div>Dance Drama Media Arts Music Performance Music Technologies Visual Arts</div>	<div>Dance Drama Media Arts Music Performance Music Technologies Visual Arts Design</div>
Music	(See The Arts)		(See The Arts)	(See The Arts)
Cross Disciplinary Studies				Exploring Identities & Futures (EIF) The Rite Journey
Design & Technology	Digital Technologies – Foundations	Design & Technologies – Materials		<div>Design & Technologies – 3D Design & Manufacturing Design & Technologies – Food & Hospitality Design & Technologies – Metalwork (Design) Design & Technologies – Metalwork (Engineering) Design & Technologies – Woodwork Digital Technologies</div>
English	English		English	English
Health & Physical Education	Health & Physical Education	Health & Physical Education		Health & Physical Education Sport Science
Humanities & Social Sciences	<div>Business & Economics Civics & Citizenship Geography History</div>	<div>Business & Economics Civics & Citizenship Geography History</div>		<div>Aboriginal Studies Business, Economics & the Law Geography History</div>
Languages	Italian OR Japanese		<div>Italian Japanese</div>	<div>Italian Japanese</div>
Mathematics	Mathematics		<div>Mathematics Mathematics Advanced Mathematics Essentials</div>	<div>Mathematics Mathematics Advanced Mathematics Essentials</div>
Science	Science		Science	<div>Science Nutrition Psychology STEM</div>

Year 10	Year 11 (SACE Stage 1)	Year 12 (SACE Stage 2)
Stage 1 Spiritualities, Religion & Meaning	Stage 2 Integrated Learning B (Spiritualities, Religion & Meaning) Stage 2 Spiritualities, Religion & Meaning	Retreat Program
Creative Arts (Photography) Dance Drama Industry Connections (School Musical) Visual Arts – Art Visual Arts – Design	Creative Arts (Photography) Dance Drama Industry Connections (School Musical) Visual Arts – Art Visual Arts – Design	Creative Arts (Photography) Dance Drama Visual Arts – Art Visual Arts – Design
Music (General) VET Music – Certificate III in Music CUA30920	Music VET Music – Certificate III in Music CUA30920	Music Explorations Music Performance – Ensemble Music Performance – Solo Music Studies
Exploring Identities & Futures (EIF)	Research Practices Workplace Practices (AFL) Workplace Practices (Performance, Strength & Conditioning) Workplace Practices (VET)	Activating Identities & Futures (AIF) Workplace Practices (AFL) Workplace Practices (Performance, Strength & Conditioning) Workplace Practices (VET)
3D Design (Advanced Manufacturing) Digital Technologies Food Technology Furniture Construction Metalwork Web Design	Digital Communication Solutions (Web Design) Digital Technologies Food & Hospitality Industry & Entrepreneurial Solutions (Advanced Manufacturing) Information Processing & Publishing (Creative Publishing) Material Solutions Foundation (Furniture Construction) Material Solutions Continuers (Furniture Construction) Material Solutions Foundation (Metalwork) Material Solutions Continuers (Metalwork)	Digital Communication Solutions (Web Design) Food & Hospitality Industry & Entrepreneurial Solutions (Advanced Manufacturing) Material Solutions (Furniture Construction) Material Solutions (Metalwork)
English English – Aboriginal Perspectives	Essential English English English – Aboriginal Perspectives English (Literary Studies) (Semester 2)	Essential English English English – Aboriginal Perspectives English Literary Studies Media Studies
Health & Physical Education Stage 1 Outdoor Education	Certificate III Sports Coaching Child Studies Health & Wellbeing Physical Education Stage 2 Outdoor Education	Child Studies Health & Wellbeing Integrated Learning A (Sport & Fitness) Physical Education
Commerce History Geography Great Australian Trials People, Power & Change	Aboriginal Studies Accounting Ancient Studies Business Innovation Economics Geography Legal Studies Modern History Politics, Power & People Society & Culture	Aboriginal Studies Accounting Ancient Studies Business Innovation Economics Geography Legal Studies Modern History Politics, Power & People Society & Culture
Stage 1 Italian OR Japanese (Acceleration Program) Italian (Continuers) Japanese (Continuers)	Stage 2 Italian OR Japanese (Acceleration Program) Italian (Continuers) Japanese (Continuers)	Italian (Continuers) Japanese (Continuers)
Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics (Semester 1 & 2)	Essential Mathematics Essential Mathematics (Trade) (Semester 2) General Mathematics Mathematical Methods Specialist Mathematics	STEM Connections (Maths for Trade Skills) Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics
Science Essential Science	Biology (Cellular / EcoAnatomical) Chemistry Earth & Environmental Science Nutrition Physics Psychology Scientific Studies	Biology Chemistry Earth & Environmental Science Nutrition Physics Psychology Psychology Studies



2027 Marcellin Campus subject information

Subject selection process

Years 10–12

At Marcellin Campus, the subject selection process is a key part of supporting student success, wellbeing, and future pathways. In collaboration with parents/caregivers and teachers, students are guided to choose subjects that align with their abilities, interests, and post-school goals, using resources such as this Curriculum Handbook, which outlines subject pathways, prerequisites, VET options, and SACE information to assist informed decision-making.

Students should:

- Work in collaboration with their parents/caregivers and teachers to choose appropriate subjects
- Select subjects that suit their abilities, interests and post-school aspirations
- Access the information they need to make decisions around appropriate choices: Curriculum Handbook, University open days, careers newsletters, TafeSA, Trade and University websites
- Attend appointments with the Careers and VET Office.

Subject selection process

Term 3

- Student information sessions
- Parents/caregivers information evening (recorded and uploaded to the College website).
- Subject preference forms distributed to students through Homeroom
- Students will enter their subject preferences online
- Students, along with their parents/caregivers attend a Subject Selection meeting, with a relevant staff member. At this meeting, it is ensured that the student meets the prerequisites for their subject preferences. Subject counseling occurs if they do not
- At the conclusion of this meeting, subject selections are entered online using 'Edval Choice'
- Applications for any Vocational Education and Training (VET) pathway should be done through the Careers and VET Office
- Applications for University Subjects can be made through the Careers and VET Office.

Term 4

- Students who chose subjects, conditional to meeting prerequisites in Semester 2, have their progress monitored. Subject counseling, to find a suitable alternative, will occur if prerequisites are not met
- Subject confirmation.

Please note:

- Subject availability is subject to student numbers and staffing allocations.
- Students will be advised should a subject not run and be counseled to make an alternative choice.
- Students can request changes to their subject preferences after this time (with written parental consent) but these will not be considered in the timetable development process and may not be able to be accommodated.
- Semester length subjects will be allocated where they fit.
- Requests for specific classes or teachers cannot be accommodated.

Why we use prerequisites

The prerequisite grades that we list for each subject are truly indicators of success. They are used to determine a student's suitability to enter into a course. To ensure we meet the aspirations of students and their families, our advice must be based on evidence that leads to success.

It is essential that students reach these marks to enter into a course.

The Year 10 Curriculum

The Australian Curriculum at Sacred Heart College

Sacred Heart College has implemented the Year 10 Australian Curriculum in the core learning areas of English, Mathematics, Science, Humanities and Health & Physical Education. In addition, we deliver other Year 10 curriculum programs that reflect those learning areas and subjects provided by the Australian Curriculum, Assessment and Reporting Authority (ACARA). These other curriculum programs are referred to as electives.

The Australian Curriculum has been designed to occupy 80% of the total teaching time available in schools. This allows Sacred Heart College to consider our local context and focus areas such as Religious Education and the two mandated programs; Keeping Safe Child Protection Curriculum and Made in the Image of God, Human Sexuality Education.

The Year 10 subject pattern

The Year 10 Subject Pattern is shown in the table below. All students complete three full year core subjects – English, Mathematics, and Science. They also complete three semester length core subjects – Humanities, Health & Physical Education, and Stage 1 Spiritualities, Religion & Meaning.

As part of the Pastoral Care program, students complete Stage 1 Exploring Identities & Futures (EIF), a compulsory SACE subject designed to allow students to explore their aspirations and who they want to be.

Finally, all students select three semester length elective subjects from a wide range listed in the following pages.

Full year subjects	Semester length subjects
English	Stage 1 Spiritualities, Religion & Meaning
Mathematics	Humanities (choose one of 4 subjects)
Science	Health & Physical Education
	Elective 1
	Elective 2
	Elective 3

Year 10 students studying Stage 1 subjects

All Year 10 students study Stage 1 Exploring Identities & Futures and Stage 1 Spiritualities, Religion and Meaning.

In addition, other elective Stage 1 subjects may be chosen.

High achieving may be invited to complete another semester length Stage 1 subject in Semester 2 of Year 10.

To be eligible to apply to study a Stage 1 subject, Year 10 students must achieve A grades in the majority of their subjects studied in Semester 1 of Year 10. Attendance and application to studies will also be considered when assessing applications. Application forms will be distributed to students in Term 2.

Year 10

compulsory subjects

Compulsory subjects (Australian Curriculum)	One Semester	Full year
Religious Education		
Stage 1 Spiritualities, Religion & Meaning	✓	
Cross Disciplinary Studies		
Stage 1 Exploring Identities & Futures (EIF)	✓	
English (choose <u>one</u> of the following)		
English		✓
English (Aboriginal Perspectives)		✓
Health & Physical Education		
Health & Physical Education	✓	
Humanities & Social Sciences (choose <u>one</u> of the following)		
History	✓	
Geography	✓	
People, Power & Change	✓	
Mathematics (choose <u>one</u> of the following)		
Essential Mathematics		✓
General Mathematics		✓
Mathematical Methods		✓
Specialist Mathematics (Semester 1)	✓	
Specialist Mathematics (Semester 2)	✓	
Science (choose <u>one</u> of the following)		
Essential Science		✓
Science		✓

Year 10

Elective subjects

Elective subjects (Australian Curriculum)	One Semester	Full year
The Arts		
Creative Arts (Photography)	✓	
Dance	✓	
Drama	✓	
Industry Connections (School Musical)	✓	
Visual Arts – Art	✓	
Visual Arts – Design*	✓	
Design & Technology		
Digital Technologies	✓	
Food Technology	✓	
Furniture Construction	✓	
3D Design (Advanced Manufacturing)	✓	
Metalwork	✓	
Web Design	✓	
Health & Physical Education		
Stage 1 Outdoor Education	✓	
Humanities & Social Sciences		
Commerce	✓	
Great Australian Trials	✓	
Languages		
Italian (Continuers)	✓	✓
Japanese (Continuers)	✓	✓
Music		
Music (General)	✓	✓
VET Music – Certificate III in Music CUA30920	✓	✓

* Locally developed curriculum

SACE

(Year 11 and 12 subjects)

The South Australian Certificate of Education

The South Australian Certificate of Education (SACE) is awarded to students who successfully complete their senior secondary education. The SACE is a qualification that paves the way for young people to move from school to work or further training and study.

The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (Year 12).

Each subject that students successfully complete earns 10 credits for a semester subject and 20 credits for a year-long subject. To gain the SACE, students need to achieve a minimum of 200 credits. At Sacred Heart College, students study more than the 200 credits required to achieve the SACE.

The following compulsory subjects must be completed successfully:

- Exploring Identities & Futures (10 credits)
- A literacy subject (20 credits)
- A numeracy subject (10 credits)
- Activating Identities and Futures (10 credits).

Students will also need to pass (C- grade or better) 60 credits from Stage 2 subjects.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses (such as VET or community learning).

Refer to sace.sa.edu.au for further information.

Precluded combinations

For students to complete the SACE some subjects are precluded:

Essential Mathematics	&	General Mathematics or Mathematical Methods
General Mathematics	&	Essential Mathematics or Mathematical Methods
Mathematical Methods	&	Essential Mathematics or General Mathematics
English Literary Studies	&	English, Essential English
English	&	Essential English, English Literary Studies
Essential English	&	English Literary Studies, English
Visual Arts – Art	&	Visual Arts – Design
Workplace Practices – VET	&	Workplace Practices – AFL and/or Workplace Practices – Performance, Strength & Conditioning
Workplace Practices – AFL	&	Workplace Practices – Performance, Strength & Conditioning and/or Workplace Practices – VET
Workplace Practices – Performance, Strength & Conditioning	&	Workplace Practices – VET and/or Workplace Practices – AFL

At Sacred Heart, Year 10 students study stage 1 SACE subjects:

- Stage 1 Exploring Identities & Futures
- Stage 1 Spiritualities, Religion and Meaning.

In addition, some students may be eligible to select another semester length Stage 1 subject according to the Acceleration Guidelines.

At Sacred Heart, Year 11 students study Stage 2 subjects:

- Stage 2 Integrated Learning B (Spiritualities, Religion and Meaning) or
- Stage 2 Spiritualities, Religion and Meaning.

In addition, some students may be eligible to complete a Stage 2 subject according to the Acceleration Guidelines.

University studies as part of the SACE

High-achieving Year 12 students can apply to undertake university studies through programs at both Adelaide and Flinders University. These programs allow students to take university courses that count towards their SACE and ATAR. Grades are recorded and can also be credited towards a future degree at university.

For further information, please contact the Pathways Office.



Year 11 (Stage 1) subjects

Subject	Semester	Full year	Credits
The Arts			
Creative Arts (Photography)	✓		10
Dance	✓	✓	10 or 20
Drama	✓	✓	10 or 20
Industry Connections (School Musical)	✓		10 or 20
Visual Arts - Art	✓	✓	10 or 20
Visual Arts - Design	✓	✓	10 or 20
Cross Disciplinary Studies * <i>Workplace Practices subjects can be studied in either Year 11 or Year 12.</i>			
Research Practices	✓		10
Workplace Practices (AFL) *		✓	20
Workplace Practices (Performance, Strength & Conditioning) *		✓	20
Workplace Practices (VET) *		✓	20
Design & Technology			
Digital Communication Solutions (Web Design)	✓		10
Digital Technologies	✓		10
Food & Hospitality	✓		10
Industry and Entrepreneurial Solutions (Advanced Manufacturing)	✓		10
Information Processing & Publishing (Creative Publishing)	✓		10
Material Solutions Foundations (Furniture Construction)	✓		10
Material Solutions Continuers (Furniture Construction)	✓		10
Material Solutions Foundations (Metalwork)	✓		10
Material Solutions Continuers (Metalwork)	✓		10
English			
English		✓	20
English - Aboriginal Perspectives		✓	20
Essential English		✓	20
Health & Physical Education			
Certificate III Sports Coaching (Stage 2)	✓		max. 65
Child Studies	✓		10
Health & Wellbeing	✓		10
Physical Education	✓	✓	10 or 20
Stage 2 Outdoor Education	✓		20

Stage 1 subjects (continued)

Subject	Semester	Full year	Credits
Humanities & Social Sciences			
Aboriginal Studies	✓		10
Accounting	✓		10
Ancient Studies	✓		10
Business Innovation	✓		10
Economics	✓	✓	10 or 20
Geography	✓	✓	10 or 20
Legal Studies	✓	✓	10 or 20
Modern History	✓	✓	10 or 20
Politics, Power & People	✓		10
Society & Culture	✓		10
Languages			
Stage 1 or 2 Italian (Continuers)		✓	20
Stage 1 or 2 Japanese (Continuers)		✓	20
Mathematics			
Essential Mathematics	✓	✓	10 or 20
General Mathematics	✓	✓	10 or 20
Mathematical Methods		✓	20
Essential Mathematics (Trade) (Semester 2 ONLY)	✓		10
Specialist Mathematics (Must also select Mathematical Methods)		✓	20
Music			
Music	✓	✓	10 or 20
VET Music - Certificate III in Music CUA30920	✓	✓	10 or 20
Religious Education			
Stage 2 Integrated Learning B (Spiritualities, Religion & Meaning)	✓		10
Stage 2 Spiritualities, Religion & Meaning	✓		10
Science			
Biology (Cellular / EcoAnatomical)	✓	✓	10 or 20
Chemistry		✓	20
Earth & Environmental Science	✓		10
Nutrition	✓		10
Physics		✓	20
Psychology	✓	✓	10 or 20
Scientific Studies	✓		10

Year 12 (Stage 2) subjects

The Arts

Creative Arts (Photography)

Dance

Drama

Visual Arts – Art

Visual Arts – Design

Cross Disciplinary Studies

Activating Identities & Futures (AIF)

Workplace Practices (AFL) *

Workplace Practices (Performance, Strength & Conditioning) *

Workplace Practices (VET) *

Design & Technology

Digital Communication Solutions (Web Design)

Food & Hospitality

Industry and Entrepreneurial Solutions
(Advanced Manufacturing)

Material Solutions (Furniture Construction)

Material Solutions (Metalwork)

English

English

English – Aboriginal Perspectives

English Literary Studies

Essential English

Media Studies

Health & Physical Education

Child Studies

Health & Wellbeing

Integrated Learning A (Sport & Fitness)

Physical Education

* *Workplace Practices subjects can be studied in either Year 11 or Year 12.*

Humanities & Social Sciences

Aboriginal Studies

Accounting

Ancient Studies

Business Innovation

Economics

Geography

Legal Studies

Modern History

Politics, Power & People

Society & Culture

Languages

Italian (Continuers)

Japanese (Continuers)

Mathematics

Essential Mathematics

General Mathematics

Mathematical Methods

Specialist Mathematics

(Must also select Mathematical Methods)

STEM Connections (Maths for Trade Skills)

Music

Music Explorations

Music Performance – Ensemble

Music Performance – Solo

Music Studies

Science

Biology

Chemistry

Earth & Environmental Science

Nutrition

Physics

Psychology

Psychology Studies

Pathways

Australian Tertiary Admission Rank (ATAR)

To be eligible for direct entry into an Australian university, high school students must:

- qualify for the SACE;
- obtain an Australian Tertiary Admission Rank (ATAR); and
- meet any prerequisite subject requirements for the relevant degree.

The ATAR is a rank given to students on a range from 0 to 99.95, calculated from the university aggregate. To be eligible for an ATAR calculation, students must:

- qualify for the SACE;
- comply with the rules regarding precluded combinations;
- comply with the rules regarding counting restrictions; and
- complete at least 90 credits of study in Tertiary Admissions Subjects (TAS) and/or Recognised Studies at Stage 2.
 - Of the 90 credits of study, at least 60 credits must be from 20-credit TAS or valid pairs.
 - A maximum of 20 credits can be Recognised Studies.

How the University Aggregate is calculated

Best 60	Flexible 30
<p>The scaled scores from three 20 credit Tertiary Admissions Subjects (TAS) are used. This is known as the 'best 60'.</p> <p>(Note: 10 credit subjects do not normally count towards this requirement, but some 10 credit subjects in the same subject area, when studied in pairs, can substitute for a 20 credit subject. These are called valid pairs.)</p>	<p>The score for the flexible option is the best 30 credits of scaled scores or scaled score equivalents from:</p> <ul style="list-style-type: none">• the scaled score of a 20 credit TAS;• half the scaled score of one or more 20 credit TAS;• the scaled score of one or more 10 credit TAS; or• scaled score equivalents for Recognised Studies up to a maximum of 20 credits.
<p>The university aggregate is the best possible score calculated from the above options, subject to counting restrictions and precluded combinations. Subjects with scaled scores of 0.0 can be used in the calculation of the university aggregate.</p>	

Converting the University Aggregate to an ATAR

The university aggregate is converted to an ATAR, which indicates how well a particular student has performed relative to other students.

It is important to remember that a rank is not a score, and an ATAR cannot be calculated arithmetically from a university aggregate.

To access the Aggregate to ATAR conversion table, visit: satac.edu.au/atar

Adjustment factors

SATAC administers two schemes: the Universities Equity Scheme and the Universities Language, Literacy and Mathematics Scheme. These schemes may provide adjustment factors that can enhance a student's competitiveness for university entry.

To access more information on these two schemes, visit: satac.edu.au/adjustment-factors

Prerequisite subjects

A subject prerequisite at an Australian university is a specific SACE Stage 2 (or equivalent) subject that a high school student must have successfully completed at a certain level (e.g., a minimum scaled score) to be eligible for entry into a particular university degree course.

For example, a Bachelor of Engineering might require "Mathematical Methods" and "Physics" as prerequisites, meaning students must have studied and passed those subjects in Year 12.

Assumed knowledge subjects

Assumed knowledge refers to the background knowledge or skills in specific SACE Stage 2 subjects that a university course recommends students have for a smoother transition and better understanding of the content.

Unlike prerequisites, assumed knowledge is not compulsory for entry and does not affect admission or selection. It serves purely as a guide to help students choose high school subjects that may benefit their future university studies.

Acceleration

At Sacred Heart College, we recognise and support students who demonstrate the capability and motivation to accelerate their learning by undertaking SACE Stage 1 or Stage 2 subjects earlier than the standard year level. Acceleration offers students the opportunity to challenge themselves academically, broaden their subject choices in senior years, and better prepare for future study pathways.

Acceleration is not automatic; it is a privilege granted on a case-by-case basis. This ensures students are well-positioned to succeed while maintaining a balanced and sustainable learning program. Students considering acceleration should demonstrate:

- Strong academic performance in previous subjects.
- Consistent study habits and a positive approach to learning.
- The maturity to manage the expectations of senior-level SACE subjects.

Sacred Heart College offers several acceleration options based on interest and academic readiness, including:

- SACE Early Acceleration Program
- Accelerated Languages Program
- Accelerated Outdoor Education Program
- Accelerated Scientific Studies (Engineering) Program
- Accelerated Mathematical Methods Program
- Accelerated Industry Connections (Musical) Program.

For more information on Acceleration, please refer to the [College Acceleration Guidelines](#).

Study lines

At Sacred Heart College, we understand that students participate in various academic and extracurricular activities, including elite sports. These commitments can sometimes affect a student's ability to attend regular classes or complete homework. In certain cases, students may be eligible for a "study line," which allows them to withdraw from a subject to focus on private study during that time.

For more information on the eligibility for a study line, please refer to the [College Study Line Guidelines](#).

School-Based Apprenticeship/ Traineeship (SBA/T)

At Sacred Heart College, we appreciate that every pathway through the senior years of schooling and transition will be different. A School-Based Apprenticeship or Traineeship allows students to commence an apprenticeship or traineeship while still completing their secondary education. This unique pathway enables students to gain practical workplace experience, earn a wage, and work towards a nationally recognised qualification while studying for their South Australian Certificate of Education (SACE).

For more information on School-Based Apprenticeships and Traineeships, please refer to the [SHC School-Based Apprenticeships Guidelines](#).

Apprenticeships & TAFE SA entrance

For many Sacred Heart College students, university entrance may not be the primary pathway. In this instance, students may look to enter the workforce as an apprentice or attend a Registered Training Organisation (RTO) such as TAFE SA.

To learn more about gaining an apprenticeship, contact the Pathways Office.

For more information on what is on offer at TAFE SA, visit tafesa.edu.au

Applications for TAFE SA, like university, are made through the South Australian Tertiary Admissions Centre (SATAC). For more information, visit satac.edu.au/tafe-sa



Vocational Education & Training (VET)

Vocational Education and Training, otherwise known as VET, is an opportunity for Sacred Heart College students to undertake Nationally Recognised Qualifications during their schooling. Often known as 'VET Courses,' these qualifications are also recognised in the South Australian Certificate of Education (SACE) and can provide alternative pathways towards SACE completion for both training and employment purposes, and university entrance. Students should check the eligibility and recognition requirements of their VET Course for their purposes on an individual basis.

VET Courses must be considered under two key funding models - Subsidised Training or Fee for Service. The funding model relevant to the VET Course will determine both the eligibility criteria and often the delivery mode of a VET Course. Students should be aware that in the instance of Subsidised Training there are additional entry requirements (known as the Vocational Education and Training Readiness Orientation (VETRO) process) and often a requirement to undertake Structured Workplace Learning (SWL).

VET Courses can be delivered in a range of modes spanning on campus, in class, external, online, evening and day options. Students should check the individual mode of delivery for any VET Course prior to enrolment.

Sacred Heart College students are able to access a number of 'On Campus' VET Courses as well as a range of 'External' VET Courses.

On Campus VET

Subsidised Training – Year 11 only

Certificate III in Makeup SHB30221

The French Beauty Academy

Certificate II in Electrotechnology UEE22020

Marcellin Technical College

Fee for Service – Year 11

Certificate III in Sports Coaching SIS30521 (timetabled)*

Australian College of Sports

Fee for Service – Year 10 & 11

Certificate III in Entrepreneurship & New Business

BSB3022

Queensford College

Certificate III in Fitness SIS30321

Queensford College

Fee for Service – Year 10

Certificate III in Music CUA30920 (timetabled)*

The College of Sound and Music Production (COSAMP RTO 41549)

** Timetabled VET Courses can be selected via Edval subject selections*

All course offerings listed above are subject to sufficient enrolment numbers.

External VET

Please be aware that Sacred Heart College will only endorse students to enrol in External VET Courses with Registered Training Organisations that have been approved by Catholic Education South Australia as "Preferred Providers."

Subsidised Training – Year 11 only

- Certificate II in Automotive
- Certificate II in Construction Pathways
- Certificate II in Cookery/Certificate III in Hospitality* (pathway program)
- Certificate II in Electrotechnology
- Certificate II in Engineering (metal fabrication)
- Certificate II in Plumbing
- Certificate II in Salon Assistance (hairdressing)
- Certificate III in Early Childhood Education*
- Certificate III in Horticulture
- Certificate III in Individual Support*
- Certificate III in Rural Operations (Agriculture or Animal Care & Husbandry)*

**course requires a SWL component for completion.*

All course offerings listed above are subject to sufficient enrolment numbers.

Fee for Service – Year 10 & 11

Students may consider a range of fee for service VET Courses externally in disciplines such as:

- Business
- Design Fundamentals (Game Design)
- Entrepreneurship and New Business
- Fitness
- Information Technology (Game Development)
- Makeup
- Music
- Sports Coaching
- Visual Arts (Film/VFX).

VETRO & ‘Try-a-Trade’ explained

Students who intend to study a VET Course as part of a Subsidised Training model may only undertake these once they are enrolled in Year 11, students must also complete the VETRO Process in order to apply.

The VETRO Process includes an element of previous evidence in the industry, this is usually achieved when students complete an “Industry Immersion” program or ‘Try-a-Trade’ in Year 10, this means that students interested in undertaking Subsidised Training in Year 11 need to begin their planning in Year 10.

The VETRO Process also includes a Language, Literacy and Numeracy (LLN) testing component, students should be aware that they will need to sit an LLN test prior to commencing Subsidised Training.

For more information on Subsidised Training and the VETRO Process visit [Skills SA](#).

Structured Workplace Learning (SWL)

Structured Workplace Learning can be described as a more formal form of work experience, with students and their workplace hosts needing to complete a log book. SWL is in addition to VET course days and occurs during school holidays and/or out of school hours. SWL is to be organised by students. In most cases it must be completed by the end of the Term 3 school holidays.

Students, parents/caregivers and their workplace hosts will be required to complete the Workplace Learning Agreement (WPLA) Forms, including the Work Readiness induction training prior to the student undertaking their placement for insurance purposes.

VET Fee Policy

Students undertaking a VET Course outside the College may be required to pay for part of the course. Families will be required to make payment in full prior to the commencement of the course, and for any/all resource and material costs required to complete the course. Where applicable, the payment will be made direct to the provider. If the College is managing the enrolment, the course fee will be invoiced as an incidental charge and payment is to be made within FACTS.

Upon receipt by the College of evidence of successful course completion, the College will reimburse families to a maximum of \$1000.

For information visit the [Fees & Finance Information Booklet](#) via the College Website.

Students are responsible for organising their own transport to and from the training provider along with associated costs.

Study lines

Students undertaking an external VET Course that requires weekly attendance off-site (or a full day off-line in the case of on campus VET) may be eligible for one study line per semester.

Further information

For more information regarding VET Courses, please email vet@shc.sa.edu.au

For definitions of VET-related terminology, please refer to the [Glossary](#) at the back of this handbook.

Subject Prerequisites

Some SACE subjects require students to have studied one or more prerequisite courses to a minimum standard in order to be eligible for selection into the subject. These prerequisites are designed to ensure students have developed the required knowledge and skills to enable them to be successful in their chosen subjects. Details of prerequisites for Year 11 and 12 subjects are outlined in the table below.

Subjects	Stage 1 (Year 11)	Stage 2 (Year 12)
Religious Education		
Stage 2 Integrated Learning B (Spiritualities, Religion & Meaning) (Year 11)	Nil	Nil
Stage 2 Spiritualities, Religion & Meaning (Year 11)	Acceptance into this subject will be determined via an application for an Accelerated course	Nil
The Arts		
Creative Arts - Photography	Nil	Achievement of a C grade or better in one semester of Stage 1 Creative Arts - Photography
Dance	Nil	Achievement of a C grade or better in one semester of Stage 1 Dance
Drama	Nil	Achievement of a C grade or better in one semester of Stage 1 Drama
Industry Connections (School Musical)	Nil	No previous Performing Arts experience is required but students must undertake an onstage or offstage role in the 2027 co-curricular Musical
Visual Arts - Art	Nil	Achievement of a C grade or better in one semester of Stage 1 Visual Arts - Art
Visual Arts - Design	Nil	Achievement of a C grade or better in one semester Stage 1 Visual Arts - Design
Cross Disciplinary Studies		
Activating Identities and Futures (AIF)	Nil	Nil
Workplace Practices (AFL) *	Involvement in school or club AFL	Involvement in school or club AFL
Workplace Practices (Performance, Strength & Conditioning) *	Involvement in organised / club sport	Involvement in organised / club sport
Workplace Practices (VET) *	Nil	Acceptance into VET course or agreement to use Part-time or Casual work
* Workplace Practices subjects can be studied in either Year 11 or Year 12.		

Prerequisites (continued)

Subjects	Stage 1 (Year 11)	Stage 2 (Year 12)
Design & Technology		
Digital Communications (Web Design)	Nil	Achievement of a C grade or better in Stage 1 Digital Communications (Web Design)
Food & Hospitality	Nil	Achievement of a C grade or better in Stage 1 Food & Hospitality
Industry & Entrepreneurial Solutions (Advanced Manufacturing)	Nil OR Accelerated students: B+ or better in Year 9 3D Design & Manufacturing.	Achievement of a C grade or better in Year 10 IES OR Accelerated students: B+ or better in Year 9 3D Design & Manufacturing
Material Solutions Foundations (Furniture Construction)	Recommended for students who did not complete Year 10 equivalent	Achievement of a C grade or better in at least one semester of Stage 1 Material Solutions (Furniture Construction)
Material Solutions Continuers (Furniture Construction)	Successful completion of Year 10 equivalent	Achievement of a C grade or better in at least one semester of Stage 1 Material Solutions (Furniture Construction)
Material Solutions Foundations (Metalwork)	Recommended for students who did not complete Year 10 equivalent	Achievement of a C grade or better in at least one semester of Stage 1 Material Solutions (Metalwork)
Material Solutions Continuers (Metalwork)	Successful completion of Year 10 equivalent	Achievement of a C grade or better in at least one semester of Stage 1 Material Solutions (Metalwork)
English		
Essential English	Nil	Nil
English	Nil	Achievement of a B - grade or better in Stage 1 English Literary Studies or English
English (Aboriginal Perspectives)	Nil	Achievement of a C grade or better in Stage 1 English Aboriginal Perspectives, English Literary Studies, or English
English Literary Studies	Achievement of a B- grade or better in Semester 1 Stage 1 English	Achievement of a B- grade in coursework and examination for Stage 1 English Literary Studies
Media Studies	N/A	Achievement of a C grade or better in Stage 1 English (any course)
Health & Physical Education		
Child Studies	Nil	Nil
Certificate III Sports Coaching	Nil	Nil
Health & Wellbeing	Nil	Nil
Integrated Learning A (Sport & Fitness)	N/A	Nil
Physical Education	Nil	Achievement of a B- grade or better in Stage 1 Physical Education

Subjects	Stage 1 (Year 11)	Stage 2 (Year 12)
Humanities & Social Sciences (HASS)		
Aboriginal Studies	Nil	Nil
Accounting	Nil	Achievement of a B- grade or better for coursework and a C grade or better for examination in Stage 1 Accounting
Ancient Studies	Nil	Nil
Business Innovation	Nil	Nil
Economics	Nil	Achievement of a B- grade or better for coursework and a C grade or better for examination in Stage 1 Economics
Geography	Nil	Achievement of a B- grade or better for coursework and a C grade or better for examination in Stage 1 Geography
Legal Studies	Nil	Achievement of a B- grade or better for coursework and a C grade or better for examination in Stage 1 Legal Studies
Modern History	Nil	Achievement of a B- grade or better for coursework and a C grade or better for examination in Stage 1 Modern History
Politics, Power & People	Nil	Nil
Society and Culture	Nil	Nil
Languages		
Italian	<p>Achievement of a C grade or better in Year 10 Italian Accelerated students: B+ or better in Year 9 Italian</p> <p>Students must have completed a full year of study in Italian the year prior.</p>	Achievement of a C grade or better in the coursework and examination in each semester of Stage 1 Italian (Continuers)
Japanese	<p>Achievement of a C grade or better in Year 10 Japanese Accelerated students: B+ or better in Year 9 Japanese</p> <p>Students must have completed a full year of study in Japanese the year prior</p>	Achievement of a C grade or better in the coursework and examination in each semester of Stage 1 Japanese (Continuers)

Prerequisites (continued)

Subjects	Stage 1 (Year 11)	Stage 2 (Year 12)
Mathematics		
Essential Mathematics	Successful completion of Year 10 Essential Mathematics	Achievement of a B- grade or better for the coursework and a C grade or better for the examination in Semester 2 of Stage 1 Essential Mathematics OR Achievement of a C grade or better for the coursework and examination in both semesters of Stage 1 General Mathematics
Essential Mathematics (Trade)	Successful completion of a Stage 1 Mathematics subject in Semester 1	N/A
General Mathematics	Achievement of a B- grade or better for the coursework and a C grade or better for the examination in Year 10 General Mathematics OR Achievement of a C grade or better for the coursework and examination in Year 10 Specialist Mathematics or Mathematical Methods	Achievement of a B- grade or better for the coursework and a C grade or better for the examination in both semesters of Stage 1 General Mathematics OR Achievement of a C grade or better for the coursework and examination in two semesters of Stage 1 Mathematical Methods or Specialist Mathematics
Mathematical Methods	Achievement of a B- grade or better for the coursework and a C grade or better for the examination in Year 10 Mathematics Methods OR Achievement of a C grade or better for the coursework and examination in one or both semesters of Year 10 Specialist Mathematics	Achievement of a B- grade or better for the coursework and a C grade or better for the examination in both semesters of Stage 1 Mathematical Methods or Stage 1 Specialist Mathematics 1 and 2
Specialist Mathematics	Achievement of a B- grade or better for the coursework and a C grade or better for the examination in both semesters of Year 10 Specialist Mathematics	Achievement of a B- grade or better for the coursework and a C grade or better for the examination in both semesters of Stage 1 Specialist Mathematics
STEM Connections (Maths for Trade Skills)	N/A	Nil
Music		
Stage 1 Music	Successful completion of Year 10 Music or participation in a CEA Ensemble is recommended	N/A
Stage 2 Music Explorations	N/A	Achievement of a C grade or better in one semester of Stage 1 Music (Advanced). Completion of Certificate III VET Music or participation in a CEA Ensemble is recommended
Stage 2 Music Performance - Solo	N/A	Achievement of a C grade or better in one semester of Stage 1 Music (Advanced). Completion of Certificate III VET Music or participation in a CEA Ensemble is recommended
Stage 2 Music Performance - Ensemble	N/A	Achievement of a C grade or better in one semester of Stage 1 Music (Advanced). Completion of Certificate III VET Music or participation in a CEA Ensemble is recommended
Stage 2 Music Studies	N/A	Achievement of a B- grade or better in both semesters of Stage 1 Music (Advanced)
VET Music Certificate III	Nil	N/A
NOTE: Please refer to specific Music subject descriptors for further information about prerequisites pertaining to instrumental or vocal specialisation and involvement in the CEA Music Program.		

Subjects	Stage 1 (Year 11)	Stage 2 (Year 12)
Science		
Biology	Achievement of a C grade or better in the coursework, and a C grade or better in the examination, in both semesters of Year 10 Science	<p>Achievement of a B- grade or better for coursework and a C grade or better for the examination in at least one semester of Stage 1 Biology</p> <p>Students who have studied Chemistry or Physics to prerequisite level may be considered on an individual basis.</p>
Chemistry	Achievement of a C grade or better in the coursework, and a C grade or better in the examination, in both semesters of Year 10 Science	Achievement of a B- grade or better for coursework and a C grade or better for the examination in both semesters of Stage 1 Chemistry
Earth and Environmental Science	Achievement of a C grade or better in the coursework, and a C grade or better in the examination, in both semesters of Year 10 Science	Achievement of a C grade or better in the coursework and examination of a Stage 1 examinable Science subject
Nutrition	Achievement of a C grade or better in the coursework, and a C grade or better in the examination, in both semesters of Year 10 Science	<p>Achievement of a B- grade or better for coursework, and a C grade or better for the examination in Stage 1 Nutrition</p> <p>Students who have studied Biology, Chemistry, and Physics to prerequisite level may be considered on an individual basis</p>
Physics	Achievement of a C grade or better in the coursework, and a C grade or better in the examination, in both semesters of Year 10 Science. It is recommended that students have also displayed an achievement of a C grade or better in the coursework, and a C grade or better in the examination, in both semesters of Year 10 Mathematics	<p>Achievement of a B- grade or better for coursework and a C grade or better for the examination in both semesters of Stage 1 Physics</p> <p>It is recommended that students have completed Mathematical Methods or Specialist Mathematics at Stage 1, and study either at Stage 2 in tandem with Physics. Stage 2 Physics is precluded when studied alongside Stage 2 Essential Mathematics or Stage 2 STEM Connections (Math for Trade Skills).</p>
Psychology	Achievement of a C grade or better in the coursework, and a C grade or better in the examination, in both semesters of Year 10 Science	<p>Achievement of a B- grade or better for coursework and a C grade or better for examination in Stage 1 Psychology</p> <p>Students who have studied Biology, Chemistry, and Physics to prerequisite level may be considered on an individual basis.</p>
Psychology Studies	N/A	Nil
Scientific Studies	Achievement of a C grade or better in both semesters of the coursework of Year 10 Science or Year 10 Practical Science	Nil



Marcellin Campus subject descriptors

Religious Education

Religious Education offers students an opportunity to explore components of religion and spirituality, with particular focus on Catholicism. Students examine how these belief systems influence human behaviour and shape personal and group identity.

Our Religious Education program aims to support students in their faith formation and spiritual development in the Marist Charism.

Marcellin Champagnat was a disciple of Jesus and he was gifted with a profound relationship with Mary. Our spiritual journey is grounded with this gift and allows students to live out the Marist characteristics of:

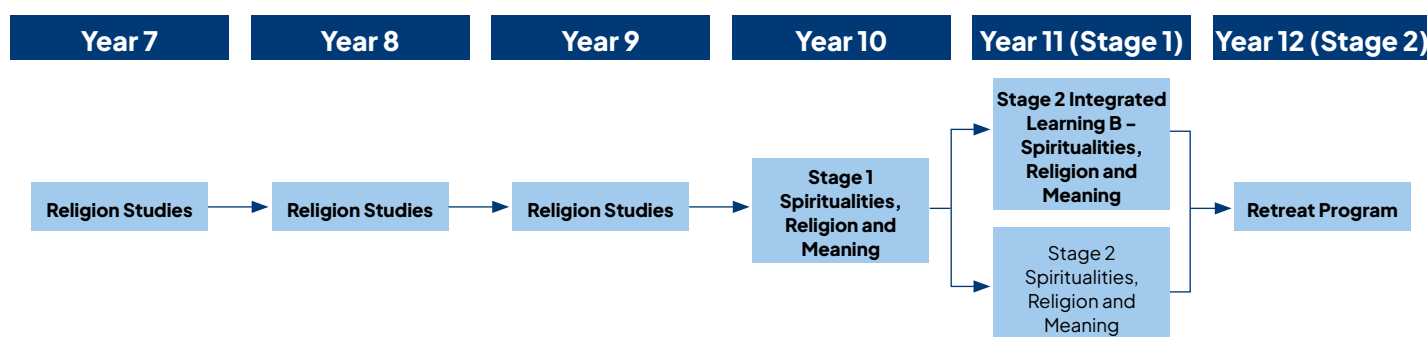
- Love of Work
- Simplicity
- Presence
- Family Spirit
- In the Way of Mary.

Religious Education at Sacred Heart College integrates the capabilities and dispositions that encourage student spiritual awareness, religious identity, participation in dialogue with Catholic Tradition and other religious views. Learning is designed using the Crossways Curriculum, built around the strand of Wisdom and is further supported by the five knowledge strands of:

- God, Us and Faith
- Prayer and Sacramentality
- Moral Life
- Church for the World
- Sacred Texts.

Assessment is based on student knowledge and understandings of the knowledge strands using diverse assessment formats and the SACE Performance Standards.

Religious Education subject pathway



*This diagram shows pathways for subjects in this Learning Area. It is not indicative of prerequisite requirements. Subjects listed in **BOLD** are compulsory. Year 7–9 subjects are currently under review and are subject to change.*

Stage 1 Spiritualities Religion and Meaning

Duration

One semester (10 credits)

Prerequisites

Nil

Subject Summary

Australia is a land of many spiritualities and religions, including Aboriginal and Torres Strait Islander spiritualities which form part of the oldest continuous cultures on the planet. While the definitions of spirituality and meaning are widely contested, both invite engagement with the transcendent and provide meaning, purpose and a sense of belonging.

In Stage 1 Spiritualities, Religion and Meaning 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.

The following six big ideas frame learning in this subject by provoking thought and inviting inquiry into spiritual and/or religious perspectives:

1. Growth, belonging, and flourishing
2. Community, justice, and diversity
3. Story, visions, and futures
4. Spiritualities, religions and ultimate questions
5. Life, the universe and integral ecology
6. Evil and suffering.

Students develop and demonstrate their understanding of the influence of spiritual and/or religious perspectives on a local, national or global community, they collaborate with others to develop, apply and reflect on their understanding of some spiritual and/or religious principles that underpin social justice actions within the school or broader community and they investigate a contemporary issue linked to one of the big ideas.

Assessment

School-based Assessment:

- Assessment Type 1: Representations Task – **35%**
- Assessment Type 2: Connections Task – **35%**
- Assessment Type 3: Issues Investigation – **30%**

Students will complete a variety of written and multimodal tasks across each assessment type.

Stage 2 Integrated Learning (Spiritualities, Religion and Meaning)

Duration

One semester (10 credits)

Prerequisites

Nil

Subject Summary

Integrated Learning draws links between a student's learning in Spiritualities, Religion and Meaning and aspects of their own lives, with students applying their knowledge and skills to real-world tasks and experiences.

Students participate in a range of practical activities designed to assist with experiences regarding a variety of religious and/or spiritual beliefs, practices and social justice initiatives with a focus on living out our Marist Charism in our everyday life.

The key areas and capabilities are developed and applied through theoretical concepts and practical application.

The results in this subject can contribute to a student's ATAR.

Assessment

School-based assessment:

- Assessment Type 1: Practical Inquiry – **40%**
- Assessment Type 2: Connections – **30%**

External Assessment:

- Assessment Type 3: Personal Endeavour – **30%**

Students will complete a variety of written and multimodal tasks across each assessment type.

Successful completion of this subject is an essential component of SACE for Sacred Heart College students. Any student who does not pass this subject, will not meet the eligibility requirements for Year 12.

Stage 2 Spiritualities Religion and Meaning

Duration

One semester (10 credits)

Prerequisites

Acceptance into this subject will be determined via an application for an Accelerated course

Subject Summary

Australia is a land of many spiritualities and religions, including Aboriginal and Torres Strait Islander spiritualities which form part of the oldest continuous cultures on the planet. While the definitions of spirituality and meaning are widely contested, both invite engagement with the transcendent and provide meaning, purpose and a sense of belonging.

In this subject students use one or more of the following 'big ideas' to frame inquiry questions; to explore issues, concepts and ideas; and reflect on personal and shared meaning within one or more spiritualities and religions:

1. Growth, belonging, and flourishing
2. Community, justice, and diversity
3. Story, visions, and futures
4. Spiritualities, religions and ultimate questions
5. Life, the universe and integral ecology
6. Evil and suffering.

At Stage 2 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 religious and/or spiritual perspective and collaborate with others to apply their learning. They engage in reflective practice to evaluate their personal and shared actions.

This subject is designed to support and engage students who participate in social justice initiatives through Game Changers, Marist Solidarity, and those students who hold College Leadership roles.

Results from this subject can contribute to a student's ATAR.

Assessment

School-based Assessment:

- Assessment Type 1: Reflective Analysis - **40%**
- Assessment Type 2: Connections - **30%**

External Assessment:

- Assessment Type 3: Transformative Action - **30%**

Students will complete a variety of written and multimodal tasks across each assessment type.



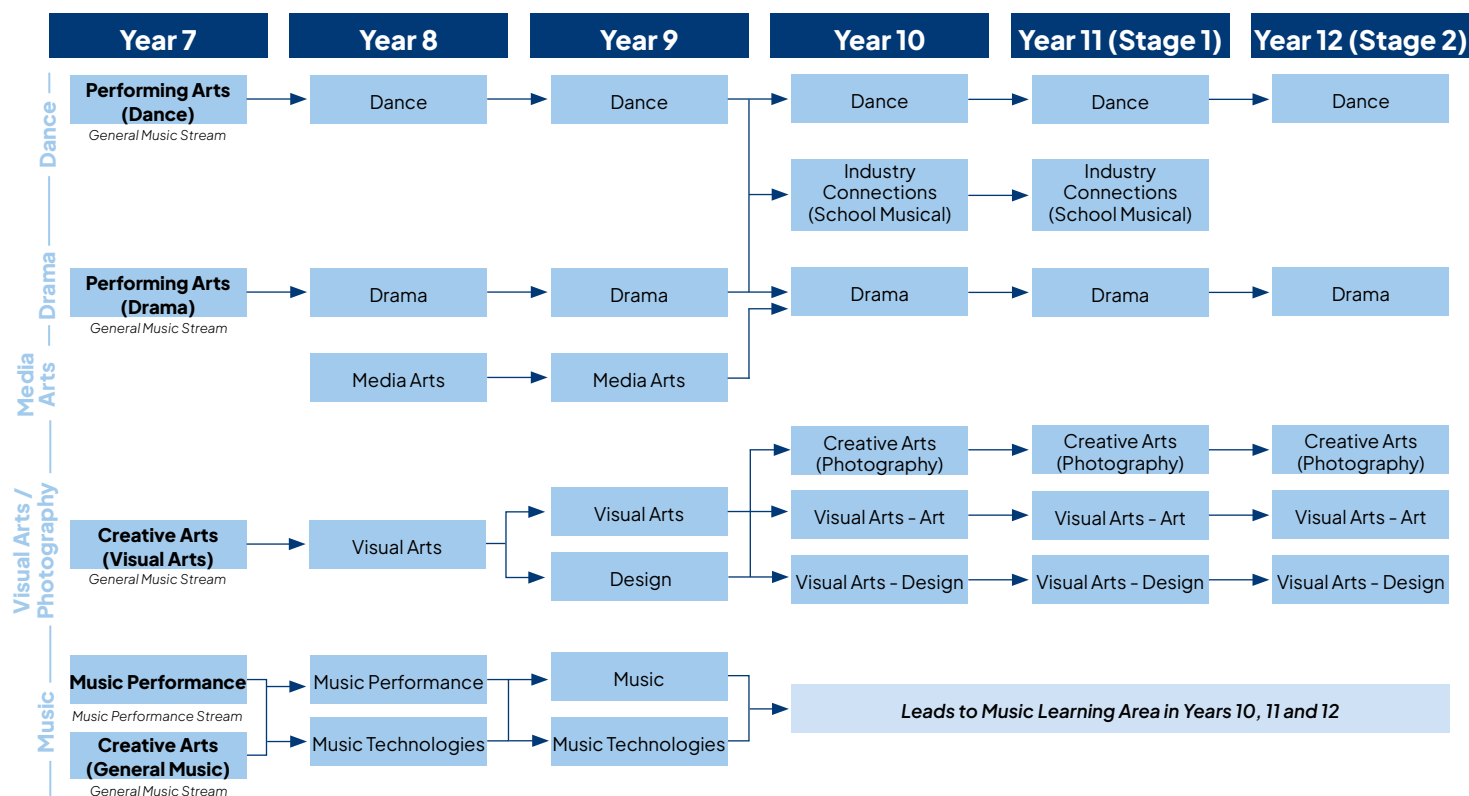
The Arts

The Arts Learning Area encompasses both Performing and Visual Arts, offering students opportunities to build skills and unlock their creative and expressive potential.

Through engagement in artistic experiences, students are encouraged to think imaginatively, solve problems creatively, and develop their understanding and appreciation for a range of art forms. Presenting their work helps students build confidence, poise, and professionalism – qualities that benefit all aspects of life.

Arts curriculum pathways not only foster self-expression but also lay a strong foundation for future careers in the creative industries and beyond.

The Arts subject pathways (Years 7–12)



This diagram shows pathways for subjects in this Learning Area. It is not indicative of prerequisite requirements. Subjects listed in **BOLD** are compulsory. Year 7–9 subjects are currently under review and are subject to change.

Year 10 Dance

Duration

One semester or full year



Prerequisites

Nil

Subject Summary

With a major focus on performance, technique and composition, Year 10 Dance immerses students into the live performance world. All students perform live in an evening show in front of family and friends, as a culmination of their hard work.

Students will learn ensemble dance routines for **performance**, focusing on styles such as Contemporary, Jazz, Lyrical and Hip Hop. Students will focus on the technique and expression required for each style and work collaboratively as a class to master their skills.

Students will learn **technique** exercises in various styles and develop proficiency through practice, analysis, evaluation and reflection.

Students will have the opportunity to develop their choreography skills in small group **composition** tasks, with their major work showcased at the evening show. Their composition work will focus on using dance as a medium for conveying an idea, message or theme.

Please note, this is a rigorous practical course demanding a committed work ethic.

Assessment

- Technique - **20%**
- Performance - **30%**
- Composition - **30%**
- Development Folio/Response - **20%**

Stage 1 Dance

Duration

One semester (10 credits) or full year (20 credits)



Prerequisites

Nil

Subject Summary

With a focus on practical skills, performance and composition, Stage 1 Dance immerses students into the live performance world. All students perform in a Dance showcase in front of a live audience, as a culmination of their practical work.

Performance work is a major assessment element and students will learn styles such as Contemporary, Jazz, Lyrical and Hip Hop. Students will focus on the technique and expression required for each style and work collaboratively as a class to master their skills.

Students analyse, evaluate and reflect upon their creative and performance works and **investigate** dance from other times, places and cultures.

Please note, this is a rigorous practical course demanding a committed work ethic.

Assessment

- Performance - **40%**
- Composition - **30%**
- Development Folio - **20%**
- Investigation - **10%**

Stage 2 Dance

Duration

Full year (20 credits)



Prerequisites

Achievement of a C grade or better in one semester of Stage 1 Dance

An audition is required for students who have not completed Stage 1 Dance (prior to the submission of the subject selection form). Prior dance training is necessary in one or more genres of Ballet, Contemporary or Jazz.

Subject Summary

In Stage 2 Dance, students specialise in a dance genre and also explore dance in different global contexts. Students are required to choreograph at least one dance piece and analyse their choreographic work. They may have the opportunity to attend live performances, view recorded performances and research dance traditions, performers, and choreographers. Students independently select a focus area for study to show their development as a dance practitioner.

Stage 2 Dance consists of the strands:

- Understanding Dance
- Creating Dance
- Responding to Dance

Students provide evidence of their learning through four assessment tasks, including the external assessment component. Students complete:

- A 10 minute performance portfolio of one or more recorded full-length performances for a live audience
- A recording — one or two recorded choreographies to a maximum of 3 minutes, demonstrating choreographic intent for stage or screen (film)
- A choreographic analysis - one or two written, oral, or multimodal choreographic analyses to a maximum of 1000 words or 6 minutes multimodal equivalent
- One skills development portfolio, which explores their development as a dance artist.

Assessment

School-based Assessment:

- Performance Portfolio - **40%**
- Dance Contexts - **30%**

External Assessment:

- Skills Development Portfolio - **30%**

Year 10 Drama

Duration

One semester



Prerequisites

Nil

Subject Summary

Students will develop their creativity, collaboration, critical thinking and communication skills and in doing so will develop their capacities as performing artists.

Group Presentation: Students work in groups of 2–5 and apply the dramatic process to a text to create a concept for a dramatic product. Roles that students may take in creating their product include: Actor, Designer, Director, Filmmaker and Playwright/Screenwriter. Their product is presented as a live performance or multimodal presentation.

Class Performance: Students take an onstage or offstage role in the class performance. The performance may be a live group production, a screen production, or an individual dramatic performance.

Responding to Drama: Students, after attending a professional live theatre production, will demonstrate their understanding, analysis and evaluation in an oral, multimodal or written response. They will also reflect on their learning in the class performance through a reflective response.

Process: Students demonstrate their understanding of the creative process and show commitment to themselves and each other by participating actively in all lessons and rehearsals, showing respect and enthusiasm. Participation in the creative process includes: responding to direction, learning lines, developing character, conceptualising and developing design and working collaboratively and individually in the development of the Class Performance.

Assessment

- Group Presentation - **20%**
- Class Performance - **30%**
- Responding to Drama (Review + Group Performance Report) - **30%**
- Process - **20%**

Stage 1 Drama

Duration

One semester (10 credits) or full year (20 credits)



Prerequisites

Nil

Subject Summary

Students, through Creative Synthesis, Performance and Responding to Drama, will develop their creativity, collaboration, critical thinking and communication skills and in doing so will develop their capacities as performing artists.

Creative Synthesis: Students will apply the dramatic process to a published dramatic text to create a concept or vision for a dramatic product. Roles that students may adopt in creating their product include: Actor, Designer, Director, Filmmaker, or Playwright/Screenwriter. Their product is presented as either a multimodal presentation or a written response.

Performance: Students participate in a performance in either an onstage or offstage role. The performance can be a live group production, a screen production, or an individual dramatic performance. Following the performance, students present evidence of their learning and creative thinking throughout the production process.

Responding to Drama: Students, after attending an Adelaide Festival, Adelaide Fringe Festival or State Theatre Company production, will demonstrate their understanding, analysis and evaluation of the production in an oral, multimodal or written response.

Assessment

- Performance – **40%**
- Creative Synthesis – **30%**
- Responding to Drama – **30%**

Stage 2 Drama

Duration

Full year (20 credits)



Prerequisites

Achievement of a C grade or better in one semester of Stage 1 Drama

An audition is required for students who have not completed Stage 1 Drama (prior to the submission of the subject selection form).

Subject Summary

Students, through production, evaluation and the creative presentation of Drama, will develop critical and creative thinking as well as collaboration and communication skills. In doing so students will develop their capacities as performing artists.

Stage 2 Drama consists of the following areas of dramatic study:

- Company and Production
- Exploration and Vision

Students undertaking Stage 2 Drama will complete the following assessment types:

- Group Production
- Evaluation and Creativity
- Creative Presentation

Assessment

School-based Assessment:

- Group Production – **40%**
- Evaluation and Creativity – **30%**

External Assessment:

- Creative Presentation – **30%**

Industry Connections (School Musical)

Duration

One semester (10 or 20 credits) - Semester 1 only

Prerequisites

No previous Performing Arts experience is required but students must undertake an onstage or offstage role in the 2027 co-curricular Musical

PLEASE NOTE: Rehearsals for the musical will occur outside of scheduled lessons, including after school rehearsals, school holiday rehearsals, and some weekend rehearsals.

Subject Summary

This Stage 2 course is designed for Year 10 and Year 11 students who have an interest in the Entertainment Industry. The content focuses on working in the entertainment industry and various aspects of musical theatre production.

Study of this course will involve:

- Workshops, excursions, and class-based practical activities
- Industry visits and mentoring
- Active participation and collaboration in the creative development, rehearsal and refinement of the musical
- Completing work in a specific onstage or offstage role for the musical (Industry Project)
- Performance/presentation before a live audience.

Students take either an on-stage or off-stage role in the musical. Their involvement may be in one or more of the following areas: Performance (acting, dancing, singing), Design (set, costume, make-up, lighting, sound, publicity and promotions), Front of House, Multimedia/Film or Stage Management.

Assessment

School-based Assessment:

- Work Skills Portfolio - **50%**
- Reflection - **20%**

External Assessment:

- Industry Project - **30%**

Year 10 Creative Arts (Photography)

Duration

One semester



Prerequisites

Nil

Subject Summary

This course is designed as an opportunity to engage with photography as a creative medium. Students will learn about and explore various photographic concepts, camera skills and digital editing and production through Adobe Creative Cloud programs.

Students develop their own practical responses to themes and concepts, resulting in the creation of various photographic products. They will learn how to analyse and skillfully take images using photographic compositional devices and camera settings. They will also investigate an Australian photographer and their concepts, processes and techniques, placing Photography in context.

Students will follow the creative arts process documenting their learning in a Folio.

Tasks could include:

- Compositional skills
- Camera and digital editing skills for photography (Adobe Photoshop)
- Major product
- Investigation into an Australian photographer.

Assessment

- Skills - **40%**
- Product - **50%**
- Investigation - **10%**

Stage 1 Creative Arts (Photography)

Duration

One semester (10 credits)



Prerequisites

Nil

Subject Summary

In Creative Arts (Photography) students have the opportunity to develop photographic products utilising existing and new image-making skills.

Students will have an opportunity to understand and practise photographic concepts and the technical skills of image generation through the camera. Creative enhancements and modifications to imagery is also a focus through practical and digital editing skills across Adobe Creative Cloud programs.

Students will learn how to correctly use various camera settings to achieve a desired visual effect and communicate ideas and concepts through the creation of their own photographic responses. The development of a personal style is emphasised through each task.

Students investigate and analyse the production and works of photographers and the connections between subject matter and the context in which they produced their work.

Tasks could include:

- Creative photographic skills
- Photographs for an Exhibition (art)
- Photographs for a Product
- Inquiry into the work of a Photographer.

Assessment

- Product - **40%**
- Skills Folio - **50%**
- Inquiry - **10%**

Stage 2 Creative Arts (Photography)

Duration

Full year (20 credits)



Prerequisites

Achievement of a C grade or better in one semester of Stage 1 Creative Arts - Photography

Subject Summary

In Creative Arts (Photography), students have an opportunity to develop their personal visual aesthetic through creating, investigating and appraising photographic works and products.

Students actively develop and present two unique and individual photographic products. These take the form of varied photographic processes and editing techniques that best highlight and extend the student's understanding and skills.

Students will also further develop and explore image-based production and editing processes within a skills task focused on a subject of interest. This task will expand their knowledge of techniques and processes while encouraging them to explore creative possibilities.

Within the Inquiry students investigate a photographer, practice or issue that is of interest to them to inspire their development as creative practitioners.

Assessment

School-based Assessment:

- Product - **50%**
- Inquiry - **20%**

External Assessment:

- Skills Task - **30%**

Year 10 Visual Arts – Art

PLEASE NOTE: Students will need to purchase their own art materials to enable them to continue practical work at home.



Duration

One semester

Prerequisites

Nil

Subject Summary

Students in Year 10 Visual Arts explore a range of practical techniques to create individual, creative artworks. They will explore a range of different media such as; acrylic, watercolour, pastels, pen and ink, charcoal and clay.

Students analyse a variety of artworks to explore others' viewpoints to inform and enrich their visual art-making. They also engage in evaluation of their own artworks.

Students generate a folio to help plan their artworks, develop conceptual ideas, explore media techniques and refine technical skills to arrive at resolved artworks.

Students use ideas and personal creativity to develop individual artworks, which could be exhibited in various places around the school.

Tasks could include:

- Exploration of Art Elements and Principles
- Painting
- Sculpture.

Assessment

- Visual Study - **30%**
- Folio - **20%**
- Practical - **50%**

Stage 1 Visual Arts – Art

PLEASE NOTE: Students will need to purchase their own art materials to enable them to continue practical work at home. Students may reuse art materials from the year prior.



Duration

One semester (10 credits) or full year (20 credits)

Prerequisites

Nil

Subject Summary

Students further develop their practical and conceptual skills to create individual artworks. They learn how to visually portray original ideas and use their creativity to represent concepts in their art.

The Visual Study investigation extends students' creative and critical learning. Students investigate, respond to and explore historical and contemporary artworks, both practically and in a written format.

In the Folio, students explore and experiment with a range of art materials; practising and refining their technical skills. These practical skills could include; drawing, painting, printmaking, mixed media, and sculpture.

Students produce original artworks based on a concept and media of their choice.

Assessment

- Visual Study - **30%**
- Folio - **30%**
- Practical - **40%**

Stage 2 Visual Arts – Art

PLEASE NOTE: Students will need to purchase their own art materials to enable them to continue practical work at home. The cost of final artworks may need to be supported by families, depending on individual projects.



Duration

Full year (20 credits)

Prerequisites

Achievement of a C grade or better in one semester of Stage 1 Visual Arts – Art

Subject Summary

In Art, students express individual ideas through practical work using drawing, painting, sculpture, photography, printmaking and/or digital artmaking techniques. This leads to individual resolved artworks.

In the Visual Study students research and reflect on artworks from different cultural and historical contexts. From this research, they explore a range of media to experiment with techniques and practical outcomes.

At Stage 2, students have individual choice over their practical work, including media and conceptual ideas. Students develop personal ideas through research, analysis, and exploration of media and techniques to refine and produce individual artworks. This learning is formally documented in a 40 page Folio.

At the conclusion of the course, students will exhibit their resolved artworks as part of the annual Year 12 Exhibition.

Assessment

School-based Assessment:

- Folio – 40%
- Practical – 30%

External Assessment:

- Visual Study – 30%

Year 10 Visual Arts – Design

Duration

One semester



Prerequisites

Nil

Subject Summary

Within Design, students explore the fundamentals of visual representation, through the elements and principles of design as a basis for their practical tasks. They gain understanding of how creative resolutions are used as a communication tool.

Students have the opportunity to develop illustration techniques, physically and digitally, through media, Adobe Photoshop and Adobe Illustrator, to render ideas across a range of design briefs that cover the scope of graphic, product and environmental design.

In the Folio, students document their learning, experimentation with art materials, visual concepts, inspiration and ideas, displaying their problem solving and practical variations.

Tasks could include:

- Elements and Principles of Design
- Logo
- Illustrative rendering
- Interior Design
- Thematic Visual Journal.

Assessment

- Folio – 60%
- Practical – 30%
- Visual Journal – 10%

Stage 1 Visual Arts – Design

Duration

One semester (10 credits) or full year (20 credits)



Prerequisites

Nil

Subject Summary

In Visual Arts – Design students develop and express their own inventive ideas and explore practical skills including; drawing, sketching, photography, and using digital programs across Adobe Creative Suite.

Students develop their own creative ideas and responses to set graphic design problems (briefs) generating creative and unique visual solutions and applications following the design process.

Students deepen their understanding of the aesthetics of design by researching design in context, including historical and practising designers, while responding to their work. They look at the influence of historical, social and cultural backgrounds that help shape design and their own ideas.

Tasks could include:

- Elements and Principles of Design
- Poster Design
- Logo Design and Application
- Visual Study.

Assessment

- Folio – **40%**
- Practical – **30%**
- Visual Study – **30%**

Stage 2 Visual Arts – Design

Duration

Full year (20 credits)



Prerequisites

Achievement of a C grade or better in one semester of Stage 1 Visual Arts – Design

Subject Summary

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

Students conceive and develop their own individual design briefs and practical responses that reflect their personal style and interests. They apply appropriate media, materials, technologies and processes to create imaginative resolutions that communicate their ideas and skills.

Students have opportunities to research, interpret and synthesise Visual Art and Design works across cultural and historical contexts within a focused practical Visual Study on an area of interest.

At the conclusion of the course, students participate in an exhibition showcasing their resolved work.

Assessment

School-based Assessment:

- Folio – **40%**
- Practical – **30%**

External Assessment:

- Visual Study – **30%**

Cross Disciplinary Studies

The Cross Disciplinary Studies Learning Area provides flexible learning programs for students to equip and prepare them to become lifelong learners.

In Years 7–9, these areas of learning enable opportunities to build on social skills and study habits.

In Years 10–12, it includes Exploring Identities and Futures (EIF), a compulsory 10 credit subject in SACE Stage 1 with Year 9 students completing the first task for this at the end of the year during Year 10 Week 1. This learning area also includes Activating Identities & Futures (AIF), a compulsory 10 credit subject in SACE Stage 2. In addition, Workplace Practices and other courses are offered to provide more flexible learning options for study within the school and in the community.

Cross Disciplinary Studies subject pathways (Years 7–12)

Year 7	Year 8	Year 9	Year 10	Year 11 (Stage 1)	Year 12 (Stage 2)
		Exploring Identities & Futures (EIF)	Exploring Identities & Futures (EIF)	Research Practices	Activating Identities & Futures (AIF)
		The Rite Journey		Workplace Practices (AFL) *	Workplace Practices (AFL) *
				Workplace Practices (VET) *	Workplace Practices (VET) *
				Workplace Practices (Performance, Strength & Conditioning) *	Workplace Practices (Performance, Strength & Conditioning) *

This diagram shows pathways for subjects in this Learning Area. It is not indicative of prerequisite requirements. Subjects listed in **BOLD** are compulsory.

* Workplace Practices subjects can be studied in Year 11 or Year 12.

Year 7–9 subjects are currently under review and are subject to change.

Exploring Identities & Futures (EIF)

PLEASE NOTE: This subject is compulsory and must be completed to a C grade or better for SACE completion.

Duration

Full year (10 credits)

Prerequisites

Nil

Subject Summary

Exploring Identities and Futures (EIF) responds to the rapidly changing local and global context that our students are living and learning in. EIF is a Stage 1 subject that supports students to learn more about themselves and explore their aspirations and future.

EIF prepares students for a different way of thinking and learning in senior school. As students begin their SACE journey, they build the knowledge, skills, and capabilities required to be thriving learners and are empowered to take ownership of where their pathway leads, exploring interests, work, travel and/or further learning.

Exploring Identities and Futures (EIF) supports students to explore their aspirations. They are given the space and opportunity to extend their thinking beyond what they want to do, to also consider who they want to be in the future. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity, and connections to the world around them.

In this subject, students:

- develop agency by exploring their identity, interests, strengths, skills, capabilities and or values, and making choices about their learning.
- demonstrate self-efficacy and self-regulation through planning and implementing actions to develop their capabilities, connect with future aspirations, achieve goals and make decisions.
- develop their communication skills and reflective practice by collaborating and connecting with others, valuing feedback, and sharing evidence of their learning progress with an audience.

Assessment

Folio of evidence:

- Assessment Type 1: Exploring me and who I want to be
- Assessment Type 2: Taking action and showcasing my capabilities

Stage 1 Research Practices

PLEASE NOTE: Admission to this subject requires negotiation with the Director of Teaching and Learning.

Duration

One semester: Semester 2 only (10 credits)

Prerequisites

Nil

Subject Summary

Research Practices is aimed at students who have specific learning needs and require additional support with their learning.

This subject provides students with opportunities to examine the purpose of research; explore a range of research approaches, and develop their investigative and inquiry skills.

Students explore research practices to develop skills in undertaking research, such as planning their research, developing and analysing their data, and presenting their research findings.

This subject provides students with opportunities to:

- examine the purpose of research
- explore a range of research approaches
- develop their investigative and inquiry skills.

The areas of study are:

- Exploring Research Approaches
- Exploring Research Skills.

Students will improve their understanding of these areas of study through the development of individual areas of interest. The fundamentals of research planning and design will be applied through a variety of learning activities and assessment tasks. Students are encouraged to develop investigative and inquiry skills through both independent and guided research.

Their findings will culminate with an overall compendium of work that includes a range of folio and source analysis tasks.

Assessment

- Folio – **60%**
- Source Analysis – **40%**

Stage 2 Workplace Practices (AFL)

PLEASE NOTE: This subject can be studied in Year 11 or Year 12.

Duration

Full year (20 credits)

Prerequisites

Students must be playing football at one of the following levels:

- Independent School Football
- Community Football
- SANFL club affiliated.

Students will need to:

- Play at any of the above levels once a week
- Participate in training two times each week
- Have the support and involvement of a Football Coach.

It is an expectation that students will bring their College PE uniform for practical lessons.

Anti-requisites

Workplace Practices (20 credits) has a counting restriction in the SACE. Students may only study up-to-one Workplace Practices subject for inclusion in their ATAR. This may be completed in either Year 11 or Year 12.

Students undertaking Workplace Practices (AFL) are precluded from taking Workplace Practices (Performance, Strength & Conditioning) and/or Workplace Practices (VET).

Subject Summary

There are three focus areas of study of this subject:

1. **Football Placement – Performance & Reflection:** Students are required to participate in their local football team, playing at least one match each week. Students are also required to maintain a record of reflections that describe and evaluate their performance in each match. They need to demonstrate they are able to apply the theory learnt in class to practice on the field.
2. **Coursework:** Using the football industry as a focus, students will investigate career pathways and be engaged in career planning, with consideration of a number of related aspects of the industry. Students will also consider the importance of volunteer work performed in the industry and the rights and responsibilities of employers and employees.
3. **Skills development & reflection:** The development of football skills in both training and games will allow students to reflect on their own development, along with reflection on guest speakers and visits to industry organisations.

In summary, this course is designed to allow students to use their football activity and learning to help complete their SACE successfully and to assist in making decisions about their future as a worker.

Assessment

School-based Assessment:

- Folio – 30%
- Performance – 20%
- Reflection – 20%

External Assessment:

- Investigation – 30%

Stage 2 Workplace Practices (VET)

PLEASE NOTE: This subject can be studied in Year 11 or Year 12.

Duration

Full year (20 credits)

Anti-requisites

Workplace Practices (20 credits) has a counting restriction in the SACE. Students may only study up-to-one Workplace Practices subject for inclusion in their ATAR. This may be completed in either Year 11 or Year 12.

Students undertaking Workplace Practices (VET) are precluded from taking Workplace Practices (Performance, Strength & Conditioning) and/or Workplace Practices (AFL).

Subject Summary

In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, 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).

There are three focus areas of study of this subject:

1. Industry and Work Knowledge
2. Vocational Learning
3. Vocational Education and Training (VET).

Students must include the following areas of study:

- Industry and Work Knowledge, and
- Vocational Learning and/or Vocational Education and Training (VET).

For the Industry and Work Knowledge component, students undertaking Workplace Practices (20-credits), study the three topics listed below:

- The changing nature of work
- Green Workplaces
- Finding Employment.

Assessment

School-based Assessment:

- Folio (3 tasks) – 25%
- Performance (related to VET/Work Placement) – 25%
- Reflection – 20%

External Assessment:

- Investigation (Issue or Practical) – 30%

Stage 2 Workplace Practices (Performance, Strength & Conditioning)

PLEASE NOTE: This subject can be studied in Year 11 or Year 12.

Duration

Full year (20 credits)

Anti-requisites

Workplace Practices (20 credits) has a counting restriction in the SACE. Students may only study up-to-one Workplace Practices subject for inclusion in their ATAR. This may be completed in either Year 11 or Year 12.

Students undertaking Workplace Practices (Performance, Strength & Conditioning) are precluded from taking Workplace Practices (AFL) and/or Workplace Practices (VET).

It is an expectation that students will bring their College PE uniform for practical lessons.

Subject Summary

In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, 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.

There are two focus areas of study of this subject:

- Industry and Work Knowledge
- Vocational Learning.

For the Industry and Work Knowledge component, students undertaking Workplace Practices - Strength & Conditioning study the three topics listed below:

1. The contemporary Fitness Workplace
2. Industrial Relations - Policies & Practices, Safety
3. Finding Employment.

The focus for this subject will be on the fitness industry with emphasis placed on developing knowledge of how to build strength and develop conditioning practices and practical skills. It is an expectation that students will bring their College PE uniform for practical lessons.

For the Vocational Learning component, students undertaking Workplace Practices - Performance, Strength & Conditioning will be required to participate in organised/ club sport of their choice. Their performance at this organised sport is reported to the teacher by the students coach/mentor as evidence of this participation.

Assessment

School-based Assessment:

- Folio (3 tasks) - **25%**
- Performance - **25%**
- Reflection (2 tasks) - **20%**

External Assessment:

- Investigation - **30%**

Stage 2 Activating Identities & Futures (AIF)

PLEASE NOTE: This subject is compulsory. Students must study the AIF at Stage 2 and achieve a minimum C- grade towards the SACE.

Duration

One semester (10 credits)

Prerequisites

Nil

Subject Summary

Activating Identities and Futures (AIF) is a compulsory 10-credit Stage 2 subject that students need to complete with at least a C- grade or better to achieve the SACE.

Activating Identities and Futures gives students the opportunity to study an area of interest in depth. Students are encouraged to develop student agency, use their creativity and initiative, while developing the research and presentation skills they will need in further study or work. Students conduct an intense and thorough investigation into their chosen area of interest and document the journey of this research. They then develop a Learning Output - the results of their findings.

In the external component students are required to provide an appraisal of their learning goal and learning output. Students identify and explain the value of learning experiences, the impact of feedback and perspectives gained and the overall success of their learning output.

Assessment

School-based Assessment:

- Portfolio of research evidence - **35%**
- Progress Checks - **35%**

External Assessment:

- Appraisal - **30%**

Design & Technology

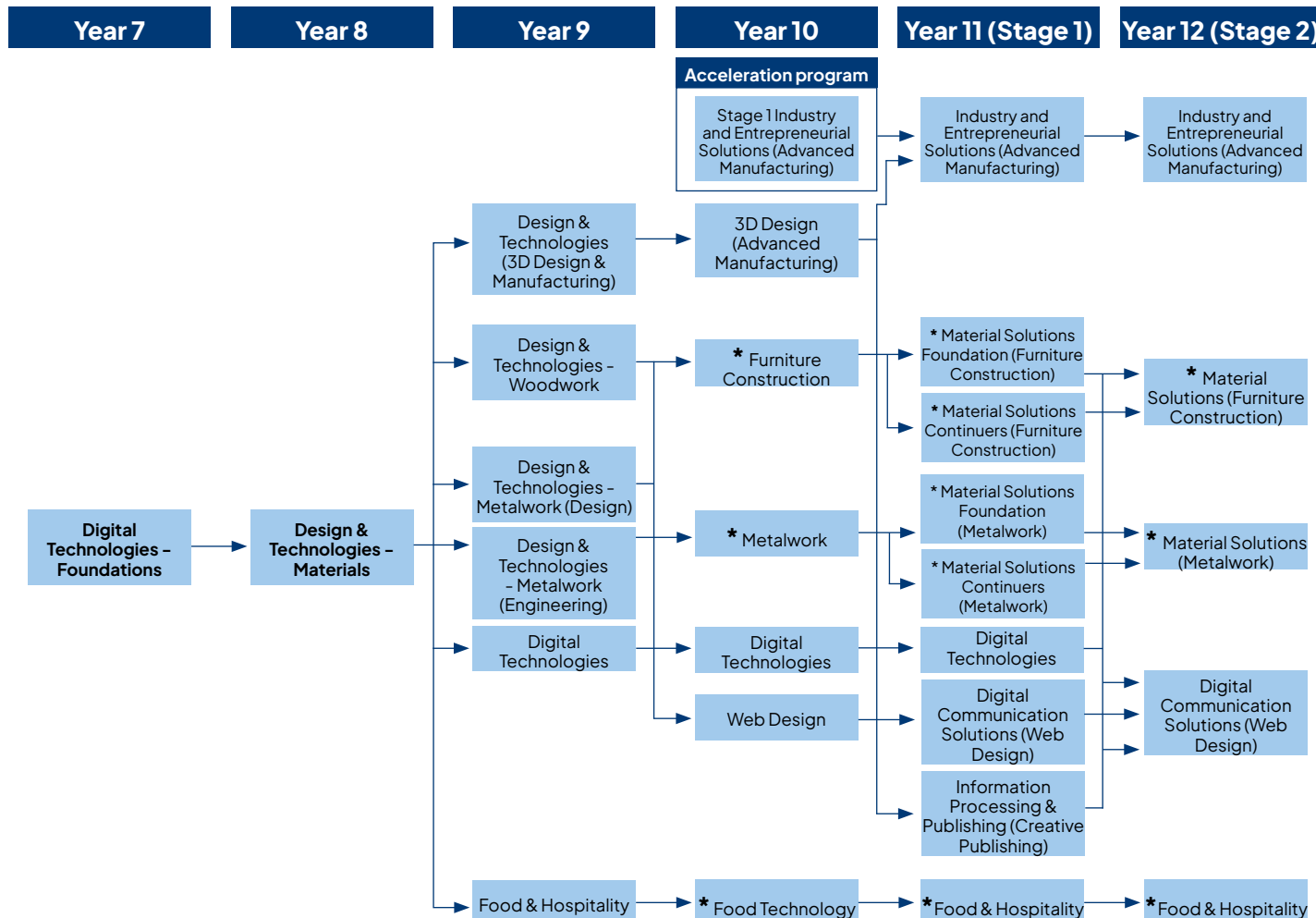
*** Important: Some Material Solutions and Food Technology subjects take place off of the main campus. This applies to subjects marked with * below.**
Material Solutions is located at **39 Byre Avenue, Somerton Park**. This location is approximately 700 metres from Marcellin Campus, and due to the crossing of Brighton Road and Oaklands Road, it takes approximately 10–15 minutes for students to walk there; this time is built into the lesson.
Food Technology is located on the corner of **Fairfield Avenue and College Road, Somerton Park**. This location is approximately 200 metres from Marcellin Campus, and it takes less than 5 minutes for students to walk there.
While in transit, students are not supervised by staff. Students are expected to walk directly from one site to the next, not stopping at any other locations along the way.
We also advise that students walk with a peer.

Design and Technologies and Digital Technologies, enables learners to develop their technological capabilities as they develop creative and innovative problem solving skills, analyse problems, design and create solutions and evaluate their outcomes. Students will engage in contemporary and emerging technologies throughout the use of the design cycle. The Focus Areas within the Technologies curriculum includes Digital Communication Solutions, Material Solutions and Industry and Entrepreneurial Solutions, as well as STEM.

Technologies aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- investigate, design, plan, manage, create and evaluate solutions
- are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time
- make informed and ethical decisions about the role, impact and use of technologies in the economy, environment and society for a sustainable future
- engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, components, tools and equipment – when designing and creating solutions
- critique, analyse and evaluate problems, needs or opportunities to identify and create solutions (ACARA).

Design & Technology subject pathways (Years 7–12)



This diagram shows pathways for subjects in this Learning Area. It is not indicative of prerequisite requirements. Subjects listed in **BOLD** are compulsory. Year 7–9 subjects are currently under review and are subject to change.

Year 10 3D Design (Advanced Manufacturing)

PLEASE NOTE: Some additional material charges may be incurred if students elect to design items beyond the core requirements and will be charged to school accounts.



Duration

One semester

Prerequisites

Nil

Subject Summary

This course fosters creative and innovative problem-solving skills of students. Students will analyze problems, design and create solutions, and evaluate the results. They will explore contemporary and emerging technologies through the design cycle.

In this course, students will have the opportunity to:

- Create prototypes of their designed solutions using advanced manufacturing methods like 3D printing and laser cutting.
- Design solutions using 3D modeling software.
- Automation and coding of Arduino
- Work independently and collaboratively to develop design solutions.
- Engage in the entire design cycle during the development of their solutions.

This course enables students to become industrial designers who can design and manufacture prototype products. They will gain knowledge and skills in computer-aided drawing using software like Onshape and Adobe Illustrator to create two and three-dimensional technical drawings and prototypes. Students will also have an opportunity to advance their use of coding and automation using Arduino. Students develop design and communication skills relevant to computer-aided design (CAD) while producing production documents for 3D printed, laser cut/engraved or programmed products. The course covers manufacturing technologies in both contemporary and historical contexts and explores the impact of technology, including social, environmental, and sustainability implications.

Throughout the course, students will:

- Identify a need, problem, or challenge for a specific client and create a design brief for a major project.
- Investigate their ideas using various design techniques such as sketches, concept drawings, plans, and sequences to plan their outcomes. They will also test, modify, and validate their chosen idea.
- Utilise current manufacturing technologies such as 3D CAD, laser cutters/engravers, 3D printers, and Arduino to design and produce their products using materials like acrylic, wood, and plastics.
- Test and evaluate their final outcome based on their design brief and the needs of their client.
- Study theoretical topics including safety (WHS), plastic materials, 3D printing technology, laser technology, electrical circuits and environmental issues.

Assessment

- Skills and Application Tasks - **40%**
- Investigation - **20%**
- Major Folio - **20%**
- Major Product - **20%**

Stage 1 Industry and Entrepreneurial Solutions (Advanced Manufacturing)

PLEASE NOTE: Some additional material charges may be incurred if students elect to design items beyond the core requirements and will be charged to school accounts. The cost to families is estimated at around \$30.



Duration

One semester (10 credits)

Prerequisites

Nil **OR**

Accelerated students: B+ or better in Year 9 3D Design & Manufacturing.

Subject Summary

The course offered focuses on nurturing students' creative and innovative problem-solving abilities by leveraging contemporary and emerging technologies. Students will actively engage in the design cycle, which encompasses problem analysis, solution design and creation, as well as outcome evaluation.

During the course, students will have hands-on experiences with advanced manufacturing methods, including 3D printing, laser cutting, and Arduino coding and circuits to prototype their designed solutions. They will also learn to utilise 3D modeling software, such as Onshape, to craft and visualise their designs in three dimensions.

Both independent and collaborative work will be emphasised, allowing students to develop their design solutions individually as well as in teams. The design cycle will be applied throughout the process, enabling iterative improvements and problem-solving skills enhancement.

Students will acquire proficiency in computer-aided drawing using software like Adobe Illustrator to generate precise two-dimensional technical drawings. These drawings will serve as vital means of accurately conveying design specifications and manufacturing instructions.

Moreover, the course will train students in the creation of production documents specifically tailored for 3D printed, laser cut/engraved and automated products. This includes comprehensive instructions and specifications required for manufacturing the prototypes.

The development of design and communication skills will be an essential part of the course. Students will learn to effectively articulate their ideas, interpret technical drawings, and communicate their design intentions.

Furthermore, students will explore various manufacturing technologies, both contemporary and historical, to comprehend their capabilities and implications. This exploration will encompass evaluating the social, environmental, and sustainable consequences associated with the use of these technologies.

This course aims to equip students with the necessary knowledge, skills, and practical experience to pursue industrial design. By integrating contemporary technologies, design thinking methodologies, and a focus on manufacturing processes, students will develop a comprehensive understanding of the design cycle and its application in real-world scenarios.

Assessment

- Skills and Application Tasks - **40%**
- Design Process and Solution (Folio) - **20%**
- Design Process and Solution (Product) - **40%**

Stage 2 Industry and Entrepreneurial Solutions (Advanced Manufacturing)

PLEASE NOTE: Some additional material charges may be incurred if students elect to design items beyond the core requirements and will be charged to school accounts. The cost to families is estimated at \$30.



Duration

Full year (20 credits)

Prerequisites

Achievement of a C grade or better in Stage 1 Industry and Entrepreneurial Solutions (Advanced Manufacturing) or Stage 1 Material Solutions

Subject Summary

In the exciting subject of Industry and Entrepreneurial Solutions (Advanced Manufacturing), you'll unlock your potential to bring innovative ideas to life! Get ready to embark on a journey where you'll develop the skills to identify, create, initiate, and develop amazing products, processes, or systems.

Imagine using cutting-edge devices like 3D printers, laser cutters/engravers or Arduino boards, along with powerful software such as Adobe Illustrator, Onshape, UP Studio, and more, to design and create your very own product solutions. You'll become a master of control systems, processes, and materials, bringing your creations to life with precision and craftsmanship.

But it doesn't stop there! In this subject, you'll dive into the fascinating world of technology, exploring its impact on society, from the latest breakthroughs to the historical foundations. You'll analyse the social, environmental, and sustainable consequences of technology, gaining a deeper understanding of its broader implications.

With a strong focus on personal development, work, and learning, this subject will equip you with essential skills for your future. You'll enhance your critical thinking, problem-solving, and communication abilities, fostering your entrepreneurial mindset. Plus, you'll gain valuable knowledge about the product design lifecycle, preparing you for success in various industries.

Throughout the year, you'll tackle engaging school-based tasks and a major product solution, showcasing your skills and knowledge in a structured manner. You'll also embark on an externally assessed research investigation, delving into material properties and issues related to your major product solution.

By the end of this exciting journey, you'll not only possess practical skills and technological literacy but also a profound understanding of how technology shapes our world. Whether you're dreaming of a career in design, entrepreneurship, or simply want to embrace innovation, Industry and Entrepreneurial Solutions (Advanced Manufacturing) is the perfect subject to unlock your creative potential and prepare you for an exciting future.

Assessment

School-based Assessment:

- Skills and Application Tasks – **20%**
- Design Process and Solution (Folio) – **25%**
- Design Process and Solution (Product) – **25%**

External Assessment:

- Resource Exploration and Resource Material Investigation – **30%**

Year 10 Digital Technologies



Duration

One semester

Prerequisites

Nil

Subject Summary

This subject explores our ever increasing digital and automated world. Students explore digital systems for the wellbeing and sustainability of the economy, the environment and society. Collaboration, communication, and computational and systems thinking are all problem-solving skills developed in this subject.

Students are provided with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information.

Topics include analysing data by finding patterns, analysing and creating new innovations, programming design solutions, cyber safety and cyber security. Some tasks are conducted in collaboration. Digital solutions are designed, created and documented using a range of software including Scratch, Microsoft Spreadsheet, Google Sheets, Slides and Docs.

Assessment

Project Skills – 70%

- A series of practical tasks

Digital Solutions – 30%

- Students document the design of their chosen product and evaluate the product.
- Students create the product that they design.

Stage 1 Digital Technologies

Duration

One semester (10 credits)



Prerequisites

Nil

Subject Summary

Digital Technologies have changed the ways that people think, work, and live. In this subject students create practical, innovative solutions to problems of interest. By extracting, interpreting, and modeling real-world data sets, students identify trends and examine sustainable solutions to problems in the school or wider community.

Students generate their own ideas and create digital solutions to problems of interest which may take the form of a product, prototype, and/or proof of concept. Computational thinking skills are used to identify, deconstruct, and solve problems that are of interest to them.

Students create design briefs to document new ideas by applying algorithmic skills – flowcharts, algorithms and pseudo-code. This subject offers students an opportunity to develop a concept for a digital solution that will solve an issue in the school setting or local community. Digital solutions are created and documented using a range of software, including Visual Studio, Scratch, Microsoft Spreadsheet, Google Sheets, Slides and Docs.

Assessment

Project Skills – 70%

- A series of practical tasks

Digital Solutions – 30%

- Students document the design of their chosen product and evaluate the product
- Students create the product that they design

Year 10 Web Design

Duration

One semester



Prerequisites

Nil

Subject Summary

The course allows students to develop an understanding of the design principles in developing responsive and effective website designs and digital visuals. Students are also introduced to the Adobe Creative Suite – exploring programs such as Adobe Photoshop, Illustrator, Premiere Pro, After Effects and also web development program Webflow. All work is completed on networked, IBM compatible computers. Students learn about web design using the ‘design processes’ and develop vital creative and digital web based skills.

Students will work independently and collaboratively to develop design solutions, engage in the development of solutions using the design cycle, identify real world problems and develop innovative and enterprising solutions and engage in the product development process using the design cycle

Through a series of practical computing experiences, students will cover the following topics:

- Introduction into what makes an effective web presence
- Introduction into Adobe Photoshop and Premiere Pro to develop web based graphics
- Introduction into Adobe Illustrator to develop logo designs and vector graphics
- Developing an understanding of image file types and research into graphic design
- Web construction using Webflow.

Assessment

- Completion of practical computing assignments – 40%
- Written research assignments – 20%
- Construction of website designs – 40%

Stage 1 Digital Communication Solutions (Web Design)

Duration

One semester (10 credits)



Prerequisites

Nil

Subject Summary

The course allows students to develop an understanding of the design principles in developing responsive and effective website designs and digital visuals. Students use the Adobe Creative Suite – exploring programs such as Adobe Photoshop, Illustrator, Premiere Pro, After Effects and web development program Webflow. All work is completed on networked, IBM compatible computers. Students learn about web design using the ‘design processes’ and develop vital creative and digital web based skills.

Students will:

- work independently and collaboratively to develop design solutions
- engage in the development of solutions using the design cycle
- identify real world problems and develop innovative and enterprising solutions.
- engage in the product development process using the design cycle
- develop their understanding of the design principles in developing responsive website designs and digital visuals.

Students are given the chance to develop their skills in using the Adobe Creative Suite – exploring programs such as Adobe Photoshop, Premiere Pro, After Effects and web development program Webflow.

Web Design is a subject based upon the focus area of Digital Communication Solutions. Web Design involves the study of web creation software to develop a major product for a desired client. Students use graphics, sound and animation to design and make products that communicate information visually effectively from a design perspective.

Assessment

- Skills and Application Tasks – **30%**
- Design Process and Solution (Folio) – **30%**
- Design Process and Solution (Product) – **40%**

Stage 2 Digital Communication Solutions (Web Design)

Duration

Full year (20 credits)



Prerequisites

Achievement of a C grade or better in Stage 1 Digital Communications (Web Design)

Subject Summary

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

Web Design is a subject based upon the focus area of Digital Communication Solutions. It is the development of visual and video based designs, an understanding of the design principles and the creation of responsive and visually powerful websites.

The focus capabilities for this subject are personal development, work, and learning.

Digital Communication Solutions – students use symbols, signs, behavior, speech, images, sound, or other data to design and make products that communicate information. Students demonstrate knowledge and skills associated with using manipulation of communication media.

Students use graphics, sound, video and animation to design and make products that communicate information visually and effectively from a designer perspective. Web Design involves the study and application of web creation software including Adobe Photoshop, Illustrator, Premiere Pro, After Effects and Webflow in addition to investigating Skills Application tasks, a Resource Study and completing a Major website product and product record.

Assessment

School-based Assessment (70%):

- Skills and Application Tasks – **20%**
- Design Process and Solution (Product Record) – **20%**
- Design Process and Solution (Product) – **30%**

External Assessment (30%):

- Resource Material Investigation
- Issue Exploration

Stage 1 Information Processing & Publishing (Creative Publishing)

Duration

One semester (10 credits)

Prerequisites

Nil

Subject Summary

Information Processing & Publishing (Creative Publishing) uses the design principles and practical skills to provide creative solutions for an identified audience. Students use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

Stage 1 Information Processing & Publishing (Creative Publishing) consists of the following topics:

- Digital Publishing
- Personal Publishing.

Students create text-based publications, for example posters, invitations, booklets, presentations, etc. Using the Design Process, students investigate, design, create and evaluate development. Students explore a number of issues of their choice, for example copyright laws, confidentiality, ergonomics.

Assessment

- Practical Skills – **40%**
- Issues Analysis – **20%**
- Product and Documentation – **40%**

Year 10 Furniture Construction

PLEASE NOTE: Classes for this subject are held offsite. Please refer to information on [page 49](#).



Some additional material charges may be incurred if students elect to design items beyond the core requirements and will be charged to school accounts. Estimated \$100–200.

Duration

One semester

Prerequisites

Nil

Subject Summary

This course focuses on designing and constructing a designed solution using a combination of traditional and contemporary methods of furniture construction, using timber and manufactured board products, with an emphasis on the use of machines and power tools.

Students will learn:

- Basic furniture construction joinery techniques.
- Basic wood machining.
- OnShape CAD drawing and laser cutting technology.
- Furniture polishing techniques.

Students will:

- **Identify** real world problems and develop innovative and enterprising solutions.
- **Engage** in the development of solutions (product development) using the Design Cycle.
- **Design** products using industry standard 3D modeling software.
- **Produce** designed solutions within a workshop environment and **evaluate** it against the original design criteria.
- Study theory topics on safety (WHS), woodworking materials, machinery, techniques and environmental issues.
- Work independently and collaboratively to develop design solutions.
- Opportunities exist for negotiated projects according to student's interest areas and available resources.
- One lesson per week will be theory.

Assessment

- Skills and Application Tasks – **20%**
- Folio – **30%**
- Product – **50%**

Stage 1 Material Solutions Foundations (Furniture Construction)

PLEASE NOTE: Classes for this subject are held offsite. Please refer to information on [page 49](#).



Some additional material charges may be incurred if students elect to design items beyond the core requirements and will be charged to school accounts. The cost to families is estimated to at around \$100–200.

Duration

One semester (10 credits)

Prerequisites

Recommended for students who did not complete Year 10 equivalent

Subject Summary

This course focuses on designing and constructing a 'designed solution' using the Design Cycle in conjunction with traditional and contemporary methods of furniture construction, using solid timber and manufactured board products.

Students will learn:

- Basic furniture construction joinery techniques.
- Basic wood machining.
- OnShape CAD drawing and laser cutting technology.
- Furniture polishing techniques.

Students will:

- **Identify** real world problems and develop innovative and enterprising solutions.
- **Engage** in the development of solutions (product development) using the Design Cycle
- **Design** products using industry standard 3D modeling software
- **Produce** designed solutions within a workshop environment and **evaluate** it against the original design criteria
- Study theory topics on safety (WHS), woodworking materials, machinery, techniques and environmental issues
- Work independently and collaboratively to develop design solutions.

Opportunities exist for negotiated projects according to student's interest areas and available resources

One lesson per week will be theory.

Assessment

- Skills and Application Tasks – **30%**
- Design Process and Solution (Folio) – **30%**
- Design Process and Solution (Product) – **40%**

Stage 1 Material Solutions Continuers (Furniture Construction)

PLEASE NOTE: Classes for this subject are held offsite. Please refer to information on [page 49](#).



Some additional material charges may be incurred if students elect to design items beyond the core requirements and will be charged to school accounts. The cost to families is estimated to at around \$100–200.

Duration

One semester (10 credits)

Prerequisites

Successful completion of Year 10 equivalent

Subject Summary

This course expands your technical knowledge and practical skills by challenging you to design and construct an advanced furniture piece. You will master the Design Cycle alongside both traditional and contemporary woodwork fabrication methods using solid timber and manufactured boards. The curriculum deepens your expertise in industry-standard Onshape CAD modeling for CNC laser cutting, while advancing your proficiency with manual timber shaping machines and power tools.

Students will undertake the following:

- **Advanced fabrication:** Mastering furniture construction, complex joinery, and precision wood machining.
- **Modern technology:** Innovating with OnShape CAD software and automated laser cutting systems.
- **Surface finishing:** Applying professional furniture polishing and timber preservation techniques.
- **Lead Your Learning:** Take charge of your own customized project based on your unique interests.
- **Solve problems:** Analyze real-world challenges to engineer innovative, enterprising design solutions.
- **Create and Test:** Handcraft your design in the workshop and evaluate how well your final product works
- **Build and evaluate:** Fabricate physical solutions in a workshop and critically analyze their performance.
- **Direct learning:** Customize individual major projects based on personal design interests and research goals.

One lesson per week will be theory.

Assessment

- Skills and Application Tasks – **30%**
- Design Process and Solution (Folio) – **30%**
- Design Process and Solution (Product) – **40%**

Stage 2 Material Solutions (Furniture Construction)

PLEASE NOTE: Classes for this subject are held offsite. Please refer to information on [page 49](#).



Some additional material charges may be incurred if students elect to design items beyond the core requirements and will be charged to school accounts. The cost to families is estimated \$200–\$500 depending on project/s made.

Duration

Full year (20 credits)

Prerequisites

Achievement of a C grade or better in at least one semester of Stage 1 Material Solutions (Furniture Construction)

Subject Summary

This course focuses on designing and constructing a designed solution using a combination of traditional and contemporary methods of furniture construction, using timber and manufactured board products, with an emphasis on the use of machines and power tools.

Furniture Construction is a subject based upon the focus area of Material Solutions.

Students will:

- **Produce** designed solutions with an emphasis on timber materials and manufacturing methods within a workshop environment and Evaluate it against design criteria
- Identify real world problems and develop innovative and enterprising solutions
- **Engage** in the product development process using the design cycle
- **Design** products using industry standard 3D modelling software
- Use a range of hand and power tools and machinery to produce desired product
- Study theory topics on safety (WHS), woodworking materials, machinery, techniques and environmental issues
- Work independently and collaboratively to develop design solutions
- **Engage** in the development of solutions using the design cycle
- Opportunities exist for negotiated projects according to student's interest areas and available resources
- One lesson per week will be theory.

Assessment

School-based Assessment (70%):

- Skills and Application Tasks – 30%
- Design Process and Solution (Folio) – 30%
- Design Process and Solution (Product) – 40%

External Assessment (30%):

- Resource Exploration
- Resource Material Investigation

Year 10 Metalwork

PLEASE NOTE: Classes for this subject are held offsite. Please refer to information on [page 49](#).



Some additional material charges may be incurred if students elect to design items beyond the core requirements and will be charged to school accounts. Estimated \$100–200.

Duration

One semester

Prerequisites

Nil

Subject Summary

This course focuses on designing and constructing a 'designed solution' using the Design Cycle in conjunction with traditional and contemporary methods of metalwork, sheet metal and welding techniques. The course has an emphasis on the use of Onshape CAD modeling for CNC plasma cutting, as well as the use of manual metal shaping machines and power tools.

Students will learn:

- Basic sheet metal fabrication.
- Basic metal machining and shaping.
- GAS and MIG welding.
- Working to set dimensions and tolerances.

Students will:

- **Identify** real world problems and develop innovative and enterprising solutions
- **Engage** in the development of solutions (product development) using the Design Cycle
- **Design** products using industry standard 3D modeling software
- **Produce** designed solutions within a workshop environment and **evaluate** it against the original design criteria
- Study theory topics on safety (WHS), metalworking materials, machinery, techniques and environmental issues
- Work independently and collaboratively to develop design solutions.

Opportunities exist for negotiated projects according to student's interest areas and available resources.

One lesson per week will be theory.

Assessment

- Skills and Application Tasks – 20%
- Folio – 30%
- Product – 50%

Stage 1 Material Solutions Foundations (Metalwork)

PLEASE NOTE: Classes for this subject are held offsite. Please refer to information on [page 49](#).



Some additional material charges may be incurred if students elect to design items beyond the core requirements and will be charged to school accounts. The cost to families is estimated to at around \$100–200.

Duration

One semester (10 credits)

Prerequisites

Recommended for students who did not complete Year 10 equivalent

Subject Summary

This course focuses on designing and constructing a 'designed solution' using the Design Cycle in conjunction with traditional and contemporary methods of metalwork, sheet metal and welding techniques. The course has an emphasis on the use of Onshape CAD modeling for CNC plasma cutting, as well as the use of manual metal shaping machines and power tools.

Students will advance their skills and learning in:

- Introduction to GAS and MIG welding
- Basic sheet metal fabrication, metal machining and shaping
- Work to set dimensions and tolerances.

Students will:

- **Identify** real world problems and develop innovative and enterprising solutions.
- **Engage** in the development of solutions (product development) using the Design Cycle.
- **Design** products using industry standard 3D modeling software.
- **Produce** designed solutions within a workshop environment and **evaluate** it against the original design criteria.
- Study theory topics on safety (WHS), metalworking materials, machinery, techniques and environmental issues.
- Work independently and collaboratively to develop design solutions.

Opportunities exist for negotiated projects according to student's interest areas and available resources.

One lesson per week will be theory.

Assessment

- Skills and Application Tasks – **30%**
- Design Process and Solution (Folio) – **30%**
- Design Process and Solution (Product) – **40%**

Stage 1 Material Solutions Continuers (Metalwork)

PLEASE NOTE: Classes for this subject are held offsite. Please refer to information on [page 49](#).



Some additional material charges may be incurred if students elect to design items beyond the core requirements and will be charged to school accounts. The cost to families is estimated to at around \$100–200.

Duration

One semester (10 credits)

Prerequisites

Successful completion of Year 10 equivalent

Subject Summary

Discover how to engineer bold ideas into reality while building high-demand, practical trade skills. This course expands your technical knowledge by challenging you to design and construct custom metal projects. You will master the Design Cycle, blending traditional metalworking with modern manufacturing techniques like sheet metal fabrication and welding. You will also gain highly valuable skills in industry-standard Onshape 3D CAD modeling for precision CNC plasma cutting, while building confidence using heavy workshop machinery and power tools.

By choosing this subject, you will expand your skills and knowledge in:

- **Advanced Welding:** Master professional GAS and MIG welding techniques for strong, clean joins.
- **Metal Fabrication:** Gain expertise in sheet metal folding, lathe machining, and precision shaping.
- **Precision Engineering:** Learn to read technical drawings and work accurately to exact dimensions and tolerances.
- **Solve Real Problems:** Identify everyday challenges and engineer creative, innovative metal solutions.
- **Design with Software:** Build impressive digital models using the same 3D programs engineers use.
- **Forge and Test:** Fabricate your project in the workshop and evaluate how well your final product performs.
- **Lead Your Learning:** Take charge of your own customized metal project based on your unique interests.
- **Produce** designed solutions within a workshop environment and **evaluate** it against the original design criteria

To support your hands-on workshop learning, one lesson per week will focus on technical theory.

Assessment

- Skills and Application Tasks – **30%**
- Design Process and Solution (Folio) – **30%**
- Design Process and Solution (Product) – **40%**

Stage 2 Material Solutions (Metalwork)

PLEASE NOTE: Classes for this subject are held offsite. Please refer to information on [page 49](#).



Some additional material charges may be incurred if students elect to design items beyond the core requirements and will be charged to school accounts. The cost to families is estimated \$200–\$500 depending on project/s made.

Duration

Full year (20 credits)

Prerequisites

Achievement of a C grade or better in at least one semester of Stage 1 Material Solutions (Metalwork)

Subject Summary

This course focuses on designing and constructing a ‘designed solution’ using the Design Cycle in conjunction with traditional and contemporary methods of metalwork, sheet metal and welding techniques. The course has an emphasis on the use of Onshape CAD modeling for CNC plasma cutting, as well as the use of manual metal shaping machines and power tools.

Students will advance their skills and learning in:

- Basic sheet metal fabrication, metal machining and shaping.
- GAS and MIG welding.
- Work to set dimensions and tolerances.

Students will:

- **Identify** real world problems and develop innovative and enterprising solutions.
- **Engage** in the development of solutions (product development) using the Design Cycle.
- **Design** products using industry standard 3D modeling software.
- **Produce** designed solutions within a workshop environment and **evaluate** it against the original design criteria.
- Study theory topics on safety (WHS), metalworking materials, machinery, techniques and environmental issues.
- Work independently and collaboratively to develop design solutions.

Opportunities exist for negotiated projects according to student’s interest areas and available resources. One lesson per week will be theory.

Assessment

School-based Assessment (70%):

- Skills and Application Tasks – **30%**
- Design Process and Solution (Folio) – **30%**
- Design Process and Solution (Product) – **40%**

External Assessment (30%):

- Resource Exploration
- Resource Material Investigation

Year 10 Food Technology

PLEASE NOTE: Classes for this subject are held offsite. Please refer to information on [page 49](#).



Duration

One semester

Prerequisites

Nil

Subject Summary

Get ready to roll up your sleeves and step into the fast-paced, creative world of food! Year 10 Food Technology is a hands-on, practical course where students explore food trends, build real kitchen confidence, and tackle exciting challenges that blend skill, design, and innovation.

The course kicks off with the creation of a Skills Folio, where students sharpen their abilities in knife handling, a wide range of cooking techniques, and the safe use of modern kitchen technologies. These foundation weeks are full of flavour, energy, and the chance to master essential techniques.

The highlight of the course is a health-focused design challenge. Students take on the role of food designers, completing the full design cycle—investigating, planning, producing, and evaluating—to create a nutritious, on-trend food product. With a focus on healthy eating, sustainability, and consumer needs, this task brings together creativity and purpose in the kitchen.

To finish the semester, students take on their biggest challenge yet: an Action Plan project where they design and plate up an eye-catching, Instagram-worthy dessert. It’s a chance to showcase everything they’ve learned – precision, presentation, and bold food styling—in a final dish that looks just as good as it tastes.

Throughout the course, students grow in confidence and independence, building vital skills in communication, collaboration, organisation, and problem-solving, while considering how their food choices impact personal and community wellbeing.

Assessment

- Group Project
- Skills and Applications Tasks
- Analysis

Stage 1 Food & Hospitality

PLEASE NOTE: Classes for this subject are held offsite. Please refer to information on [page 49](#).



Duration

One semester (10 credits)

Prerequisites

Nil

Subject Summary

Stage 1 Food and Hospitality invites students into the exciting and fast-moving world of food culture, trends, and service. Whether it's creating Instagram-worthy desserts, exploring convenient meal kit solutions like HelloFresh, or understanding how businesses manage dietary needs and food safety, students gain insights into the real workings of the industry.

Through a mix of practical and theory-based tasks, students develop essential skills in planning, preparing, presenting, and evaluating food products and services. They apply safe food practices and current hygiene standards, learning how the food and hospitality industry operates in response to customer expectations, cultural influences, and modern-day challenges.

Students work individually and collaboratively to build confidence in a kitchen environment and apply critical thinking to real-world food and hospitality issues. Emphasis is placed on communication, teamwork, organisation, creativity, and decision-making—skills that are valuable in any future pathway.

Topics are selected from a range of areas and may include:

- Food, the Individual and the Family
- Local and Global Issues in Food and Hospitality
- Trends in Food and Culture
- Food and Safety
- Food and Hospitality Careers.

This course provides a strong foundation for further study at Stage 2 and for careers in food, events, tourism, and hospitality industries.

Assessment

- Specific Meals and Food Allergens - **20%**
- Dessert/Food Safety Practical - **20%**
- Group Activity - **30%**
- Investigation - **30%**

Stage 2 Food & Hospitality

PLEASE NOTE: Classes for this subject are held offsite. Please refer to information on [page 49](#).



Duration

Full year (20 credits)

Prerequisites

Achievement of a C grade or better in Stage 1 Food & Hospitality

Subject Summary

Stage 2 Food and Hospitality immerses students in the fast-paced, ever-evolving world of Australia's food and hospitality industry. From viral trends to shifting consumer values, students dive into real-world topics that are transforming the way we cook, eat, serve, and do business.

A strong focus is placed on food presentation techniques, as students learn how to plate, style, and showcase dishes that meet the high standards of today's visually driven market. Think celebration cakes, gourmet grazing boxes, and eye-catching desserts that look just as impressive on Instagram as they do in real life. Students explore how platforms like TikTok and YouTube are influencing what we eat and how food skills are shared, sparking creativity and pushing presentation to new heights.

Students also investigate the rise of plant-based eating, analysing how this shift is reshaping menus, marketing, product development, and the day-to-day operations of food businesses. They explore how industry professionals are adapting to changing demands around health, ethics, sustainability, and customer engagement.

Group challenges, like designing and producing health-conscious grazing boxes, allow students to work collaboratively while honing skills in planning, nutrition, teamwork, and aesthetic design – responding to real-world consumer needs and industry briefs.

A major aspect of the course is the student-led external investigation – a chance for students to take the lead and explore a current issue impacting the food and hospitality industry. Whether it's the rise of food delivery apps, the challenge of allergen management, or the impact of sustainability demands, students dive deep into a topic of their choice, examining its real-world implications for businesses, consumers, and industry stakeholders. This task builds independence and sharpens skills in research, analysis, evaluation, and critical thinking, allowing students to connect classroom learning with authentic industry challenges and trends. Across the semester, students strengthen their communication, creativity, organisation, and problem-solving abilities while applying safe food handling practices and meeting industry standards. They leave the course with a solid understanding of how innovation, social media, and shifting consumer values are shaping the future of food and hospitality – locally, nationally, and globally.

Assessment

School-based Assessment:

- Practical Activity - **50%**
- Group Activity - **20%**

External Assessment:

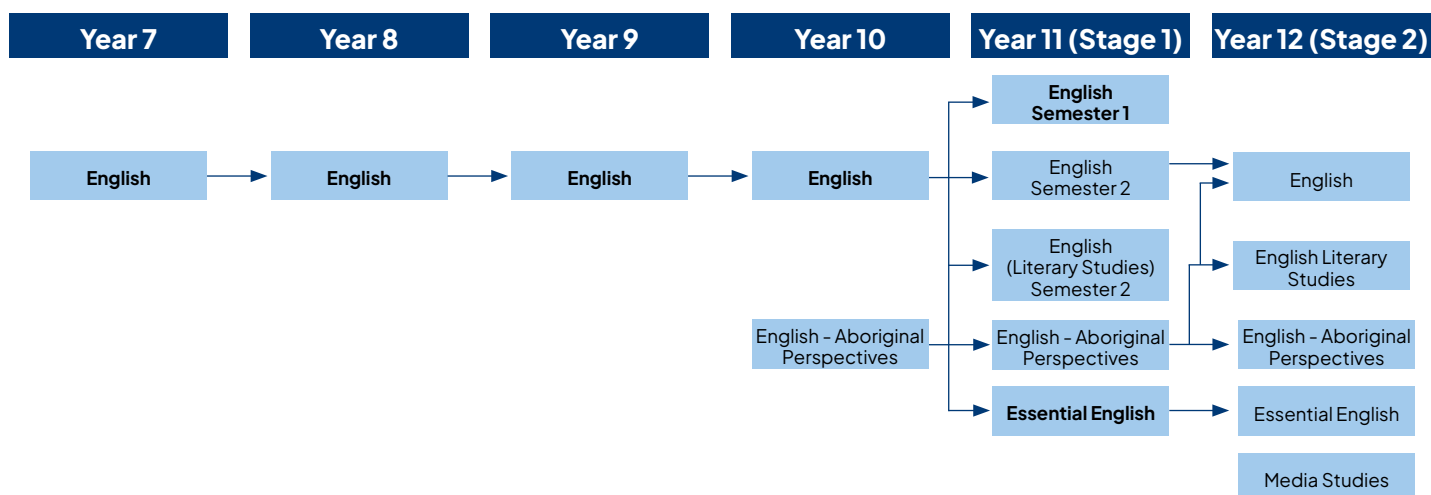
- Investigation - **30%**

English

The English Learning Area focuses on the development of highly effective literacy skills in order to develop language proficiency and encourage creative, divergent, imaginative and critical thinking.

We create units of work and texts that reflect historical, contemporary and global issues; by using a range of pedagogical strategies that personalise learning we enable our students to understand their place in a complex, rapidly changing world where identity and culture are paramount.

English subject pathways (Years 7–12)



This diagram shows pathways for subjects in this Learning Area. It is not indicative of prerequisite requirements. Subjects listed in **BOLD** are compulsory. Year 7–9 subjects are currently under review and are subject to change.

Year 10 English

Duration

Full year

Prerequisites

Nil

Subject Summary

This course complies with the Australian Curriculum and is designed to provide a foundation in the fundamentals required for SACE Stage 1 and Stage 2 English.

The English curriculum in Year 10 is built around the three interrelated strands of Language, Literature and Literacy. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, and writing, speaking and creating.

This course will include students responding to and creating a wide range of literary texts such as prose, film, poetry and drama texts, as well as texts designed to inform and persuade. Students will also study a wide variety of text types in order to develop critical reading skills. In regards to the creation of texts, students will study a variety of different text types in order to create their own (imaginative, informative, persuasive), including the production of a transformation task.

Assessment

Students will be assessed on the production of varied forms of written, multimodal and oral responses.

Semester 1:

- Responding to texts - **50%**
- Creating Texts - **20%**
- Intertextual Study - **20%**
- Exam - **10%**

Semester 2:

- Responding to texts - **25%**
- Creating Texts - **40%**
- Intertextual Study - **25%**
- Exam - **10%**

Stage 1 English

PLEASE NOTE: Students who complete 20 credits of any Stage 1 English subject with a C grade or better will meet the literacy requirement of the SACE.

Duration

One semester (10 credits)

At the completion of Semester 1, students will confirm an English pathway for Semester 2: English Literary Studies or English.

Prerequisites

Nil

Subject Summary

In Stage 1 English, 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. An understanding of purpose, context, and audience is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

Students will be required to read, analyse and respond to texts: visual, prose (novels), short stories, plays, poetry, and mass-media texts (including Australian texts). The analysis of these texts, including an intertextual study, will enable students to explore a range of themes and ideas and the techniques/stylistic features utilised, in order to create meaning.

Students are expected to use accurate spelling, punctuation, syntax, and conventions, which is achieved, in part, through considered planning, drafting, editing, and proofreading.

Assessment

Students will be assessed on the production of at least one oral / multimodal response as well as varied written responses.

Semester 1:

- Responding to texts - **50%**
- Creating Texts - **25%**
- Intertextual Study - **25%**

Stage 1 English (Semester 2)

Duration

One semester (Semester 2)

At the completion of Semester 1, students will confirm an English pathway for Semester 2: English Literary Studies or English.

Prerequisites

Nil

Subject Summary

This course allows students to develop effective communication skills in written and spoken language, through the study of a range of texts where students demonstrate skills in analysis and evaluating both ideas and stylistic features. Students also create texts for an entertaining, informative, or persuasive purpose.

Successful completion of English leads to Stage 2 English, or Stage 2 Essential English.

Assessment

Students will be assessed on the production of at least one oral / multimodal response as well as varied written responses.

Semester 2:

- Responding to texts - **25%**
- Creating Texts - **50%**
- Intertextual Study - **25%**

Stage 2 English

Duration

Full year (20 credits)

Prerequisites

Achievement of a B – grade or better in Stage 1 English Literary Studies or English

Subject Summary

Stage 2 English students read and view a range of texts, including texts created by Australian authors. Students appreciate how clear and effective writing and speaking displays a depth of understanding, engagement, and imagination for a range of purposes, contexts, and audiences.

Responding to Texts

Students demonstrate a critical understanding of the language and stylistic features and conventions of particular text types and identify the ideas and perspectives conveyed by texts, including how purpose, audience, and context influence interpretations of texts.

Responses must be from at least three of the following categories:

- An extended text
- A selection of poetry texts: a poet or theme study
- A drama text or performance
- A film
- Media texts.

Creating Texts

Students create a range of texts for a variety of purposes. By experimenting with innovative and imaginative language, stylistic features, and text conventions, students develop their personal voice and perspectives and extend their skills in self-editing and drafting.

Assessment

School-based Assessment:

- Responding to Texts (3 tasks including one oral or multimodal) - **30%**
- Creating Texts (3 creative tasks and 1 writer's statement) - **40%**

External Assessment:

- Comparative Analysis (essay or report) - **30%**

Stage 1 English (English Literary Studies) (Semester 2)

Duration

One semester (Semester 2)

At the completion of Semester 1, students will confirm an English pathway for Semester 2: English Literary Studies or English.

Prerequisites

Achievement of a B- grade or better in Semester 1 Stage 1 English

Subject Summary

This is a literature based course which will explore texts from an analytical perspective. Students will also undertake the close reading of texts through a critical perspective as well as developing critical reading skills through the study of a range of text types. This subject also includes a critical reading exam.

Successful completion of English Literary Studies leads to the choice of Stage 2 English Literary Studies or Stage 2 English.

Assessment

Students will be assessed on the production of at least one oral / multimodal response as well as varied written responses.

Semester 2:

- Responding to texts - **50%**
- Creating Texts - **25%**
- Intertextual Study - **25%**
- Exam (reported on separately)

Stage 2 English (Literary Studies)

Duration

Full year (20 credits)

Prerequisites

Achievement of a B- grade in coursework and examination for Stage 1 English Literary Studies

Subject Summary

Stage 2 English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts.

English Literary Studies focuses on ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences, and contexts. By focusing on the creativity and craft of the authors, students develop strategies to enhance their own skills in creating texts and put into practice the techniques they have observed.

Responding to Texts

- Shared Studies: film, extended prose, drama, and poetry texts as well as a range of short texts in preparation for the critical reading (including critical perspectives task)
- Comparative Text Study: one from the shared studies and the other independently chosen by the student
- 100 minute exam.

Creating Texts

- Transformation task and writer's statement
- Creative written text.

Assessment

School-based Assessment:

- Responding to Texts (4 tasks) - **50%**
- Creating Texts (2 tasks) - **20%**

External Assessment:

- Comparative Text Study - **15%**
- Critical Reading
(Electronic Examination - 100 minutes) - **15%**

Stage 1 Essential English

PLEASE NOTE: Students who complete 20 credits of any Stage 1 English subject with a C grade or better will meet the literacy requirement of the SACE.

Duration

Full year (20 credits)

Prerequisites

Nil

Subject Summary

Essential English enables students to build their knowledge of the English language, and expand their literacy skills. The course focuses on ways in which students use language to establish and maintain connections with people in different contexts. The specific contexts chosen for study may be social, cultural, community, workplace, and/or imagined.

Through the reading of a wide range of texts students will gain a fuller understanding of how authors communicate by reflecting critically and responding to explicit and implied messages within the texts studied.

By examining the links between language and the context in which texts are produced, students are supported to create their own texts. Students develop their skills in using appropriate vocabulary, accurate spelling, punctuation, and grammar to enable effective communication. They create a range of texts using appropriate language features, content, and mediums for different purposes, audiences, and contexts.

Assessment

Students will be assessed on the production of at least one oral / multimodal response as well as varied written responses.

Semester 1:

- Responding to texts - **50%**
- Creating Texts - **50%**

Semester 2:

- Responding to texts - **50%**
- Creating Texts - **50%**

Stage 2 Essential English

Duration

Full year (20 credits)

Prerequisites

Nil

Subject Summary

The Stage 2 Essential English program incorporates what students know and understand about the use of spoken and written language in vocational, school, cultural, social, and/or personal contexts. It also incorporates the students' aspirations.

Students connect with other people in many ways, using a variety of forms for different purposes. The Essential English program centres on ways in which students use language to establish and maintain effective connections and interactions with people in one or more contexts. A context may be local, national, or international, and may be accessed in person or online.

The specific contexts chosen for study may be social, cultural, community, workplace, and/or imagined. The texts and contexts may be negotiated with the students, and there may be a focus on different contexts and/or texts within any class group.

Assessment

School-based Assessment:

- Responding to Texts (3 tasks) - **30%**
- Creating Texts (3 tasks) - **40%**

External Assessment:

- Language Study - **30%**

Year 10 English – Aboriginal Perspectives

Duration

Full year

Prerequisites

Nil

Subject Summary

English – Aboriginal Perspectives is open to all students at Sacred Heart College. It adheres to the same Learning and Assessment plan as Year 10 English but has a strong focus on Aboriginal perspectives, voices and texts.

The English curriculum in Year 10 is built around the three interrelated strands of Language, Literature and Literacy. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, and writing, speaking and creating.

This course will include students responding to and creating a wide range of literary texts such as prose, film, poetry and drama texts, as well as texts designed to inform and persuade. Students will also study a wide variety of text types in order to develop critical reading skills. In regards to the creation of texts, students will study a variety of different text types in order to create their own (imaginative, informative, persuasive), including the production of a transformation task.

Assessment

Students will be assessed on the production of varied forms of written, multimodal and oral responses.

Semester 1:

- Responding to texts – **50%**
- Creating Texts – **20%**
- Intertextual Study – **20%**
- Exam – **10%**

Semester 2:

- Responding to texts – **25%**
- Creating Texts – **40%**
- Intertextual Study – **25%**
- Exam – **10%**

Stage 1 English – Aboriginal Perspectives

PLEASE NOTE: Students who complete 20 credits of any Stage 1 English subject with a C grade or better will meet the literacy requirement of the SACE.

Duration

Full year (20 credits)

Prerequisites

Nil

Subject Summary

Stage 1 English – Aboriginal Perspectives is open to all students at Sacred Heart College. It adheres to the same Learning and Assessment Plan as Stage 1 English but has a strong focus on Aboriginal perspectives, voices, and texts.

In Stage 1 English – Aboriginal Perspectives, 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. An understanding of purpose, context, and audience is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

Students will be required to read, analyse and respond to texts: visual, prose (novels), short stories, plays, poetry, and mass-media texts (including Australian texts). The analysis of these texts, including an intertextual study, will enable students to explore a range of themes and ideas and the techniques/stylistic features utilised, in order to create meaning.

Students are expected to use accurate spelling, punctuation, syntax, and conventions, which is achieved, in part, through considered planning, drafting, editing, and proofreading.

Assessment

Students will be assessed on the production of at least one oral / multimodal response as well as varied written responses.

Semester 1:

- Responding to texts – **50%**
- Creating Texts – **25%**
- Intertextual Study – **25%**

Stage 2 English – Aboriginal Perspectives

Duration

Full year

Prerequisites

Achievement of a C grade or better in Stage 1 English Aboriginal Perspectives, English Literary Studies, or English

Subject Summary

Stage 2 English – Aboriginal Perspectives is open to all students at Sacred Heart College. It adheres to the same Learning and Assessment plan as Stage 2 English but has a strong focus on Aboriginal perspectives, voices, and texts.

Stage 2 English students read and view a range of texts, including texts created by Australian authors. Students appreciate how clear and effective writing and speaking displays a depth of understanding, engagement, and imagination for a range of purposes, contexts, and audiences.

Responding to Texts

Students demonstrate a critical understanding of the language, stylistic features and conventions of particular text types and identify the ideas and perspectives conveyed by texts, including how purpose, audience, and context influence interpretations of texts.

Responses must be from at least three of the following categories:

- An extended text
- A selection of poetry texts: a poet or theme study
- A drama text or performance
- A film
- Media texts.

Creating Texts

Students create a range of texts for a variety of purposes. By experimenting with innovative and imaginative language, stylistic features, and text conventions, students develop their personal voice and perspectives and extend their skills in self-editing and drafting.

Assessment

School-based Assessment:

- Responding to Texts (3 tasks including one oral or multimodal) – **30%**
- Creating Texts (3 creative tasks and 1 writer's statement) – **40%**

External Assessment:

- Comparative Analysis (essay or report) – **30%**

Stage 2 Media Studies

Duration

Full year (20 credits)

Prerequisites

Achievement of a C grade or better in Stage 1 English (any course)

Subject Summary

Aims

At the end of the program, students should be able to:

- Communicate informed responses to local, national, and global media issues
- Research and analyse media texts and contexts
- Analyse the ways in which societies are represented by media
- Analyse their own and others' interactions with media
- Reflect on aspects of the dynamics of the media industry
- Apply knowledge of forms, contents, contexts, and audiences to design and produce creative, practical media texts.

Content

Media Studies focuses on the development of media literacy and production skills by critically analysing media texts and practice and creating media products. Students will develop their knowledge and understanding of the four key media concepts — media representations, media conventions, media organisations, and media audiences, which all underpin the study of aspects of media and are essential to students' critical reading of media texts and products. The course addresses these concepts through the following assessment types:

Folio

Students produce two media exploration assessments, and one media interaction study for the folio. Media explorations are designed to analyse and explore the sociological impact of film, TV and music. The media interaction study requires students to interact with media and analyse the interplay between digital design and human nature.

Product

Students produce two media products, a video essay and a short film, each of which is supported by a producer's statement. Students work individually and as group to create a pre-production plan and schedule, identify relevant production techniques and complete a final media product based on their plan.

Investigation

Students undertake one independent investigation on the cultural, political, or economic impact of media on contemporary society.

Assessment

School-based Assessment:

- Responding to Texts (3 tasks including one oral or multimodal) – **30%**
- Creating Texts (3 creative tasks and 1 writer's statement) – **40%**

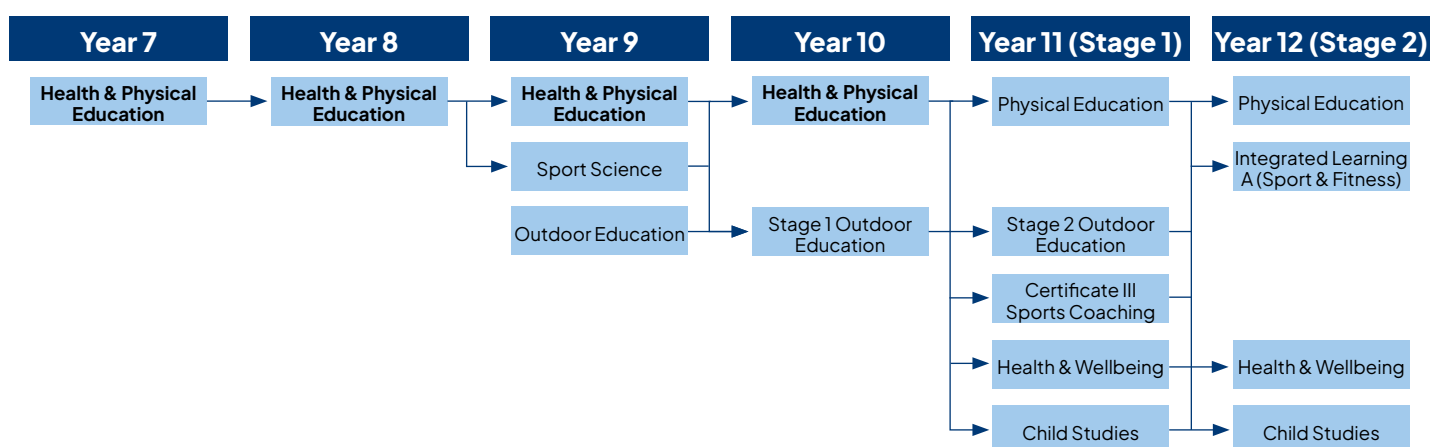
External Assessment:

- Comparative Analysis (essay or report) – **30%**

Health & Physical Education

Subjects in the Health & Physical Education learning area include Health & Physical Education, Child Studies, Integrated Learning A (Sport and Fitness), Outdoor Education and Certificate III in Sports Coaching. In this learning area, students recognise the various factors that shape the behaviour and attitudes of individuals and groups in relation to physical performance, healthy living, and caring for themselves, others and the environment. They consider how social structures, community values, environmental issues, and new technologies affect the health, and well-being of individuals and communities. Students will develop skills in communication, collaboration, investigation, and the ability to apply knowledge to practical situations.

Health & Physical Education subject pathways (Years 7–12)



*This diagram shows pathways for subjects in this Learning Area. It is not indicative of prerequisite requirements. Subjects listed in **BOLD** are compulsory. Year 7–9 subjects are currently under review and are subject to change.*

Year 10 Health & Physical Education

Duration

One semester

Prerequisites

Nil

Subject Summary

The Health & Physical Education curriculum supports students to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits.

Practical applications will allow students to learn and apply specialised movement skills and complex movement strategies in a variety of games and activities. They will also be provided with opportunities to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration.

The focus areas to be addressed include, but are not limited to:

- fitness testing, fitness profile, and physical activity
- safety and wellbeing (cyber safety)
- net sports (badminton, volleyball)
- tactical awareness in court sports (netball, basketball, etc)
- multi sports (AFL, soccer, street hockey, ultimate frisbee, etc).

PLEASE NOTE: Practical sport options will be determined by facility availability, timetable and teacher expertise.

Assessment

Practical Assessment

- Application of practical skills and tactics in game play.
- Initiative and collaboration in individual and team environments.

Folio Assessment

- **Tactical Awareness**
Practical based tactical strategy in a court sport
- **Personal Physical Activity**
Research, plan and participate in a community based physical activity
- **Cyber Safety**
Dilemma problem solving scenario

Stage 1 Outdoor Education (Year 10)

PLEASE NOTE: Due to the anticipated high demand for this subject, places are limited and cannot be guaranteed.

A cost of \$500 applies for students to participate in the Outdoor Education program. This fee covers expenses, such as transport, equipment, venue hire, and specialist instruction throughout the course.

Duration

One semester (10 credits)

Prerequisites

Nil

Subject Summary

Through the study of three focus areas – environment and conservation; planning and management; and personal and social growth and development. Students develop skills and understanding in preparation and planning for outdoor experiences, risk management, and conservation practices, and develop their teamwork and practical outdoor skills.

Students develop an understanding of ecosystems and the impacts of human actions and decisions through the study of natural environments. They develop knowledge and understanding of environmental systems and their conservation.

As they spend time learning in natural environments, students develop knowledge and apply planning and risk-management skills for outdoor journeys that ensures they travel safely. They also apply these skills to plan for minimal impact as they move through natural environments.

The study of Stage 1 Outdoor Education provides students with opportunities to experience personal growth and to develop social skills, self-confidence, and teamwork skills. They evaluate and reflect on their own learning progression and skills development, and working with others in groups, as well as their relationship with and connection to nature.

Assessment

- **Assessment Type 1:**
About Natural Environments – **40%** (1 task)
- **Assessment Type 2:**
Experiences in Natural Environments – **60%** (2 tasks)

Stage 1 Physical Education

Duration

One semester (10 credits) or full year (20 credits)

Prerequisites

Nil

Subject Summary

In Stage 1 Physical Education students will be provided with a range of learning activities in movement, through movement and about movement. Students will develop a theory base of knowledge through various games and movement activities to explore their own physical capacities and analyse performance and tactical applications. Students will be presented with opportunities to demonstrate and develop skills in communication, leadership, fair play and cooperation.

Stage 1 Physical Education consists of three focus areas of study and related key concepts:

1. **In movement** - students will investigate how the body responds to physical activity and use this knowledge to improve performance and participation in physical activity.
2. **Through movement** - students will explore barriers and enablers to physical activity identifying how personal, social, and cultural factors affect participation.
3. **About movement** - students develop theoretical knowledge to real-life experiences to evaluate performance outcomes.

Learning is delivered through an integrated approach in which opportunities are provided to explore movement concepts and strategies including:

- Body awareness
- Movement quality
- Relationships
- Executing movement
- Creating space
- Interactions
- Making decisions.

Assessment

- **Assessment Type 1:**
Performance Improvement - **50%** (1 task)
- **Assessment Type 2:**
Physical Activity Investigation - **50%** (1 task)

Stage 2 Outdoor Education (Year 11)

PLEASE NOTE: Due to the anticipated high demand for this subject, places are limited and cannot be guaranteed.

A cost of \$500 applies for students to participate in the Outdoor Education program. This fee covers expenses, such as transport, equipment, venue hire, and specialist instruction throughout the course.

Duration

One semester (Semester 2) (20 credits)

Prerequisites

Nil

Subject Summary

Stage 2 Outdoor Education develops students' skills, knowledge, and understanding of safe and sustainable outdoor experiences through experiential learning and three focus areas: conservation and sustainability, human connections with nature, and personal and social growth and development. Students build skills in preparation and planning, risk management, leadership, decision-making, and self-reliance.

By exploring Indigenous, Western, scientific, economic, recreational, and aesthetic perspectives, students examine the relationships between human actions and ecosystems. They critically analyse these connections and develop strategies that support conservation and environmental sustainability. Students participate in direct experiences within a range of natural environments, allowing them to reflect on the role of outdoor experiences in personal growth, group development, health and well-being, environmental learning, sustainable living, and social justice.

The course provides opportunities to develop self-confidence, initiative, leadership, collaboration, and practical outdoor skills. Through reflection and evaluation, students monitor their learning progress and strengthen their connection with nature, promoting lifelong well-being and responsible interaction with natural environments.

Assessment

- **Assessment Type 1:**
About Natural Environments - **20%** (1 task)
- **Assessment Type 2:**
Experiences in Natural Environments - **50%** (2 tasks)
- **Assessment Type 3:**
Connections with Natural Environments - **30%** (1 task)

Stage 2 Physical Education

Duration

Full year (20 credits)

Prerequisites

Achievement of a B- grade or better in Stage 1 Physical Education

Subject Summary

In Stage 2 Physical Education students will be provided with a range of learning activities to demonstrate and develop skills in communication, leadership, fair play and cooperation. Students will develop a theory base of knowledge through games and movement activities to explore their own physical capacities and analyse performance and tactical applications.

Physical Education consists of three focus areas of study:

1. **In movement** – students will investigate how the body responds to physical activity and use this knowledge to improve performance and participation in physical activity.
2. **Through movement** – students will explore barriers and enablers to physical activity identifying how personal, social, and cultural factors affect participation.
3. **About movement** – students develop theoretical knowledge to real-life experiences to evaluate performance outcomes.

The focus areas to be addressed include, but are not limited to:

- body awareness
- movement quality
- spatial awareness
- relationships
- executing movement
- creating space and interactions
- making decisions.

Assessment

School-based Assessment:

- **Assessment Type 1:**
Diagnostics – **30%**
 - Touch Football (physiological evaluation)
 - Badminton (biomechanics and skill acquisition)
- **Assessment Type 2:**
Improvement Analysis – **40%**
 - Personal performance goal

External Assessment:

- **Assessment Type 3:**
Group Dynamic – **30%**

Stage 2 Integrated Learning A (Sport & Fitness)

Duration

Full year (20 credits)

Prerequisites

Nil

Subject Summary

Integrated Learning A draws links between a student's learning in Sports and Fitness and aspects of their own lives, with students applying their knowledge and skills learnt to real-world tasks. The key areas and capabilities are developed and applied through theoretical concepts and practical application.

For example, students participate in practical activities to develop skills in addressing real problems or challenges through the sporting contexts of Personal Endeavour, Court and Invasion Sports, Multi-Sport Activities and Group and Peer Teaching.

Assessment

School-based Assessment:

- **Assessment Type 1:**
Practical Inquiry – **40%**
 - Skill analysis in a variety of sports and recreational activities with written reflections, annotations, self and peer assessments.
- **Assessment Type 2:**
Connections – **30%**
 - Peer and group teaching tasks where students learn to plan and organise activities and to develop their collaboration, teamwork and empathy for others.

External Assessment:

- **Assessment Type 3:**
Personal Endeavour – **30%**
 - Students investigate, design, and implement an individual program and reflect on the success of their chosen goal.

Certificate III Sports Coaching

PLEASE NOTE: This course will only be offered to Year 11 students.

A maximum of 65 SACE Stage 2 credits are available for successful completion of this qualification and eligible to contribute to the calculation of an ATAR in the flexible option section up to the maximum allowed for recognised studies (20 credit 'subject' equivalent).

SATAC recognises this qualification as a subject (for SATAC purposes), calculated for a student's ATAR contribution based on the average over the remaining 70 credits available for SACE Stage 2.

VET fees apply to this subject.

Duration

One semester

Prerequisites

Nil

Subject Summary

This qualification enables students to acquire and apply skills in the development of themselves and others within a Sport Coaching context. Curriculum is delivered across both theoretical and practical settings. This Program is delivered via a VET Partner Agreement with the Australian College of Sport. Key coaching topics across the individual's technical, tactical, physical and mental components of development are explored, and within the following sequence of learning: Learn to Learn, Learn to Train, Learn to Play, Learn to Compete.

The Certificate III in Sport Coaching reflects the role of individuals who apply the skills and knowledge to coach participants up to an intermediate level in a specific sport. This qualification provides a pathway to work in community coaching roles, either working or volunteering at community-based sport clubs and organisations in the Australian sport industry.

Assessment

- 10 Units of Competency
- 8 main assessment tasks
- First Aid

Stage 1 Health & Wellbeing

Duration

One semester (10 credits)

Prerequisites

Nil

Subject Summary

In Stage 1 Health and Wellbeing, students develop the knowledge, skills and understandings required to explore and understand influences and make decisions regarding health and wellbeing. They consider the role of health and wellbeing in different contexts and explore ways of promoting positive outcomes for individuals and global society.

Students evaluate current trends and issues that impact health and wellbeing. They reflect on personal and community actions to promote and improve sustainable outcomes for individuals, communities, and global society.

The concepts to be addressed include:

- Health literacy
- Health determinants
- Health promotion
- Social equity.

Assessment

Students will undertake one practical activity, and two health inquiries.

- **Assessment Type 1: Practical Action:**
 - Health Promotion (Collaborative) – **40%**
- **Assessment Type 2 – Health Inquiry:**
 - Mental Health – **30%**
 - Contemporary Issue Inquiry – **30%**

Stage 2 Health & Wellbeing

Duration

Full year (20 credits)

Prerequisites

Nil

Subject Summary

In Stage 2 Health and Wellbeing, students develop the knowledge, skills, and understandings required to explore and analyse influences and make informed decisions regarding health and wellbeing. They consider the role of health and wellbeing in various contexts and explore ways of promoting positive outcomes for individuals, communities, and global society.

Students play an active role in negotiating what and how they will learn. Students explore and develop skills as agents and advocates for change and consider moral and ethical perspectives. Students evaluate current trends and issues that impact health and wellbeing. They reflect on personal and community actions to promote and improve sustainable outcomes for individuals and global society.

This subject requires significant health literacy for students to critically read, interpret, analyse and reflect using relevant terminology and concepts.

The focus areas to be addressed include:

- Health literacy
- Health determinants
- Health promotion
- Social equity.

Assessment

School-based Assessment:

- **Assessment Type 1:**
Initiative – **40%**
 - Collaborative health promotion
 - Personal health action
- **Assessment Type 2:**
Folio – **30%**
 - Adolescent Stress Factors
 - Dilemma solving (POOCH)

External Assessment:

- Inquiry – **30%**

Stage 1 Child Studies

Duration

One semester (10 credits)

Prerequisites

Nil

Subject Summary

Child Studies focuses on children and their development from conception to 8 years. Students have the opportunity to develop knowledge and understanding of young children through individual, collaborative, and practical learning. They explore concepts such as the development, needs, and rights of children, the value of play, concepts of childhood and families, and the roles of parents and caregivers. They also consider the importance of behaviour management, child nutrition, and the health and well-being of children.

Students will investigate contemporary issues that are relevant to children and their development through three areas of study:

- The Nature of Childhood & the Socialisation and Development of Children
- Children in Wider Society
- Children, Rights, and Safety.

Students have opportunities to build their understanding of the range of attitudes, values, and beliefs of people in the wider community in relation to children and child-rearing practices.

Assessment

Students will undertake two practical activities, one group activity and one investigation task.

- **Assessment Type 1:**
Practical Activity – **50%**
- **Assessment Type 2:**
Group Activity – **25%**
- **Assessment Type 3:**
Investigation – **25%**

Stage 2 Child Studies

Duration

Full year (20 credits)

Prerequisites

Nil

Subject Summary

Stage 2 Child Studies focuses on children's growth and development from conception to 8 years. Students critically examine attitudes and values about parenting/caregiving and gain an understanding of the growth and development of children. This subject enables students to develop a variety of research, management, and practical skills.

Childhood is a unique, intense period of growth and development. Children's lives are affected by their relationships with others; their intellectual, emotional, social, and physical growth; cultural, familial, and socio-economic circumstances; geographic location; and educational opportunities.

There are five areas of study:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Sociocultural Influences
- Technological Influences.

Assessment

Students undertake four practical activities, one group activity and one externally assessed investigation.

School-based Assessment:

- **Assessment Type 1:**
Practical Activity – 50%
- **Assessment Type 2**
Group Activity – 20%

External Assessment:

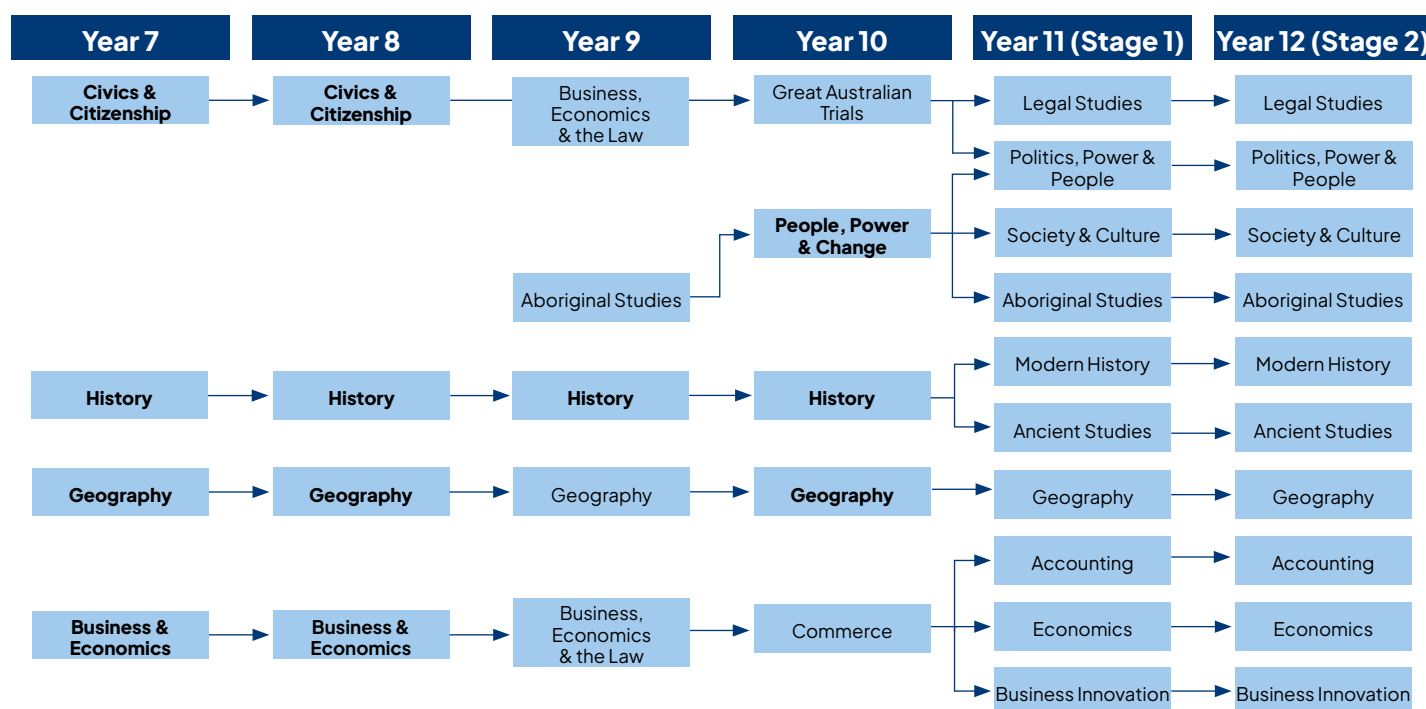
- **Assessment Type 3:**
Investigation – 30%



Humanities & Social Sciences

Humanities and Social Sciences offers a wide range of language rich subject choices. Each subject develops 21st Century skills, including problem solving, critical thinking, communication and collaboration skills, as well as the ability to research, inquire, interpret and analyse.

Humanities & Social Sciences subject pathways (Years 7–12)



This diagram shows pathways for subjects in this Learning Area. It is not indicative of prerequisite requirements. Subjects listed in **BOLD** are compulsory. Year 7–9 subjects are currently under review and are subject to change.

Year 10 Great Australian Trials

Duration

One semester

Prerequisites

Nil

Subject Summary

Students will be introduced to the basic principles of Legal Studies by studying famous Australian cases including Ned Kelly, Eddie Mabo, Andrew Mallard, Lindy Chamberlain, Ronald Ryan, Kathleen Folbigg, Brittany Higgins/Bruce Lehrmann and Rebel Wilson.

Students will visit the Old Adelaide Gaol to gain a deeper understanding of crime & punishment.

Students will gain an understanding of the following legal processes and principles:

- The Criminal and Civil Justice Systems in Australia
- The 'Adversary System' and the features of a fair trial, including independent judges, opposing parties and rules of evidence
- Different types of criminal sentences, including the historical use of capital punishment
- A number of important legal principles including: the presumption of innocence, double jeopardy, right to silence, etc.
- Factors associated with wrongful convictions
- Features of civil law and the elements of negligence and/or defamation.

Assessment

- Group Presentations
- Mock Trial role play
- Inquiry Essay
- Response to Stimulus Test (Sources Analysis)
- Coursework including assignments and tests

Stage 1 Legal Studies

Duration

One semester (10 credits) or full year (20 credits)

Prerequisites

Nil

Subject Summary

Stage 1 Legal Studies focuses on the use of laws and legal systems to create harmony within dynamic and evolving communities. Through an inquiry-based process, students explore and develop their understanding of the concepts of rights, fairness and justice, power, and change. These concepts are examined in the context of law-making, law enforcement, and dispute resolution, and should be applied to a range of contemporary Australian issues.

Students engage in collaborative activities where they respond to and develop arguments regarding fictitious scenarios such as alleged criminal offences, civil claims, proposed bills and current political issues.

Through Legal Studies, students develop an appreciation and awareness of their role as a citizen in the Australian legal system, the skills to communicate their ideas, and the confidence to make informed and effective decisions regarding legal issues.

Assessment

- Inquiry – **40%**
- Presentation – **30%**
- Analytical Response (Examination) – **30%**

Performance in the end of semester exam will also determine promotion to Stage 2 Legal Studies.

Stage 2 Legal Studies

Duration

Full year (20 credits)

Prerequisites

Achievement of a B- grade or better for coursework and a C grade or better for examination in Stage 1 Legal Studies.

Subject Summary

Law is intended to facilitate fairness, justice, and harmony within communities. Legal Studies enables an understanding of the operation of the Australian legal system, its principles and processes, and prepares students to be informed in matters of the law and society.

Legal Studies is explored through the mechanism of asking 'big questions'. Big questions stimulate deep thinking and engagement, and the consideration of a range of perspectives. Students must develop an argument in response to these questions, by evaluating, analysing and applying contextually appropriate legal principles, processes, evidence, and cases. Students consider a range of perspectives to make recommendations for reforms to the legal system and laws.

Students will explore rights and responsibilities, sources of law, and adversarial and inquisitorial dispute resolution processes. Students will examine how people, governments and institutions shape the law and how law controls, and regulates interactions between people, institutions, and government. Students develop an understanding of the ways in which they can influence democratic processes, the importance of critical and conceptual thinking, and the significance of checks and balances in providing lawful mechanisms to control the exercise of power.

Legal Studies empowers students to evaluate evidence in order to make decisions and potentially substantiated recommendations about legal principles and processes. Conceptual understanding and analysis allow transference within and across disciplines and for future learning. This skill development enables students to approach new situations and contexts with an analytical and problem-solving mindset.

Assessment

School-based Assessment:

- Folio (4 tasks) – **40%**
- Inquiry (1 investigation) – **30%**

External Assessment:

- Electronic Examination (2 hours) – **30%**

Year 10 People, Power and Change

PLEASE NOTE: Year 10 students must select at least one of the following HASS subjects: History, Geography, or People, Power and Change.

Duration

One semester

Prerequisites

Nil

Subject Summary

Students will explore cultural evidence, the causes and effects of key events from a variety of perspectives, develop empathy, and understand the contestability of some cultural perspectives.

Performance in this subject is organised into two strands: Cultural Knowledge and Understanding, and Skills, such as analysing and interpreting evidence perspectives.

Students will investigate and develop an understanding of:

- Explore how past events and movements, like women's suffrage and Indigenous activism, influence society today.
- Investigate how individuals, groups, institutions and movements have shaped social and political change.
- Study human rights issues in Australia and globally.
- Research and evaluate a range of sources for reliability, accuracy and relevance.
- Examine different methods of protest and activism, and assess their impact.
- Communicate informed opinions using clear evidence and correct source referencing.

Assessment

- Group Presentations
- Coursework including source analysis and inquiries

Stage 1 Politics, Power & People

Duration

One semester (10 credits)

Prerequisites

Nil

Subject Summary

Politics, Power, and People is the study of how power is distributed and exercised in all levels of society. The subject explores ideas related to cooperation, conflict, crises, and the political intricacies of a government. Students develop an understanding of expressions of power and politics and the effect of these on various stakeholders in the commercial world. Through inquiry and reflection, students challenge their existing political understanding and move from 'right or wrong' thinking towards appreciating nuances that are 'grey'.

Students develop a broad understanding of political events and their effects through the integration of historical, legal, cultural, philosophical, geographical, and economic perspectives.

Students explore the themes by collaboratively critiquing political ideas and transferring their learning to other situations and cultural contexts. They explore the boundaries and conflicts between social power and civil disobedience. Case studies provide students with the opportunity to construct knowledge and to connect the contextual understanding of political structures with political theories. Students apply their understanding of elements of the Australian political system to a global context. They learn to understand why conflicts occur and the mechanisms used to negotiate and resolve these. Through the study of Politics, Power, and People, students begin to appreciate the complexity and diversity of approaches to solving local and global challenges related to human rights, equality, welfare, poverty, and the distribution of resources.

Students develop their understanding of Politics, Power and People through a compulsory theme: Understanding how politics works, and an additional option theme.

Assessment

- **Assessment Type 1:** Folio
- **Assessment Type 2:** Sources Analysis
- **Assessment Type 3:** Investigation

Stage 2 Politics, Power & People

Duration

Full year (20 credits)

Prerequisites

Nil

Subject Summary

Politics, Power and People is the study of how power is distributed and exercised at all levels of society.

Students develop an understanding of how power and politics operate, and the effect of these on individuals, families, schools, workplaces, communities, governments, and institutions in law, media, and the commercial world.

Students investigate political ideas, including cooperation, conflict, leadership, and decision-making. They learn that political issues are rarely simple or completely right or wrong. Instead, they explore different viewpoints and understand that many political questions involve complex or "grey" areas.

Students examine political events and issues using ideas from subjects such as history, law, geography, economics, philosophy, and culture. This helps them understand how power is created and exercised in different situations.

Learning often takes place through case studies and real-world examples. Students evaluate political ideas, compare perspectives, and apply their learning to Australian and global contexts. They explore why conflicts occur and how societies attempt to resolve them, including issues such as human rights, equality, welfare, poverty, and the distribution of resources.

At Stage 2, students study a compulsory theme titled, Making meaning from democracy: exploring Australian politics, and two additional themes to investigate in greater depth. Students research political issues using a range of methods and present their findings using appropriate political terminology.

Assessment

School-based assessment (70%)

- **Assessment Type 1:** Folio (50%)
- **Assessment Type 2:** Sources Analysis (20%)

External assessment (30%)

- **Assessment Type 3:** Investigation (30%)

Stage 1 Society & Culture

Duration

One semester (10 credits)

Prerequisites

Nil

Subject Summary

In Society & Culture, students explore the interactions of people, societies, cultures and environments.

Students learn about the ways in which societies change. They investigate the ways in which people function in groups. Students also develop the ability to influence their own future by acquiring skills, values and understandings that enable them to participate effectively in contemporary society.

The content of this subject is organised into two strands: knowledge and understanding of gender, ethnicity, race, class and power structures that affect the lives of individuals and groups. Students also develop the skills needed to critically analyse a range of viewpoints about people, societies and issues.

They will be able to understand diversity within and across societies and can increase their awareness of the interdependence between different societies and cultures. Students also use inquiry based learning skills such as source analysis, research, exploration, interpretation, communication and analysis, to explore society and culture in Australia and globally. Students evaluate different viewpoints and present opinions based on evidence.

The topics undertaken by students may include:

- A current social or cultural issue
- Prejudice and discrimination
- Lobby and advocacy groups and social change
- Australia's relationships with Asia-Pacific region
- The social impacts of environmentally sustainable practices and environmentally unsustainable practices.

Assessment

- Source Analysis - **35%**
- Group Activity - **30%**
- Investigation - **35%**

Stage 2 Society & Culture

Duration

Full year (20 credits)

Prerequisites

Nil

Subject Summary

In Society and Culture, students explore and analyse the interactions of people, societies, cultures, and environments. Using an interdisciplinary approach, they analyse the structures and systems of contemporary societies and cultures.

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.

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 diversity within and across societies; and extend their awareness of the connections between, and the interdependence of, societies and cultures.

Students have the opportunity to build intercultural understanding by exploring the history, knowledge, and contemporary cultures of different peoples.

Students study three topics:

- Group 1 Topics: Culture
- Group 2 Topics: Contemporary Challenges
- Group 3 Topics: Global Issues.

Assessment

School-based Assessment:

- Folio - **50%**
- Interaction - **20%**

External Assessment:

- Investigation - **30%**

Stage 1 Aboriginal Studies

Duration

One semester (10 credits)

Prerequisites

Nil

Subject Summary

Aboriginal Studies is a subject that is open to all students at Sacred Heart College.

In Stage 1 Aboriginal Studies, students learn from and with Aboriginal people to develop respect for and awareness of the diversity of the experiences, narratives and accomplishments of Aboriginal people and their communities. Through their understanding of the connections between the past and present, students deconstruct and analyse experiences of significance to Aboriginal people. Students learn from Aboriginal people and communities about enterprises developed in response to significant past and/or contemporary experiences.

Through their learning in this subject, students gain confidence and develop respectful ways of thinking, listening, communicating and understanding. They reflect on and evaluate their own learning and respectful understanding gained through their learning.

The content of Stage 1 Aboriginal Studies is underpinned by three integrated learning strands:

- Learning from and with Aboriginal Communities
- First Nations Narratives
- Respect and responsibility.

These learning strands provide the narrative for the knowledge, understanding, skills and capabilities that students develop through the contexts of Community Experience and Community Enterprise.

Assessment

- **Learning Journey** – 3 x Summative tasks
 - Frontier Warriors (Freedom Fighters Case Study)
 - Community Experience (Dupang Festival)
 - Contemporary First Nations Identity and Diversity
- **Creative Presentation and Reflection** – 1 Summative Visual Presentation
 - Cultural Reclamation Task

Stage 2 Aboriginal Studies

Duration

Full year (20 credits)

Prerequisites

Nil

Subject Summary

Aboriginal Studies is a subject that is open to all students at Sacred Heart College.

In Stage 2 Aboriginal Studies, students learn from and with Aboriginal people to access a range of viewpoints and narratives as told by Aboriginal people themselves to develop and deepen their respect, empathy and insight into experiences significant to Aboriginal people and their communities. Through this, they develop an understanding of the impact and influence of past events, identities, knowledge, cultural expressions and contemporary experiences. They develop and demonstrate their understanding of resistance, survival and identity since Invasion.

Students develop and extend respectful ways of thinking, responding, communicating and acting and are encouraged to take action in support of social justice within the school and/or local community. They follow cultural protocols by acknowledging their interactions and collaboration with Aboriginal people.

Content of Stage 2 Aboriginal Studies is underpinned by three integrated learning strands:

- Learning from and with Aboriginal Communities
- First Nations Narratives
- Respect and responsibility.

Students develop these learning strands through the contexts of Diversity and Identities, Cultural Expressions and Contemporary Experiences.

Assessment

School-based Assessment:

- Learning Journey (x 3 Tasks) – **40%**
 - The Frontier Wars
 - Cultural Experiences (Dupang Festival)
 - Contemporary First Nations Experiences
- Social Action (x 1 Task) – **30%**

External Assessment:

- Acknowledgement (x1 Task) – **30%**

Year 10 History

PLEASE NOTE: Year 10 students must select at least one of the following HASS subjects: History, Geography, or People, Power and Change, or Great Australian Trials.

Duration

One semester

Prerequisites

Nil

Subject Summary

Students will investigate the historical significance of the period between 1918 and the early 21st century. They explain the causes and effects of events, developments and turning points or movements in 20th century Australia and internationally. They learn to describe social, cultural, economic and/or political aspects of historical developments. Students explain the role of significant ideas, individuals, groups and institutions connected to the developments of this period.

In the Historical Study, students develop a range of questions, locate and select relevant evidence, and develop a historical argument.

Performance in this subject is organised into two strands: Historical Knowledge and Understanding, and Historical Skills, such as analysing and interpreting historical and evidence perspectives.

Assessment

- Historical Inquiry
- Source Analysis
- Course Work

Stage 1 Modern History

Duration

One semester (10 credits) or full year (20 credits)

Prerequisites

Nil

Subject Summary

In this subject students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and the short and long-term consequences on societies, systems, and individuals.

Students explore the impacts that these developments and movements have had on people's ideas, perspectives and circumstances. They investigate the transformation of societies through significant people, places and events.

The content of this subject is organised into two strands:

- knowledge and understanding of topics listed
- skills in historical method through inquiry.

For a 10 credit subject, students study two or more topics, one of which may be an elective topic. For a 20 credit subject, students study four or more topics, one of which may be an elective topic:

Topic 1: Imperialism

Topic 2: Decolonisation

Topic 3: Indigenous peoples

Topic 4: Social Movements

Topic 5: Revolution

Topic 6: Elective.

Assessment

- Historical Skills (2–3 tasks) – **50%**
- Historical Study – **30%**
- Exam (100 minutes) – **20%**

NOTE: Performance in the end of semester exam will also determine promotion to Stage 2 Modern History.

Stage 2 Modern History

Duration

Full year (20 credits)

Prerequisites

Achievement of a B- grade or better for coursework, and a C grade or better for examination in Stage 1 Modern History.

Subject Summary

In Modern History, students study one topic from Modern Nations and one topic from The World Since 1945.

In their study of Modern Nations, students investigate the social, political and economic changes that shaped a selected nation. Students develop an understanding of the internal and external challenges that the nation has faced.

In their study of The World since 1945 students investigate the political, social and economic interactions between states and nations, and how these interactions impact on national, regional and international development.

Throughout their studies, students build their skills in historical method through inquiry and by examining and evaluating the nature of sources. Students explore different interpretations, draw conclusions and develop reasoned historical arguments.

Assessment

School-based Assessment:

- Historical Skills Assessments – **50%**
- Historical Study – **20%**

External Assessment:

- Examination (2 hours) – **30%**

Stage 1 Ancient Studies

Duration

One semester (10 credits)

Prerequisites

Nil

Subject Summary

In Ancient Studies students learn about the history, literature, society and culture of Ancient Civilisations.

Students draw on many fields of study considering environmental, social, archaeological, religious, cultural and aesthetic aspects of societies and explore ideas and innovations that shape societies.

Students study one compulsory topic and two other topics such as:

Topic 1: Understanding Ancient History (compulsory)

Topic 2: Social structures: slavery and everyday life in Ancient Rome

Topic 3: Beliefs, rituals and mythology in Ancient Egypt or Greece.

There is also an Independent Inquiry where students select a relevant aspect of a civilisation to research in depth.

Assessment

- Skills and Applications Tasks – **75%**
- Inquiry – **25%**

Stage 2 Ancient Studies

Duration

Full year (20 credits)

Prerequisites

Nil

Subject Summary

In Ancient Studies, students learn about the history, literature, society and culture of Ancient Civilisations. Students also explore the ideas and innovations that shape, and are shaped by societies.

Students develop inquiry skills that enable them to challenge or confirm beliefs, attitudes, and values in the ancient world.

Stage 2 Ancient Studies consists of 3 class topics chosen from Asia, Europe or Western Asia/North Africa between 2000 BCE and 207 CE.

Three of the following topics are studied:

- Daily Life: Greek Society: Sparta and Athens, Fifth Century BC
- Literature – Epic: Homer, The Odyssey
- Drama and/or Poetry – two Greek tragedies: Sophocles: King Oedipus and Euripides: The Bacchae
- Roman Military Conflict.

Ancient Studies provides the basis for a wide range of pathways including archaeology, administration, government, law and politics, the arts, education, entertainment, journalism and mass media, museums and tourism.

Assessment

School-based Assessment:

- Connections – 20%
- Skills and Applications Tasks – 50%

External Assessment:

- Inquiry – 30%

Year 10 Geography

PLEASE NOTE: Year 10 students must select at least one of the following HASS subjects: History, Geography, or People, Power and Change.

Duration

One semester

Prerequisites

Nil

Subject Summary

In this subject, students will study two distinct topics: Environmental Change and Management, and Geographies of Human Wellbeing, while developing a range of skills such as mapping, data interpretation and the use of spatial technologies.

Students will study the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews – including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to these challenges. They will complete this through two major themes:

In Environmental Change and Management students will focus on:

- Agriculture
- Deforestation
- Sustainable and Renewable Resources
- Changing Ocean Currents
- Marine Debris and its impact on oceans.

In Aboriginal and Torres Strait Islander Land Management students will develop and understanding of:

- Connection to country and Native Title
- National Parks and Ranger Programs
- Management of culturally significant sites.

In Geography students will focus on investigating global, national and local differences in human wellbeing and that changes overtime, through the study of:

Migration and Wellbeing

- Historic movements of people to Australia and the significance of these
- The characteristics of wellbeing as linked to basic human rights.
- Changing attributes of migration and immigration
- Asylum Seekers, Refugees and their Wellbeing.
- Global Conflicts and their impact on migration

Assessment

Coursework includes assignments, such as broadsheets, Google Earth projects, an Inquiry and mapping skills.

Stage 1 Geography

Duration

One semester (10 credits) or full year (20 credits)

Prerequisites

Nil

Subject Summary

The discipline of Geography deals with environmental phenomena and human activities as diverse as landforms, migration, tourism, economic development, human rights, agriculture, and urban planning.

Throughout the study of Geography, students develop an understanding of the relationships between people and places, and the impact of these on environments. Students will analyse the opportunities, challenges and constraints of living in different locations in a variety of contexts. Evidence collected in the field on an excursion will enhance this knowledge within the Biodiversity and Urban Growth topic/s.

Students study a range of geographical skills through topics within the following three themes:

Semester 1:

- Theme 1: Sustainable Places – Migration and our Communities
- Theme 2: Human-Induced Hazards – Rwandan Conflict
- Theme 3: Contemporary Issues – Biodiversity and Urban Growth: Coastal Studies.

Semester 2:

- Theme 1: Sustainable Places – Rural Places and Cultures
- Theme 2: Natural Hazards – Managing our Natural Areas
- Theme 3: Global Issues – Climate Change and Urban Areas.

Assessment

- 2 x Geographical Skills and Applications – **30% each**
- Fieldwork in Your Local Area – **30%**
- Examination – **10%**

Performance in the semester assessment tasks and the exam will determine promotion to Stage 2 Geography.

Stage 2 Geography

PLEASE NOTE: Due to the learning requirements of fieldwork, students will participate in an overnight camp, which may incur an additional cost. The amount will be publicised early in 2027 once class numbers are finalised.

Duration

Full year (20 credits)

Prerequisites

Achievement of a B- grade or better for coursework and a C grade or better for examination in Stage 1 Geography

Subject Summary

Through the study of Geography, students develop an understanding of the spatial interrelationships of people, places and environments through developing practical geographical skills. Students will appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world.

Students engage in geographical inquiry by using geographical methods and skills. They pose geographical questions, seek answers, and evaluate responses, using a range of fieldwork and spatial technology skills. Fieldwork, in all its various forms, is central to the study of Geography, as it enables students to develop their understanding of the world through direct experience.

Students will study the following:

- Geographical Skills – Topographic and Electronic (GIS) Mapping / Fieldwork Skills (in exam)

Theme 1: Environmental Change

- Topic 1: Ecosystems and people (in exam)
- Topic 2: Climate change

Theme 2: Social and Economic Change

- Topic 3: Population change (in exam)
- Topic 4: Globalisation
- Topic 5: Transforming global inequality.

Assessment

School-based Assessment:

- 4 x Geographical Skills and Applications – **40%**
- Fieldwork Report – **30%**

External Assessment:

- Examination – includes Geographical Skills, Topic 1 and 3 only (2 hours) – **30%**

Year 10 Commerce

Duration

One semester

Prerequisites

Nil

Subject Summary

Year 10 Commerce provides students with a practical introduction to the interconnected worlds of Business, Economics, and Accounting. Through an engaging, hands-on project, students create and manage their own burger business, developing entrepreneurial skills while applying real-world commercial concepts. This subject develops critical thinking, problem-solving, communication, and financial literacy skills while providing an excellent foundation for senior studies.

Step into the world of entrepreneurship and discover what it takes to turn a great idea into a successful business. Students will think like business owners, exploring how businesses identify opportunities, attract customers, respond to competition and make decisions that balance profit, ethics and sustainability.

As their business grows, students will gain valuable financial literacy skills and develop an understanding of how money drives business success. They will explore how businesses manage costs, make informed financial decisions, and plan for long-term growth in an increasingly competitive marketplace.

Assessment

- Task 1: Market factors - **25%**
- Task 2: Costing and Financial Statements - **25%**
- Task 3: Marketing - **25%**
- Task 4: Investor Pitch - **25%**

Stage 1 Accounting

Duration

One semester (10 credits)

Prerequisites

Nil

Subject Summary

In Stage 1 Accounting, students will appreciate that financial knowledge and an understanding of accounting processes will help them to assess the financial sustainability of the businesses they work for, and potentially own. Students will understand that accurate and timely financial information is critical for effective small business management. In addition, they will learn about the impacts of AI and software on the day-to-day role of accountants.

Students will learn to prepare financial reports, analyse and interpret financial data, and provide advice to improve a business's performance. Students will learn to construct spreadsheets and calculate profitability, efficiency, liquidity, and solvency ratios. As well as learning about the underlying theory, principles, and concepts, students learn to translate accounting and business information into a useful format for owners, potential investors, and other stakeholders.

Assessment

- Accounting Skills - **50%**
- Accounting Inquiry - **30%**
- Examination* - **20%**

*** Performance in the end of semester exam will also determine promotion to Stage 2 Accounting.**

Stage 2 Accounting

Duration

Full year (20 credits)

Prerequisites

Achievement of a B- grade or better for coursework and a C grade or better for examination in Stage 1 Accounting

Subject Summary

Students analyse and evaluate accounting information for a variety of business scenarios to develop and propose financial advice for good decision-making. They learn to analyse the financial performance of companies to determine return on investment.

Students learn to record more complex transactions to control cash, debtors, and inventory. They learn to make adjustments on the Balance Day to produce timely and accurate financial statements.

Students examine current and emerging social trends, evolving technologies, government regulations, environmental issues, new markets, and other economic factors, as well as ethics and values, when exploring the practice of accounting. Students explore the impact accounting has had on society and possible future opportunities involving accounting.

Students study the following three topics:

- Topic 1: Understanding accounting concepts and conventions
- Topic 2: Managing financial sustainability
- Topic 3: Providing Accounting Advice.

Assessment

School-based Assessment:

- Accounting concepts and solution tasks - **40%**
- Accounting advice task - **30%**

External Assessment:

- Examination (2 hours) - **30%**

Stage 1 Economics

Duration

One semester (10 credits) or full year (20 credits)

Prerequisites

Nil

Subject Summary

In Stage 1 Economics students learn that economics can be used to explain the choices people make. Economics is the study of how resources are allocated so that goods and services are produced and distributed to satisfy the unlimited needs and wants of society. It can be used to explain how individuals, businesses and government make choices considering the value of the trade-off. Students learn to look at the world through an economic lens to gain insight and make informed decisions to improve their lives.

There are two aspects to Year 11 Economics over the year; Microeconomics and Macroeconomics. In Microeconomics students learn how prices are set in markets and why government intervention is sometimes necessary. In Macroeconomics, students learn to analyse how the entire economy works and which issues are affecting it, including unemployment, inflation, and economic prosperity. A global perspective is taken in the topic; trade in the global economy.

Assessment

- Folio (2 tasks) - **50%**
- Economic Project (1 task) - **30%**
- Examination* - **20%**

**** Performance in the end of semester exam will also determine promotion to Stage 2 Economics.***

Stage 2 Economics

Duration

Full year (20 credits)

Prerequisites

Achievement of a B- grade or better for coursework and a C grade or better for examination in Stage 1 Economics.

Subject Summary

Students use an inquiring, critical, and thoughtful approach to their study and further develop the ability to think like an economist. They apply their economic inquiry skills, their knowledge, and understanding of economic concepts, principles, and models to analyse and respond to economic problems. Students learn to use economic concepts to explain the behaviour of individuals, businesses, and governments. Students learn to interpret economic models, data and statistics to assess the strategies used by governments to manage the economy.

Thinking like an economist is the core topic of Stage 2 Economics, supported by scenarios and builds on knowledge, skills and understanding through:

- economic inquiry skills
- data analysis
- microeconomics
- macroeconomics.

The scenarios* in which may be further investigated using economics skills:

- firms
- macroeconomic management
- trade and globalisation
- wealth, poverty, and inequality
- the environment
- health
- sport and entertainment.

*** At least 2 scenarios will be studied and this may depend on the cohort and teacher.**

Assessment

School-based Assessment:

- Folio tasks – **40%**
- Economic Project – **30%**

External Assessment:

- Examination (2 hours) – **30%**

Stage 1 Business Innovation

Duration

One semester (10 credits)

Prerequisites

Nil

Subject Summary

In Stage 1 Business Innovation, students explore and analyse models of existing businesses. This is to understand how each aspect of the marketing, operations, and finance segments is interconnected and contributes to a business's success.

Students will learn how to collect and analyse business intelligence and use entrepreneurial tools. They will be immersed in the process of finding and solving customer problems through design thinking. Students learn that the customer is at the centre of the generation of viable business products, services and processes.

Assessable work in Business Innovation is assignment-based where students apply their research findings and insights from entrepreneurial tools to create a desirable, feasible, and viable business model. When proposing, developing and testing their solutions, students will learn to assess the potential impacts of the external business environment. Students conclude the course by pitching their business idea to venture capitalists.

Assessment

- Assessment Type 1:
Business Skills Tasks and Business Model
Summary – **75%**
- Assessment Type 2:
Business Pitch + Evaluation – **25%**

Stage 2 Business Innovation

Duration

Full year (20 credits)

Prerequisites

Nil

Subject Summary

In Business Innovation, students engage with complex, dynamic, real-world problems to identify and design, test, iterate and communicate viable business solutions. Through design thinking and direct involvement in innovation, students not only develop but also understand and apply critical and creative skills.

Students learn to innovate and think like designers to find and solve problems that matter to specific people in a business environment characterised by change and uncertainty.

Students explore at least two of these contexts:

- Designing business
- Sustaining business
- Transforming business.

Through these contexts, students develop and apply their understanding of the following underpinning learning strands:

- innovation
- decision-making and project management
- financial literacy and information management
- global, local, and digital perspectives.

Assessment

School-based Assessment:

- Business Skills (3 Tasks) – **40%**
- Business Model – **30%**

External Assessment:

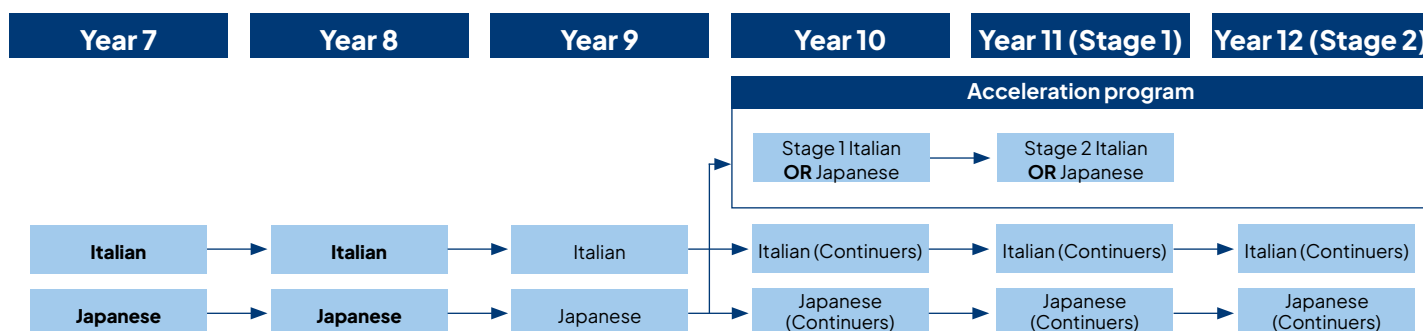
- Business Plan and Pitch – **30%**



Languages

In Languages, students learn to communicate effectively in Italian or Japanese while developing a deeper appreciation for the cultures and communities where these languages are spoken. Students build skills in listening, speaking, reading, and writing in the target language, and explore how language and culture are closely connected. Through engaging and meaningful learning experiences, students are encouraged to think critically, work collaboratively, and reflect on their own identity and place in the world. The program supports the development of important life skills such as problem-solving, cultural awareness, and adaptability. Learning is brought to life through the use of digital tools, real-world materials, and interactive activities that support students at all stages of their language-learning journey.

Languages subject pathways (Years 7–12)



This diagram shows pathways for subjects in this Learning Area. It is not indicative of prerequisite requirements. Subjects listed in **BOLD** are compulsory. Year 7–9 subjects are currently under review and are subject to change.

Year 10 Italian (Continuers)

PLEASE NOTE: Students intending to continue Italian at Stage 1 should undertake 2 semesters of Italian in Year 10.

Duration

One semester or full year

Prerequisites

Students must have completed a full year of Year 9 Italian

Subject Summary

Sacred Heart College offers continuers level languages at Stage 1 and Stage 2, consequently, this subject is suitable for students who have studied Italian for several previous years. Italian in Year 10 is for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge.

This course further develops student's ability to communicate orally and in writing on various topics, and increases the awareness of linguistic structures used in Italian to express meaning. The course also further develops students' intercultural understanding.

Topics of study cover interactions, text analysis and text production fields. There is equal emphasis on reading, writing, speaking and listening skills. Students will further their command of Italian and there are some investigations of cultural topics, principally in English.

In addressing the national curriculum and studying the communication and understanding strands, students undertake the following activities:

- the presentation of talks to the class
- the writing of short stories
- the study of Italian grammar
- reading for comprehension
- interpreting language from Italian to English and vice versa
- conversation and language use for particular functional purposes.

Assessment

- Interaction - **25%**
- Text production - **25%**
- Text analysis - **25%**
- Investigation (oral and written) - **10%**
- Examination (oral, aural and written) - **15%**

Stage 1 Italian (Continuers)

Duration

Full year (20 credits)

Prerequisites

Achievement of a C grade or better in Year 10 Italian
Accelerated students: B+ or better in Year 9 Italian

Students must have completed a full year of study in Italian the year prior.

Subject Summary

Continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge.

In this language subject, students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions.

They analyse texts to interpret meaning, and examine the relationship between language, culture and identity, and reflect on the ways in which culture influences communication.

Italian at continuers level consists of a number of prescribed topics and suggested subtopics and the following three themes:

- the Individual
- the Italian-speaking Communities
- the Changing World.

Assessment

- Interaction - **20%**
- Text production - **20%**
- Text analysis - **20%**
- Investigation (oral and written) - **40%**
- Examination (oral, aural and written)

Stage 2 Italian (Continuers)

Duration

Full year (20 credits)

Prerequisites

Achievement of a C grade or better in the coursework and examination in each semester of Stage 1 Italian (Continuers)

Subject Summary

Continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge.

In this language subject, students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine the relationship between language, culture and identity, and reflect on the ways in which culture influences communication.

Stage 2 Italian at continuers level consists of a number of prescribed topics and suggested subtopics and the following three themes:

- the Individual
- the Italian-speaking Communities
- the Changing World.

Assessment

School-based Assessment:

- Folio - **40%**
- In-depth Study - **30%**

External Assessment:

- **Examination - 30%**
 - Oral Examination: 8–10 minutes
 - Written Examination: 2 hours and 10 minutes

Year 10 Japanese (Continuers)

PLEASE NOTE: Students intending to continue Japanese at Stage 1 should undertake 2 semesters of Japanese in Year 10.

Duration

One semester or full year

Prerequisites

Students must have completed a full year of Year 9 Japanese

Subject Summary

Sacred Heart College offers continuers level languages at Stage 1 and Stage 2. These language subjects are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge.

Consequently, this subject is suitable for students who have studied Year 9 Japanese.

Modules of study cover the interpersonal, informational and aesthetic domains. There is equal emphasis on reading, writing, speaking and listening skills. Students will further their command of Kanji and there are some investigations of cultural topics, principally in English.

It is assumed that students entering Year 10 have a sound knowledge of reading and writing in hiragana and katakana.

In addressing the national curriculum and studying the communication and understanding strands, students undertake the following activities:

- the presentation of speech
- interaction with visiting exchange students
- reading for comprehension
- translation from Japanese to English and vice versa
- conversation and language use for particular functional purposes
- a study of Japanese grammar.

Assessment

- Interaction - **25%**
- Text production - **25%**
- Text analysis - **25%**
- Investigation (oral and written) - **10%**
- Examination (oral, aural and written) - **15%**

Stage 1 Japanese (Continuers)

Duration

Full year (20 credits)

Prerequisites

Achievement of a C grade or better in Year 10 Japanese
Accelerated students: B+ or better in Year 9 Japanese

Students must have completed a full year of study in Japanese the year prior

Subject Summary

Continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge.

Students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine the relationship between language, culture and identity, and reflect on the ways in which culture influences communication.

Japanese at Continuers level consists of the study of three themes and a number of prescribed topics and suggested subtopics:

- education: school life
- the Individual: personal identity (family, home, my city and my country)
- Japanese-speaking communities
- the changing world
- working life and casual work
- life in Japan: home and family life
- visiting Japan: seasons, festivals and getting around.

Assessment

- Interaction - **20%**
- Text production - **20%**
- Text analysis - **20%**
- Investigation (oral and written) - **40%**
- Examination (oral, aural and written)

Stage 2 Japanese (Continuers)

Duration

Full year (20 credits)

Prerequisites

Achievement of a C grade or better in the coursework and examination in each semester of Stage 1 Japanese (Continuers)

Subject Summary

Continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge.

In this language subject, students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine the relationship between language, culture and identity, and reflect on the ways in which culture influences communication.

The focus capabilities for this subject are communication and citizenship.

Stage 2 Japanese at continuers level consists of a number of prescribed topics and suggested subtopics and the following three themes:

- the individual
- the Japanese-speaking communities
- the changing world.

Assessment

School-based Assessment:

- Folio - **40%**
- In-depth Study - **30%**

External Assessment:

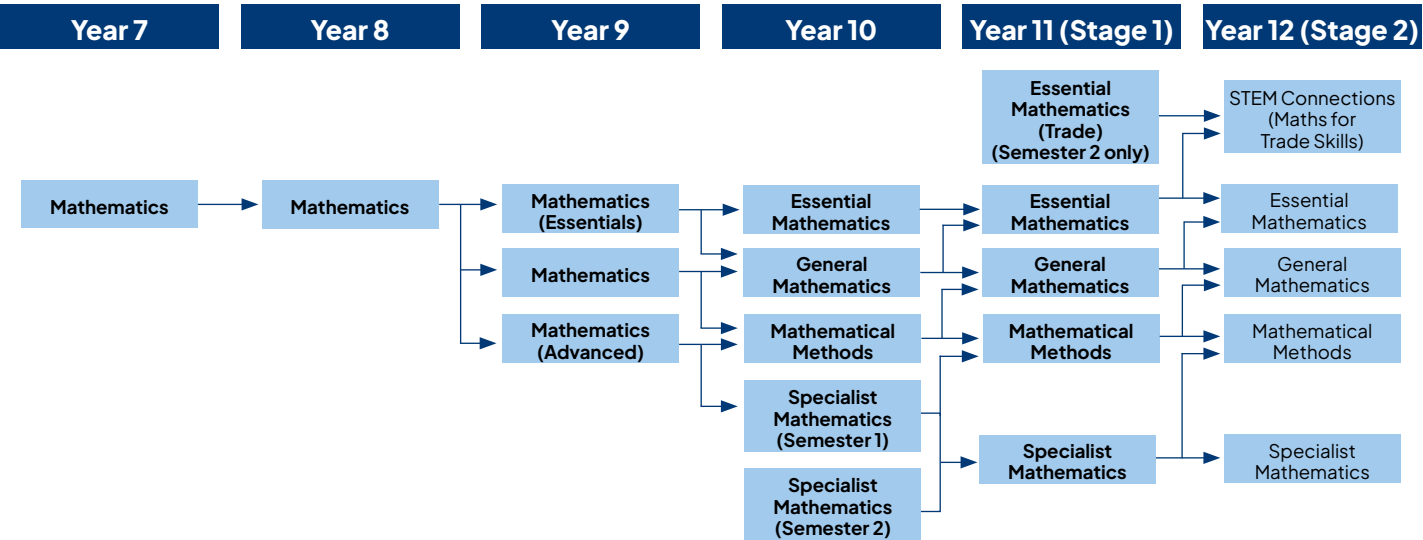
- **Examination - 30%**
 - Oral Examination: 8–10 minutes
 - Written Examination: 2 hours and 10 minutes

Mathematics

In the study of Mathematics students participate in a wide variety of problem solving activities.
The subject gives students the abilities and skills required in the workplace and in everyday life.

They learn how to approach new challenges by investigating, modelling, reasoning, visualising and problem solving with the goal of communicating to others the relationships observed and the problems solved.

Mathematics subject pathways (Years 7–12)



This diagram shows pathways for subjects in this Learning Area. It is not indicative of prerequisite requirements. Subjects listed in **BOLD** are compulsory.
Please note: Maths subjects are in a hierarchical structure in terms of their complexity, from Specialist down to STEM Connections. Students are not able to move up after they have studied at a particular level.
Year 7–9 subjects are currently under review and are subject to change.

Year 10 Essential Mathematics

PLEASE NOTE: Students must study either *Essential Mathematics*, *General Mathematics*, or *Mathematical Methods* at Year 10.

Duration

Full year

Prerequisites

Nil

Subject Summary

This course has been designed to adopt a 'hands-on' approach to mathematics. Essential Mathematics is specifically for students who have modified learning requirements.

While the content is aligned to the Australian Curriculum, the course does not meet the requirements of students who will be undertaking future studies of Stage 1 Essential Mathematics, General Mathematics, Mathematical Methods and Specialist Mathematics.

The course covers the following topics:

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability.

This course does not cover all of Year 10 Australian Curriculum for Mathematics. Instead the level of concepts will be responsive to the needs of the students, with content to promote confidence and success.

Assessment

- Skills and Assessment Tasks (Tests) – **50%**
- Mathematical Investigations – **50%**

Stage 1 Essential Mathematics

PLEASE NOTE: Students must study at least 10 credits of numeracy at Stage 1 and achieve a minimum C grade towards the SACE.

Duration

One semester (10 credits) or full year (20 credits)

Prerequisites

Successful completion of Year 10 Essential Mathematics

Subject Summary

Stage 1 Essential Mathematics offers students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement, trigonometry and statistics in social contexts.

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

The course covers the following topics:

- Topic 1: Calculations, Time and Ratio
- Topic 2: Earning and Spending
- Topic 3: Data in Context
- Topic 4: Investing
- Topic 5: Measurement
- Topic 6: Trigonometry.

Assessment

- Skills and Applications Tasks – **50%**
- Investigation – **25%**
- Examination – **25%**

Stage 1 Essential Mathematics (Trade) (Semester 2 only)

PLEASE NOTE: Students must study at least 10 credits of numeracy at Stage 1 and achieve a minimum C grade towards the SACE.

Duration

One Semester – Semester 2 only (10 credits)

Prerequisites

Successful completion of a Stage 1 Mathematics subject in Semester 1

Subject Summary

This subject will enable students to appreciate, experience and understand the use of Mathematics in specific trade skill areas of Industry. It will also provide preparation for entry to Registered Training Organisations (RTO), which require students to complete a pre-entry test.

Stage 1 Essential Mathematics (Trade) articulates with the Stage 2 STEM Connections (Maths for Trade Skills), which aims to prepare students for trade apprenticeships.

Stage 1 Essential Mathematics (Trade) allows students to achieve the numeracy requirement in the SACE. Students must achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

Topics are developed around the interests and needs of the students and their particular trade skill. The focus is to engage students with learning in the context of their area of interest. The structure, content and assessment may be negotiated by the students to cater for their particular Industry trade skills.

The course covers the following topics:

- Preparation for Aptitude and Entrance Testing
- Measurement
- Earning and Costing
- Planar Geometry
- Trigonometry.

Assessment

- Skills and Applications Tasks – **50%**
- Folio – **50%**

Stage 2 Essential Mathematics

Duration

Full year (20 credits)

Prerequisites

Achievement of a B- grade or better for the coursework and a C grade or better for the examination in Semester 2 of Stage 1 Essential Mathematics

OR

Achievement of a C grade or better for the coursework and examination in both semesters of Stage 1 General Mathematics

Subject Summary

Stage 2 Essential Mathematics offers students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday contexts. Students apply their mathematics to diverse settings, including financial management, share investments, measurement, geometry, and statistics in social contexts.

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

The course covers the following topics:

- Topic 1: Scales, Plans, and Models
- Topic 2: Measurement
- Topic 3: Share Investment
- Topic 4: Statistics
- Topic 5: Investment and Loans.

Assessment

School-based Assessment:

- Mathematical Investigations (two investigations) – **40%**
- Skills and Applications Tasks (four SATs) – **30%**

External Assessment:

- Examination (2 hours and 10 minutes) – **30%**

Stage 2 STEM Connections (Maths for Trade Skills)

PLEASE NOTE: STEM Connections subjects have no TAS status – that is, selecting this subject precludes students from achieving an ATAR. Admission to this subject requires negotiation with the Head of Mathematics.

Duration

Full year (20 credits)

Prerequisites

Nil

Subject Summary

Stage 2 STEM Connections (Maths for Trade Skills) follows the SACE Subject Outline for STEM Connections. It is placed within the Science, Technology, Engineering, and Mathematics (STEM) and the Community field of study.

Students will show evidence of learning against the following learning requirements: develop knowledge, skills, and understanding in the mathematics required for trade develop one or more capability locate, select, organise, and use ideas, resources, and information learn in a range of settings, including school and the wider community negotiate, plan, and make decisions report and reflect on a community application activity.

Students are required to complete four Folio tasks and also demonstrate their learning through a Community Application Activity and summarise their learning in the final reflection.

The course covers the following topics:

- Number
- Applied Geometry
- Area, Volume and Capacity
- Shares
- Statistics.

Students may undertake more than one Community Connections subject.

Assessment

School-based Assessment:

- Folio (Four tasks) – **50%**
- Reflection – **20%**

External Assessment:

- Community Application Activity – **30%**

Year 10 General Mathematics

PLEASE NOTE: Students must study either Essential Mathematics, General Mathematics, or Mathematical Methods at Year 10.

Duration

Full year

Prerequisites

Nil

Subject Summary

General Mathematics provides a tailored course in preparation for entry into either Stage 1 and 2 General Mathematics or Essential Mathematics. This course is meant for students that do NOT want to take their mathematics to a university level.

The course covers the following topics:

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability.

Number and Algebra includes: Linear equations, linear graphs inequalities, simultaneous equations, indices, exponential equations and graphs, simple and compound interest, savings and borrowing

Measurement and Geometry includes: Pythagoras' theorem, right angle and non-right angle trigonometry, scientific notation and significant figures, using units of measurement, area, surface area, volume, ratio and scale diagrams.

Statistics and Probability includes: Data representation and interpretation, measures of centre and spread, box plots, probability, independent and compound events.

Assessment

- Skills and Assessment Tasks (Tests) – **60%**
- Mathematical Investigations – **20%**
- Examination – **20%**

Stage 1 General Mathematics

PLEASE NOTE: Students must study at least 10 credits of numeracy at Stage 1 and achieve a minimum C grade towards the SACE.

Duration

One semester (10 credits) or full year (20 credits)

Prerequisites

Achievement of a B- grade or better for the coursework and a C grade or better for the examination in Year 10 General Mathematics

OR

Achievement of a C grade or better for the coursework and examination in Year 10 Specialist Mathematics or Mathematical Methods

Subject Summary

Stage 1 General Mathematics offers students the opportunity to extend their mathematical skills in problem solving in a diverse range of applications of mathematics in context. Students will analyse and solve problems covering financial management, measurement, trigonometry, the statistical investigation process, modelling using linear and nonlinear functions, and discrete modelling using networks and matrices.

Stage 1 General Mathematics prepares students for entry to tertiary courses requiring a non- specialised background in mathematics.

The course covers the following topics:

- Topic 1: Linear and Exponential Functions and their graphs
- Topic 2: Application of Trigonometry
- Topic 3: Statistical Modelling
- Topic 4: Investments and Shares
- Topic 5: Bivariate Analysis
- Topic 6: Matrices and Networking.

Assessment

- Skills and Applications Tasks – **50%**
- Investigation – **25%**
- Examination – **25%**

Stage 2 General Mathematics

Duration

Full year (20 credits)

Prerequisites

Achievement of a B- grade or better for the coursework and a C grade or better for the examination in both semesters of Stage 1 General Mathematics

OR

Achievement of a C grade or better for the coursework and examination in two semesters of Stage 1 Mathematical Methods or Specialist Mathematics

Subject Summary

Stage 2 General Mathematics offers students the opportunity to extend their mathematical skills in problem solving in a diverse range of applications of mathematics in context. Students will analyse and solve problems covering financial management, the statistical investigation process, modelling using linear and nonlinear functions, and discrete modelling using networks and matrices.

Stage 2 General Mathematics prepares students for entry to tertiary courses requiring a non- specialised background in mathematics.

The course covers the following topics:

- Topic 1: Modelling with Linear Relationships
- Topic 2: Modelling with Matrices
- Topic 3: Statistical Models
- Topic 4: Financial Models
- Topic 5: Discrete Models.

Assessment

School-based Assessment:

- Mathematical Investigation (one) – **30%**
- Skills and Applications Tasks (five SATs) – **40%**

External Assessment:

- Examination (2 hours and 10 minutes) – **30%**

Year 10 Mathematical Methods

PLEASE NOTE: Students must study either *Essential Mathematics*, *General Mathematics*, or *Mathematical Methods at Year 10*.

Duration

Full year

Prerequisites

Achievement of a B in Year 9 Mathematics

Subject Summary

Year 10 Mathematical Methods provides the foundation for further study in mathematics in Stage 1 Mathematical Methods. This course is suited for students who enjoy mathematics and have significant strength in logical thinking and numeracy skills. There is a high level of academic rigor involved.

This course covers the following topics:

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability.

Number and Algebra includes: Linear equations and inequalities, linear graphs, perpendicular and parallel lines, length and midpoint of line segments, simultaneous equations, surds, indices, exponential equations, graphs of exponential equations, growth and decay, solving quadratic equations by factorising, quadratic formula and completing the square, quadratic graphs

Measurement and Space includes: Area, surface area, volume, pythagoras' theorem, area of triangle, right angle and non-right angle trigonometry

Statistics and Probability includes: Box plots, analysing data sets, calculating measures of dispersions and central tendencies, standard deviation, bivariate data and scatter plots, linear regression; probability, Venn diagrams, conditional probability, tree diagrams, independent events.

Assessment

- Skills and Assessment Tasks (Tests) – **60%**
- Mathematical Investigations – **20%**
- Examination – **20%**

Stage 1 Mathematical Methods

PLEASE NOTE: Students must study at least 10 credits of numeracy at Stage 1 and achieve a minimum C grade towards the SACE.

Duration

Two semesters (20 credits)

Prerequisites

Achievement of a B- grade or better for the coursework and a C grade or better for the examination in Year 10 Mathematics Methods

OR

Achievement of a C grade or better for the coursework and examination in one or both semesters of Year 10 Specialist Mathematics

Subject Summary

Stage 1 Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments and proofs, and using mathematical models. Students develop a deep understanding of the physical world by studying functions, their derivatives and integrals, mathematical modelling and relationships involving rates of change. The study of statistics allows students to describe and analyse phenomena that involve uncertainty and variation.

Stage 1 Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences and the sciences. It prepares students for courses and careers that involve the use of statistics, such as health and social sciences.

This course covers the following topics:

- Topic 1: Functions and Graphs
- Topic 2: Polynomials
- Topic 3: Trigonometry
- Topic 4: Counting and Statistics
- Topic 5: Growth and Decay
- Topic 6: Introduction to Differential Calculus.

Assessment

- Skills and Applications Tasks – **50%**
- Investigation – **25%**
- Examination – **25%**

Stage 2 Mathematical Methods

Duration

Full year (20 credits)

Prerequisites

Achievement of a B- grade or better for the coursework and a C grade or better for the examination in both semesters of Stage 1 Mathematical Methods or Stage 1 Specialist Mathematics 1 and 2

Subject Summary

Stage 2 Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments and proofs, and using mathematical models. Students develop a deep understanding of the physical world by studying functions, their derivatives and integrals, mathematical modelling and relationships involving rates of change. The study of statistics allows students to describe and analyse phenomena that involve uncertainty and variation.

Stage 2 Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences and the sciences. It prepares students for courses and careers that involve the use of statistics, such as health and social sciences.

Stage 2 Mathematical Methods may or may not be studied in conjunction with Stage 2 Specialist Mathematics.

This course covers the following topics:

- Topic 1: Further Differentiation and Applications
- Topic 2: Discrete Random Variables
- Topic 3: Integral Calculus
- Topic 4: Logarithmic Functions
- Topic 5: Continuous Random Variables and the Normal Distribution
- Topic 6: Sampling and Confidence Intervals.

Assessment

School-based Assessment:

- Mathematical Investigation (one) – **20%**
- Skills and Applications Tasks (five SATs) – **50%**

External Assessment:

- Examination (2 hours and 10 minutes) – **30%**

Year 10 Specialist Mathematics (Semester 1)

PLEASE NOTE: This subject is by invitation only and is a continuation of the Year 9 accelerated course.

Duration

One semester (Semester 1)

Prerequisites

A minimum of a B+ in the coursework for Year 9 advanced Mathematics

Subject Summary

Year 10 Specialist Mathematics provides the foundation for further study in mathematics in Stage 1 Specialist Mathematics. This course provides opportunities for students to develop their skills using rigorous mathematical arguments and proofs, using mathematical models. It is suited for students who are looking to go onto a range of tertiary courses such as mathematical science, engineering, computer science and physical science.

This course covers the following topics:

- Number
- Algebra
- Measurement
- Statistics

Number and Algebra includes: the use of linear equations, finding exact solutions, the exploration of the cartesian plane, relationship between the graphical and algebraic representations of functions.

Measurement includes: similar and congruent triangles and other shapes, use of pythagoras' theorem, right angled and non-right angled trigonometry.

Statistics includes: analysing claims, inference, scatterplots and linear correlation, plan and conduct statistical investigations involving bivariate data.

Assessment

- Skills and Assessment Tasks (Tests) – **60%**
- Mathematical Investigations – **20%**
- Examination – **20%**

Year 10 Specialist Mathematics (Semester 2)

PLEASE NOTE: At the completion of Semester 1, Year 10 students meeting the prerequisites will be provided the opportunity to choose to undertake Specialist Mathematics in Semester 2 instead of Mathematical Methods.

Duration

One semester (Semester 2)

Prerequisites

A minimum of a B+ in the coursework for Semester 1 Mathematical Methods or Semester 1 Specialist Mathematics

Subject Summary

Year 10 Specialist Mathematics provides the foundation for further study in mathematics in Stage 1 Specialist Mathematics. This course provides opportunities for students to develop their skills using rigorous mathematical arguments and proofs, using mathematical models. It is suited for students who are looking to go onto a range of tertiary courses such as mathematical science, engineering, computer science and physical science.

This course covers the following topics:

- Number
- Algebra
- Probability.

Number and Algebra includes: expanding and factorising quadratics, evaluating algebraic fractions, solving quadratic equations by factorising, quadratic formula and completing the square, quadratic graphs including all features, problem solving with quadratics surds, indices, exponential equations, graphs of exponential equations, growth and decay problems.

Statistics and Probability includes: Probability, Venn diagrams, 2D grids, conditional probability, tree diagrams, independent and dependent events and conditional statements.

Assessment

- Skills and Assessment Tasks (Tests) – **60%**
- Mathematical Investigations – **20%**
- Examination – **20%**

Stage 1 Specialist Mathematics

PLEASE NOTE: Students must study at least 10 credits of numeracy at Stage 1 and achieve a minimum C grade towards the SACE.

Stage 1 Specialist Mathematics must be studied in conjunction with Stage 1 Mathematical Methods.

Duration

Two semesters (20 credits)

Prerequisites

Achievement of a B- grade or better for the coursework and a C grade or better for the examination in both semesters of Year 10 Specialist Mathematics

Subject Summary

Stage 1 Specialist Mathematics extends students' mathematical experience and their mathematical flexibility and versatility, in particular, in the areas of complex numbers, vectors, matrices, trigonometry, functions and calculus. The Specialist Mathematics course provides opportunities to theorise, explore and make conjectures and proofs based on a host of mathematical principles.

Stage 1 Specialist Mathematics leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

This course covers the following topics:

- Topic 1: Functions and Graphs
- Topic 7: Arithmetic and Geometric Sequences
- Topic 8: Geometry
- Topic 9: Vectors in the Plan
- Topic 10: Further Trigonometry
- Topic 11: Matrices
- Topic 12: Real and Complex Numbers.

Assessment

- Skills and Applications Tasks – **50%**
- Investigation – **25%**
- Examination – **25%**

Stage 2 Specialist Mathematics

PLEASE NOTE: Stage 2 Specialist Mathematics must be studied in conjunction with Stage 2 Mathematical Methods.

Duration

Full year (20 credits)

Prerequisites

Achievement of a B- grade or better for the coursework and a C grade or better for the examination in both semesters of Stage 1 Specialist Mathematics

Subject Summary

Stage 2 Specialist Mathematics extends students' mathematical experience and their mathematical flexibility and versatility, in particular, in the areas of complex numbers, vectors, functions and calculus. The Specialist Mathematics course provides opportunities to theorise, explore and make conjectures and proofs based on a host of mathematical principles.

Stage 2 Specialist Mathematics leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

This course covers the following topics:

- Topic 1: Complex Numbers
- Topic 2: Functions and Sketching Graphs
- Topic 3: Vectors in Three Dimensions
- Topic 4: Integration Techniques and Applications
- Topic 5: Rates of Change & Differential Equations.

Assessment

School-based Assessment:

- Mathematical Investigation (one) – **20%**
- Skills and Applications Tasks (six SATs) – **50%**

External Assessment:

- Examination (2 hours and 10 minutes) – **30%**



Music

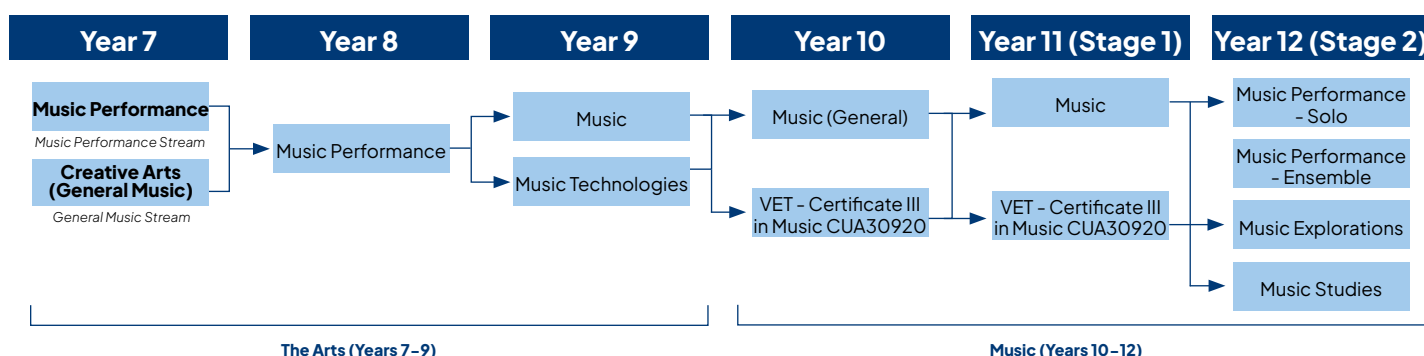
“ *Music does not belong to the talented. It belongs to anyone willing to be moved by it, and to those willing to move others.* ”

The Music Learning Area is an inclusive and welcoming space where students of all abilities and musical backgrounds are encouraged to explore, develop and express themselves through music. No prior experience is assumed, and no particular pathway is prescribed. Every student is supported to engage with music in a way that is meaningful to them.

Students are offered a broad and enriching range of experiences, including opportunities to compose original works, perform as soloists or in ensembles, and engage critically with music across genres, cultures and historical contexts. Alongside this, students are actively connected with the music industry, gaining exposure to the professional landscape and the many creative and technical pathways it encompasses.

At the heart of the Music curriculum is a commitment to fostering a genuine and lasting appreciation and love of music.

Music subject pathways (Years 7–12)



This diagram shows pathways for subjects in this Learning Area. It is not indicative of prerequisite requirements. Subjects listed in **BOLD** are compulsory. Year 7–9 subjects are currently under review and are subject to change.

Year 10 Music (General)

Duration

One semester or full year



Prerequisites

Successful completion of Year 9 Music or participation in a CEA Ensemble is recommended

Subject Summary

The Year 10 Music course caters for all music students who desire to perform, compose or appreciate music. This course will bridge the Curricular and CEA Music programs as well as offer pathways for students to continue their music studies in Year 11 and 12.

Students will develop knowledge, skills and understanding of composition, musicology and performance skills.

Performance

Students will be given agency to select their own instrument to perform solo and ensemble repertoire. Guidance will be given for those students who are not instrumentalists or vocalists to have them succeed.

Composition

Students will choose to compose their own style of music, including, gaming music, singer songwriter, film music etc. They will learn composition skills using DAW (Digital Audio Workstations) music software or traditional graphic notation in order to create original compositions.

Musicology

Students will learn aural skills, analysing a variety of music genres, using and identifying the '6 Elements of Music' – Pitch, Duration, Tone Colour, Texture, Structure and Dynamics & Expressive Techniques.

Students will select an instrument or voice specialisation to develop an understanding of music notation and the elements of music. Students wishing to study Stage 1 Music in Year 11 are strongly encouraged to select a full year of Music General in Year 10.

Assessment

- Solo and/or ensemble performance – **40%**
- Composition and Arranging – **20%**
- Musicology – **40%**

Stage 1 Music

Duration

One semester (10 credits) or full year (20 credits)



Prerequisites

Successful completion of Year 10 Music or participation in a CEA Ensemble is recommended

Subject Summary

Stage 1 Music is designed to extend students' existing musical understanding and skills in creating, understanding and responding to music. Students will create and critique their own music, as well as critically and creatively respond to music using the 6 'Elements of Music'. These elements are explored through the practical application of applying theoretical concepts.

Creative Works

Students will **perform** as a soloist on their selected instrument and as an ensemble member. Guidance will be given for those students who are not instrumentalists or vocalists to have them succeed.

Students will **compose** an original composition from a musical genre of their choosing. They will learn composition and arrangement skills using DAW (Digital Audio Workstations) music software, or traditional graphic notation in order to create original compositions.

Musical Literacy

Students will **develop aural skills** in order to develop deeper listening and practical application of theory skills, as well as expanding on their theoretical musicianship skills.

Students will choose an instrument or voice specialisation and develop an understanding of graphic music notation and the elements of music. Students are strongly encouraged to engage in instrumental or vocal lessons with an experienced tutor, either in or out of school and are required to be involved in the CEA Music Ensemble program. Students wishing to study Stage 2 Music in Year 12 are strongly encouraged to select a full year of Stage 1 Music in Year 11.

Assessment

- Creative works (Solo & Ensemble Performance, Composing and Arranging) – **60%**
- Musical Literacy (Aural Musicianship Skills) – **40%**

VET Music – Certificate III in Music CUA30920 (Year 11/12)

PLEASE NOTE: There is a once off \$50 fee for all enrolled students. A Certificate III will provide Stage 2 SACE credits and contribute towards the ATAR.



Duration

One semester or full year

Prerequisites

Nil

Subject Summary

This qualification reflects the role of individuals who apply a broad range of competencies in various work contexts in the music industry. They use some discretion, judgment and theoretical knowledge, and may undertake routine activities and provide support to a team or work group. They may work in music performance, sound production, music creation and composition, and music business.

The job roles that relate to this qualification may include assistant sound technician, assistant music manager, musician, sound assistant and road crew.

This program is heavily focused on practically demonstrating acquired skills. Students will refine their practical skills, knowledge of the music industry and ability to apply music technologies.

Students study 11 course units.

Assessment

Completion of units is determined by being deemed 'competent' or 'not yet competent' in each unit.

This course is offered to students in partnership with the College of Sound and Music Production (COSAMP), member of the Australian Centre for Advanced Studies.

Students and parents/caregivers are welcome to contact the RTO for confirmation of this program.

RTO Details:

College of Sound and Music Production (COSAMP)

RTO #41549

P: (03) 9592 4801

E: info@cosamp.edu.au

W: cosamp.com.au

Stage 2 Music Studies



Duration

Full year (20 credits)

Prerequisites

Achievement of a B- grade or better in both semesters of Stage 1 Music (Advanced)

Subject Summary

Music Studies aims to develop a complete musician: performer, composer/arranger, musicologist, and critic. Students apply their knowledge and understanding of the elements of music, and musical conventions and styles, to develop and refine their musical works, their musical imagination, and their own ideas about and appreciation of music.

Students create their own compositions, write arrangements, and craft performances of musical works. They reflect on and evaluate their own and others' creative works. Through their studies, students develop and extend their understanding of music theory and standard notation, score-reading, aural skills and application of technical language in discussing and manipulating the elements of music.

Students are strongly encouraged to engage in instrumental or vocal lessons with an experienced tutor, either in or out of school and are required to be involved in the CEA Music Ensemble program.

Assessment

School-based Assessment:

- Creative works – **40%**
- Musical Literacy – **30%**

External Assessment:

- Examination (theory and composition exam) – **30%**

Stage 2 Music Performance – Ensemble

Duration

Full year (10 credits)



Prerequisites

Achievement of a C grade or better in one semester of Stage 1 Music (Advanced). Completion of Certificate III VET Music or participation in a CEA Ensemble is recommended

Subject Summary

Students develop and extend their practical music-making skills through performing works in an ensemble. They apply their musical understanding, skills, and techniques in refining and performing music.

Students analyse their repertoire, and critique strategies to rehearse and develop their performances, and contribute and collaborate as effective members of an ensemble.

They apply their knowledge and understanding of the style, structure, and conventions appropriate to the repertoire, in developing and refining their musical performances, their musical imagination, and their own ideas about and appreciation of music.

Students should have an instrument or vocal specialisation. An understanding of music notation and the elements of music is recommended. Students are strongly encouraged to be engaged in instrumental or vocal lessons with an experienced tutor, either in or out of school. To be assessed for ensemble performance students are required to be involved in the CEA Music Ensemble program.

Assessment

School-based Assessment:

- Performance – **30%**
- Performance and Discussion – **40%**

External Assessment:

- Performance Portfolio – **30%**

Stage 2 Music Performance – Solo

Duration

Full year (10 credits)



Prerequisites

Achievement of a C grade or better in one semester of Stage 1 Music (Advanced). Completion of Certificate III VET Music or participation in a CEA Ensemble is recommended

Subject Summary

Students develop and extend their practical music-making skills through performing works for instrument(s) and/or voice. They apply their musical understanding, skills, technique, and accuracy in refining and performing music, and in developing stage presence and skills in engaging an audience.

Students analyse their chosen repertoire, and critique strategies to develop their performances, and reflect on and evaluate their performances as a soloist.

They apply their knowledge and understanding of the style, structure, and conventions appropriate to their chosen repertoire, in crafting their musical performances, developing their musical imagination, and in communicating their own ideas about and appreciation of music.

Students should have an instrument or vocal specialisation. An understanding of music notation and the elements of music is recommended. Students are strongly encouraged to be engaged in instrumental or vocal lessons with an experienced tutor, either in or out of school and are required to be involved in the CEA Music Ensemble program.

Assessment

School-based Assessment:

- Performance – **30%**
- Performance and discussion – **40%**

External Assessment:

- Performance Portfolio – **30%**

Stage 2 Music Explorations

Duration

Full year (20 credits)



Prerequisites

Achievement of a C grade or better in one semester of Stage 1 Music (Advanced). Completion of Certificate III VET Music or participation in a CEA Ensemble is recommended.

Subject Summary

Music Explorations emphasises learning through exploring and experimenting with music. Through exploration of musical styles and influences, the elements of music, and how music is made, students process and synthesise the key learning that has taken place.

Students develop musical literacy and engage critically and creatively with music through responding to their own and others' works. This subject is flexible in its design, allowing individual and collaborative exploration options in performing, composing, arranging and exploring music technology.

Through practical application of their understanding of musical elements, students learn to analyse and deconstruct music, manipulate sound and create musical works that express their ideas and emotions.

There is an emphasis on creative processes in all tasks.

Students selecting the performance stream must have an instrument or vocal specialisation. An understanding of music notation and the elements of music is recommended. Students are strongly encouraged to engage in instrumental or vocal lessons with an experienced tutor, either in or out of school and are required to be involved in the CEA Music Ensemble program.

Assessment

School-based Assessment:

- Musical Literacy (3 tasks) - **30%**
- Explorations (Set of short performances or compositions) - **40%**

External Assessment:

- Creative Connections (final creative work) - **30%**

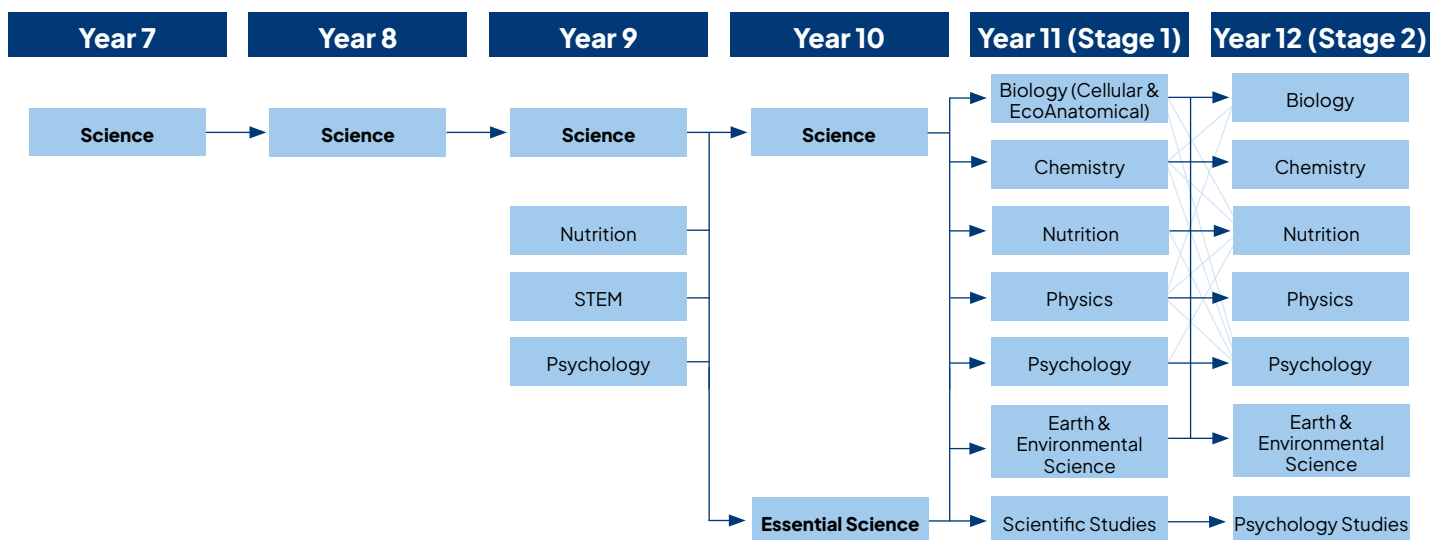


Science

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives.

The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

Science subject pathways (Years 7–12)



*This diagram shows pathways for subjects in this Learning Area. It is not indicative of prerequisite requirements. Subjects listed in **BOLD** are compulsory. Year 7–9 subjects are currently under review and are subject to change.*

Year 10 Science

Duration

Full year



Prerequisites

Nil

Subject Summary

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 natural selection and the Big Bang. Atomic theory is developed to understand relationships within the periodic table and chemical reactions. Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

The course includes:

Science Understanding:

- Biological sciences.
- Chemical sciences.
- Earth and space sciences.
- Physical sciences.

Science as a Human Endeavour:

- Nature and development of science.
- Use and influence of science.

Science Inquiry Skills:

- Questioning and predicting.
- Planning and conducting.
- Processing and analysing data and information.
- Evaluating.
- Communicating.

Assessment

- Practical Investigations and Science as Human Endeavour Tasks – **40%**
- Tests – **40%**
- Examination – **20%**

Year 10 Essential Science

Duration

Full year



Prerequisites

Nil

Subject Summary

Essential Science is specifically for students who have modified learning requirements. This course has been designed to adopt a 'hands-on' and integrated approach to science in contemporary society.

While the content is aligned to the Australian Curriculum, the course does not meet the requirements of students who will be undertaking future studies of Stage 1 Biology, Chemistry, Earth and Environmental Science, Nutrition, Physics or Psychology. The Essential Science course prepares students for Stage 1 Scientific Studies.

The course includes:

Science Understanding:

- Water, Nitrogen and Carbon Cycles.
- Greenhouse Effect.
- Describing Motion, Forces and Energy.
- Fossils and Geological Time Scales.
- Natural Selection and Evolution.
- Elements, Element Grouping and the Periodic Table
- Classifying Chemical Reactions and Rates of Reaction.
- DNA, Genes and Genetic Engineering.
- Stars and Cosmology.

Science as a Human Endeavour:

- Nature and development of science.
- Use and influence of science.

Science Inquiry Skills:

- Questioning and predicting.
- Planning and conducting.
- Processing and analysing data and information.
- Evaluating.
- Communicating.

Assessment

- Practical Investigations – **40%**
- Assignments – **20%**
- Science as a Human Endeavour Tasks – **40%**

Stage 1 Biology (EcoAnatomical) (Semester 1)

Duration

One semester - Semester 1 only (10 credits)



Prerequisites

Achievement of a C grade or better in the coursework, and a C grade or better in the examination, in both semesters of Year 10 Science

Subject Summary

The study of Biology considers the diversity of life, the structure and function of organisms, and how they interact with their environment. Biology (EcoAnatomical) is designed to develop student's knowledge and understanding of variable organism anatomy and the dynamic interactions species impart upon one another.

Multicellular Organisms allows students to examine the hierarchical structure of organisms and look at the arrangement and characteristics of cells, tissues, organs, and organ systems. They explore the concept of cellular change resulting in cell differentiation and gene expression. Students consider the structure and function of organisms. The various organ systems that facilitate the exchange of materials in animals and plants. The specific attributes of the circulatory, respiratory, excretory, and digestive systems in animals will be explored.

Ecosystems can be diverse and defined by their biotic and abiotic components and their interactions. The specific features of ecosystems are examined and students investigate the adaptations of plants and animals which enable their survival.

Biological investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues, and understand how science impacts their lives, society, and environment. They apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world.

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

- Topic 3: Multicellular Organisms.
- Topic 4: Biodiversity and Ecosystem Dynamics.

Assessment

- Investigations Folio - **40%**
- Skills and Applications Tasks - **40%**
- Examination - **20%**

Stage 1 Biology (Cellular) (Semester 2)

Duration

One Semester (10 credits) - Semester 2 only



Prerequisites

Achievement of a C grade or better in the coursework, and a C grade or better in the examination, in both semesters of Year 10 Science

Subject Summary

The study of Biology considers the diversity of life, the structure and function of organisms, and how they interact with their environment. Biology (Cellular) is designed to develop students' knowledge and understanding of the microscopic interactions between variable cell types, and the methods through which immunity acts against disease.

Students investigate the structure and function of cells and microorganisms, comparing unifying characteristics and contrasting evolved differences. Students also explore the energy requirements of living things, and consider the way cells reproduce and exchange materials with their environment.

The study of infectious diseases examines the structure and function of the main components of the human immune system: physical barriers, the innate (non-specific) system, and the specific responses of the adaptive or acquired system. Students learn that pathogens cause changes that enable memory for future immune response.

Biological investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues, and understand how science impacts their lives, society, and environment. In their study of Biology, students inquire into and explain biological phenomena and draw evidence-based conclusions from their investigations into biology related issues, developments, and innovations.

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

- Topic 1: Cells and Microorganisms.
- Topic 2: Infectious Disease.

Assessment

- Investigations Folio - **40%**
- Skills and Applications Tasks - **40%**
- Examination - **20%**

Stage 2 Biology

Duration

Full year (20 credits)

Prerequisites

Achievement of a B- grade or better for coursework and a C grade or better for the examination in at least one semester of Stage 1 Biology

Students who have studied Chemistry or Physics to prerequisite level may be considered on an individual basis.

Subject Summary

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.

Students investigate 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. These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives.

The topics in Stage 2 Biology provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.

The three strands of integrated science throughout student learning are:

- Science inquiry skills.
- Science as a human endeavour.
- Science understanding.

The topics for Stage 2 Biology are:

- Topic 1: DNA and Proteins.
- Topic 2: Cells as the Basis of Life.
- Topic 3: Homeostasis.
- Topic 4: Evolution.

Assessment

School-based Assessment:

- Investigations Folio – **30%**
- Skills and Applications Tasks (Tests) – **40%**

External Assessment:

- Electronic Examination (2 hours) – **30%**

Stage 1 Chemistry

Duration

Full year (20 credits)

Prerequisites

Achievement of a C grade or better in the coursework, and a C grade or better in the examination, in both semesters of Year 10 Science

Subject Summary

In the study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.

Students 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.

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.

The topics in Stage 1 Chemistry provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.

The three strands of science to be integrated throughout student learning are:

- Science inquiry skills
- Science as a human endeavour
- Science understanding.

The topics for Stage 1 Chemistry are:

- Topic 1: Materials and Their Atoms
- Topic 2: Combinations of Atoms
- Topic 3: Molecules
- Topic 4: Mixtures and Solutions
- Topic 5: Acid and Bases
- Topic 6: Redox Reactions.

Assessment

- Investigations Folio – **40%**
- Skills and Applications Tasks (Tests) – **40%**
- Examination – **20%**

Stage 2 Chemistry

Duration

Full year (20 credits)

Prerequisites

Achievement of a B- grade or better for coursework and a C grade or better for the examination in both semesters of Stage 1 Chemistry

Subject Summary

In the study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.

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The topics in Stage 2 Chemistry provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.

The three strands of science to be integrated throughout student learning are:

- Science inquiry skills.
- Science as a human endeavour.
- Science understanding.

The topics for Stage 2 Chemistry are:

- Topic 1: Monitoring the Environment.
- Topic 2: Managing Chemical Processes.
- Topic 3: Organic and Biological Chemistry.
- Topic 4: Managing Resources.

Assessment

School-based Assessment:

- Investigations Folio – 30%
- Skills and Applications Tasks (Tests) – 40%

External Assessment:

- Examination (2 hours) – 30%

Stage 1 Nutrition

Duration

One semester (10 credits)



Prerequisites

Achievement of a C grade or better in the coursework, and a C grade or better in the examination, in both semesters of Year 10 Science

Subject Summary

Good nutrition is integral to a healthy and active life, and it is important that accurate information on nutrition is made available to individuals and communities.

Students of Nutrition are presented with up-to-date scientific information on the role of nutrients in the body as well as on social and environmental issues related to nutrition.

Students integrate scientific knowledge and skills gained in their study of nutrition and apply them to designing and carrying out investigations that explore the links between food, health, and diet-related diseases.

Using the literature on nutrition, students critically examine factors that influence food choices and reflect on local, national, Indigenous, and/or global issues related to the study of nutrition. The exploration of short-term and long-term strategies to address these issues should allow students to become more discriminating and informed as consumers who are aware of their rights and responsibilities.

Students investigate methods of food production and distribution that affect the quantity and quality of food, and consider the ways in which these methods and associated technologies influence the health of individuals and communities.

The following concepts provide the framework for learning in Stage 1 Nutrition:

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

Assessment

- Investigations Folio – 40%
- Skills and Applications Task – 40%
- Examination – 20%

Stage 2 Nutrition

Duration

Full year (20 credits)



Prerequisites

Achievement of a B- grade or better for coursework, and a C grade or better for the examination in Stage 1 Nutrition

Students who have studied Biology, Chemistry, and Physics to prerequisite level may be considered on an individual basis. Stage 2 Physics is precluded when studied alongside Stage 2 Essential Mathematics or Stage 2 STEM Connections (Math for Trade Skills).

Subject Summary

Nutrition is a contemporary science which 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 healthy eating patterns with specific focus on nutrients in food, how the body uses nutrients, and the relationship between diet, health and disease.

Students will apply knowledge and understanding of nutrition to conduct investigations and examine scenarios. Students use technologies, scientific evidence and research to critically analyse information and make informed decisions or recommendations.

Students consider how population demographics and their food and nutrition needs will be impacted by food availability and product development. Political, economic, cultural, and ethical influences and ecological sustainability will be examined to recommend actions or develop arguments about future food needs and food ethics.

Students develop an understanding of the need to evaluate marketing of food, food systems and food quality standards, food availability and cultural influences on food selection. Through this they develop a growth in their personal and social capabilities, and ethical and intercultural understanding.

Students explore the link between food systems, environmental impacts, climate change, and food sustainability. They suggest solutions to complex issues informed by current research and Australian consumer protection practices.

Students will have opportunities to investigate global and local food trends, advancement in technology, and development of new foods and food packaging. These will impact on the future health of populations through nutrition needs.

The following topics provide the framework for learning in Stage 2 Nutrition:

- Topic 1: Principles of Nutrition, physiology and health.
- Topic 2: Health Promotion and emerging trends.
- Topic 3: Sustainable Food Systems.

Assessment

School-based Assessment:

- Investigations Folio – 30%
- Skills and Applications Tasks – 40%

External Assessment:

- Electronic examination (2 hours) – 30%

Stage 1 Physics

Duration

Full year (20 credits)

Prerequisites

Achievement of a C grade or better in the coursework, and a C grade or better in the examination, in both semesters of Year 10 Science. It is recommended that students have also displayed an achievement of a C grade or better in the coursework, and a C grade or better in the examination, in both semesters of Year 10 Mathematics

Subject Summary

Physics studies are based 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 and to make predictions about them. 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. They 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.

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. The student's experiences allow them to explore scientific pathways, for example, in engineering, renewable energy generation, communications, materials innovation, transport and vehicle safety, medical science, scientific research, and the exploration of the universe.

The topics in Stage 1 Physics provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.

The three strands of science to be integrated throughout student learning are:

- Science inquiry skills.
- Science as a human endeavour.
- Science understanding.

The topics for Stage 1 Physics are:

- Topic 1: Linear Motion and Forces.
- Topic 2: Electric Circuits.
- Topic 3: Heat.
- Topic 4: Energy and Momentum.
- Topic 5: Waves.
- Topic 6: Nuclear Models and Radioactivity.

Assessment

- Investigations Folio – 40%
- Skills and Applications Tasks – 40%
- Examination – 20%

Stage 2 Physics

Duration

Full year (20 credits)

Prerequisites

Achievement of a B- grade or better for coursework and a C grade or better for the examination in both semesters of Stage 1 Physics

It is recommended that students have completed Mathematical Methods or Specialist Mathematics at Stage 1, and study either at Stage 2 in tandem with Physics

Subject Summary

Physics studies are based 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 and to make predictions about them. 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.

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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. The student's experiences allow them to explore scientific pathways, for example, in engineering, renewable energy generation, communications, materials innovation, transport and vehicle safety, medical science, scientific research, and the exploration of the universe.

The topics in Stage 2 Physics provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.

The three strands of science to be integrated throughout student learning are:

- Science inquiry skills.
- Science as a human endeavour.
- Science understanding.

The topics for Stage 2 Physics are:

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

Students study all three topics. The topics can be sequenced and structured to suit individual groups of students.

Assessment

School-based Assessment:

- Investigations Folio – 30%
- Skills and Applications Tasks (Tests) – 40%

Stage 1 Psychology

Duration

One semester (10 credits) or full year (20 credits)

Prerequisites

Achievement of a C grade or better in the coursework, and a C grade or better in the examination, in both semesters of Year 10 Science

Subject Summary

Psychology is a 10-credit subject or a 20-credit subject at Stage 1, and a 20-credit subject at Stage 2. This subject emphasises the construction of Psychology as a scientific enterprise. Psychology is based on evidence gathered as a result of planned investigations following the principles of scientific inquiry. By emphasising evidence-based procedures including observation, experimentation, and experience, this subject allows students to develop useful skills in analytical and critical thinking and in making inferences.

The skills learnt through Psychology are parallel to those learnt in other science subjects: how to be a critical consumer of information; how to identify psychological processes at work in everyday experiences; how to apply knowledge to real-world situations; how to investigate psychological issues; and how to be an effective communicator.

Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It also addresses the ways in which behaviour can be changed. It offers a means for making society more cohesive and equitable; that is, Psychology offers ways of intervening to advance the well-being of individuals, groups, and societies. However, every change also holds the possibility of harm. The ethics of research and intervention are therefore an integral part of Psychology. An inquiry approach to Psychology enables students to define the scope of their learning by identifying investigable questions, deconstructing and designing their research using scientific approaches, using data, and analysing and critiquing their findings. The issues that arise during investigations should be informed by the application of key scientific ideas, skills, concepts, and understanding.

For a 10-credit subject, students study a selection of concepts from the following topics:

Semester 1:

- Lifespan Psychology
- Emotion.

Semester 2:

- Cognitive Psychology
- Psychological Wellbeing.

Assessment

- Investigations Folio – 50%
- Skills and Applications Tasks – 30%
- Examination – 20%

Stage 2 Psychology

Duration

Full year (20 credits)

Prerequisites

Achievement of a B- grade or better for coursework and a C grade or better for examination in Stage 1 Psychology

Students who have studied Biology, Chemistry, and Physics to prerequisite level may be considered on an individual basis.

Subject Summary

Since most of the dominant paradigms in psychology in the last hundred years have been scientific ones, this subject emphasises the construction of psychology as a scientific enterprise. Psychology is based on evidence gathered as a result of planned investigations following the principles of the scientific inquiry. By emphasising evidence-based procedures including observation, experimentation, and experience, this subject allows students to develop useful skills in analytical and critical thinking and in making inferences.

The skills learnt through Psychology are parallel to those learnt in other science subjects: how to be a critical consumer of information; how to identify psychological processes at work in everyday experiences; how to apply knowledge to real-world situations; how to investigate psychological issues; and how to be an effective communicator.

Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It also addresses the ways in which behaviour can be changed. It offers a means for making society more cohesive and equitable; that is, psychology offers ways of intervening to advance the well-being of individuals, groups, and societies. However, every change also holds the possibility of harm. The ethics of research and intervention are therefore an integral part of psychology.

An inquiry approach to psychology enables students to define the scope of their learning by identifying investigable questions, designing their research using scientific approaches, using data, and analysing and critiquing their findings. The issues that arise during investigations should be informed by the application of key scientific ideas, skills, concepts, and understanding.

The following five topics are undertaken in Stage 2 Psychology:

- Psychology of the Individual.
- Psychological Health and Wellbeing.
- Organisational Psychology.
- Social Influence.
- Psychology of Learning.

Assessment

School-based Assessment:

- Investigations Folio – **30%**
- Skills and Applications Tasks – **40%**

External Assessment:

- Electronic Examination (2 hours) – **30%**

Stage 1 Scientific Studies

Duration

One semester (10 credits)



Prerequisites

Achievement of a C grade or better in both semesters of the coursework of Year 10 Science, or Year 10 Practical Science

Subject Summary

Through a focus on science inquiry skills and scientific ways of observing, questioning and thinking, students in Scientific Studies actively investigate and respond to authentic and engaging problems and challenges. They employ interdisciplinary approaches with a focus on science and engineering, supported through the application of technology, design and mathematical (STEM) thinking.

Students will apply inquiry-based approaches to design, plan and undertake investigations, responding to local or global situations. Both collaboratively and individually, students employ a scientific approach to data manipulation. After critically evaluating their procedures or models, students communicate scientifically to draw evidence-based conclusions that may lead to further testing, exploring more effective methods or solutions, or new questions.

As students explore scientific phenomena and develop investigable questions, they will further their understanding of the fundamental importance of science as a human endeavour and articulate their understanding of the interaction between science and society.

Scientific Studies provides a powerful platform for students to develop their capabilities, in particular to think creatively, work collaboratively and be innovative.

Stage 1 Scientific Studies consists of two units of work:

- **Forensic Science** plays a vital role in the criminal justice system by providing scientifically based information through the analysis of physical evidence. Students will explore the biological, physical and chemical concepts underpinning forensic science and their application in a real-world context. Students will learn how to investigate, collect and analyse evidence to formulate logical conclusions that they can justify. Areas of exploration include blood-splatter, fingerprint and DNA analysis, crime scene investigations and car crash analysis.
- **Alternative Energy Technologies** allows students to explore the complex challenges involved in electricity generation using renewable energy sources. Students will design, build, re-engineer and test operational prototypes that capture renewable energy for the conversion to electrical power. A wide range of knowledge and skills from design, engineering and manufacturing to the 'soft skills' sought after by industry (management, teamwork, collaboration, problem solving, communication) will be developed.

Assessment

- Two tasks with a focus on science inquiry skills – **45%**
- An investigation with a focus on Science as a Human Endeavour – **25%**
- A collaborative inquiry – **30%**

Stage 2 Psychology Studies

Duration

Full year (20 credits)

Prerequisites

Nil

Subject Summary

With a focus on psychological science inquiry skills and scientific ways of observing, questioning and thinking, students in Psychology Studies explore the intricacies of human behaviour, thought processes, emotions, mental health and wellbeing. Students will have the opportunity to explore nutritional psychiatry, cognitive processes and the science of sleep, and how psychological knowledge can be applied to outcomes and wellbeing for those in society. Students will gain a comprehensive understanding of these areas through the framework of:

- Understanding of Scientific Concepts
- Science Inquiry Skills
- Science as a Human Endeavour.

For school-based assessments, the curriculum includes assessment types that centre around developing psychological scientific processes to test ideas, develop new knowledge, investigate, innovate and problem-solve. This multifaceted approach equips students with critical insights, exploration, inquiry, collaboration, data collection, research and practical skills, fostering a deeper appreciation of psychological principles and applications in everyday life.

For the external assessment, students will present an individual scientific inquiry report that summarises a proposal for investigation, identifies any modifications made to the procedure, analyses the data obtained, and evaluates the method or model(s) used.

Assessment

School-based Assessment (70%):

Assessment Type 1: Inquiry Folio (50%)

- Design Proposal
- Science as a Human Endeavour Task
- Science Inquiry Skills Tasks

Assessment Type 2: Collaborative Inquiry (20%)

External Assessment (30%):

Assessment Type 3: Individual Inquiry Task

Stage 1 Earth & Environmental Science

Duration

One semester (10 credits)

Prerequisites

Achievement of a C grade or better in the coursework, and a C grade or better in the examination, in both semesters of Year 10 Science

Subject Summary

Earth and Environmental Science involves learning about the Earth's natural systems, ecosystems and the interaction of living and nonliving things through the biosphere. This subject is ideal for students who enjoy science, are innovative in their critical thinking, and enjoy problem-solving and practical tasks. It is ideal for those who want to learn how to make an individual difference to the environment in our local, national and global communities, and who are eager to find ways to address the growing threat of climate change.

Earth and Environmental Science explores the essential resources Earth provides us with, and covers what life used to be like and what clues are hidden in the geosphere. Students will investigate sustainable practices in society, and will explore the influence of the public on new scientific discoveries or inventions related to an environmentally conscious future. Students will extend their science inquiry skills by developing research and investigation skills, by designing and undertaking field studies, and through collecting, analysing and evaluating primary and secondary data.

The Stage 1 course will consist of smaller topics, such as:

- The Earth's Biosphere
- Sustainability
- Examining Human Impacts on the Earth's Spheres.

Assessment

Investigations Folio – 40%

- Design and Deconstruction Investigation (Water Quality) – 20%
- Science as a Human Endeavour Task (Sustainability) – 20%

Skills and Applications Tasks – 60%

- Multimodal Group Presentation (Hazards) – 20%
- Poster Presentation Seminar (Waste Action) – 20%
- Anthropogenic Impacts Test – 20%

Stage 2 Earth & Environmental Science

Duration

Full year (20 credits)

Prerequisites

Achievement of a C grade or better in the coursework and examination of a Stage 1 examinable Science subject

Subject Summary

Earth and Environmental Science is for those students who are driven to create change in our natural world, making a difference in the challenges impacting the Earth, such as the threat of climate change.

At a stage 2 level, Earth and Environmental Science explores the temporal and spatial relationships between the various components of the Earth, sometimes referred to as 'spheres'. The subject considers the interconnected relationships that exist between all components of the Earth, ranging from terrestrial to atmospheric settings, and also the interior of the Earth itself. Students will investigate how to take individual action on sustainability issues, observe geological features in the field and explore the influence of the public on new scientific discoveries or inventions related to an environmentally conscious future.

Stage 2 Earth and Environmental Science consists of four major topics:

- Earth Systems.
- Earth Resources.
- Earth Sustainable Future.
- Climate Change.

Assessment

School-based Assessment:

Investigation Folio – **30%**

- Field Investigation
- Practical Design Investigation
- SHE Investigation

Skills and Applications Task – **40%**

This **could** consist of the following, all making up the 40% folio:

- Timed short answer responses
- Assignment
- Presentation
- Topic test

External Assessment – **30%**

- Local environment fieldwork investigation with the submission of a 2000 word report or equivalent in multimodal format



Glossary

ACARA	Australian Curriculum, Assessment and Reporting Authority
ASBA	Australian School-based Apprenticeship
Australian Tertiary Admission Rank (ATAR)	The Australian Tertiary Admission Rank (ATAR) is a rank given to secondary school students, tertiary institutions use the ATAR to select students for their courses. More information is available at satac.edu.au/atar
Australian Curriculum	The Australian Curriculum is being developed progressively by the Australian Curriculum, Assessment and Reporting Authority
Counting Restrictions	Counting restrictions are used where it is deemed desirable to limit the number of credits that can be counted towards a university aggregate and the ATAR in a specific subject area
Curriculum Pattern	A selection of subjects required in order to qualify for the SACE
Credit	Ten credits are equivalent to one semester or six months study in a particular subject or course
Flexible Option	Flexible option refers to the final 20 credits of study contributing to the university aggregate and the TAFE Selection Score
Activating Identities & Futures (AIF)	A compulsory Stage 2 subject, studied at Year 12
Exploring Identities & Futures (EIF)	A compulsory Stage 1 subject, studied at Year 10
Nationally Recognised Qualification	A Nationally Recognised Qualification refers to training that is recognised across Australia and recognised within the Australian Qualifications Framework (AQF)
Precluded Combination	Two subjects are a precluded combination if they are defined by the universities and TAFE SA as having significant overlap in content
Prerequisite	A formal requirement that is needed before proceeding to further study
Recognised Studies	Students with a completed Certificate III level qualification may be eligible for recognised study within their ATAR. More information available at satac.edu.au/recognised-studies
Registered Training Organisation (RTO)	A Registered Training Organisation (RTO) is the training provider who delivers, assesses and issues a Nationally Recognised Qualification
SACE	The South Australian Certificate of Education
SACE BOARD	South Australian Certificate of Education Board
SACE Recognition	The process whereby students gain recognition for VET within their SACE studies. More information is available at sace.sa.edu.au/web/vet/vet-coordinators/vet-recognition-register
SATAC	South Australian Tertiary Admissions Centre
Semester	50 to 60 hours of programmed lesson time – subjects of one unit are a semester in length
Stage 1	The first of two levels of the SACE – this will usually be a student's 11th year of schooling
Stage 2	The second of two levels of the SACE – this will usually be a student's 12th year of schooling
STAT	Special Tertiary Admissions Test

Structured Workplace Learning (SWL)	Similar in nature to Work Experience, Structured Workplace Learning (SWL) is a requirement of some qualifications and in those cases is usually formalised and requires a log of hours completed
TAFE	Technical and Further Education
TAS	Tertiary Admission Subject – a SACE Stage 2 subject which has been approved by TAFE SA and the universities for tertiary admission
VET	Vocational Education and Training
VET Course	The term 'VET Course' is a colloquial term used to describe a Vocational Education and Training program undertaken by school students. Usually these programs are certificate level programs and must always consist of Nationally Recognised Qualifications
Vocational Education and Training Readiness Orientation (VETRO)	Vocational Education and Training Readiness Orientation (VETRO) is the process of referral and enrolment required for Subsidised Training for school students. More information is available at providers.skills.sa.gov.au/vet-for-school-students

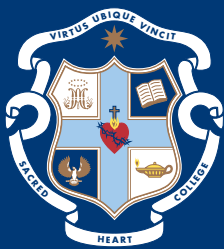
Helpful links

ACARA (Australian Curriculum, Assessment and Reporting Authority)	acara.edu.au
Flinders University	flinders.edu.au
Adelaide University	adelaideuni.edu.au
Tafe SA	tafesa.edu.au
SACE Board	sace.sa.edu.au
SATAC Guide	satac.edu.au
myfuture	myfuture.edu.au





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SACRED HEART COLLEGE

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28 Percy Avenue, Mitchell Park SA 5043

Marcellin Campus (Years 10 – 12)

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