



St Martins Lutheran College



Senior School Curriculum

Year 10, 11 and 12

Stage 1 & 2

2024

Contents

Senior School Philosophy	3
Key Contacts	4
Useful Websites	4
SACE	5
How the SACE Credits are acquired	5
Compulsory Subjects	6
Exploring Identities and Futures (EIF) - Year 10	6
Literacy – Year 11	6
Numeracy – Year 11	6
Religion Studies – Year 11	6
Research Practices – Year 11	6
Research Project – Year 12	6
Christian Studies - Year 12	6
St Martins Lutheran College SACE Planner	7
Alternative Options	8
VET (Vocational Education and Training) in SACE	8
School Based Apprenticeships and Traineeships	8
Flexible Learning Options	8
Open Access	8
Post School Options	9
Higher Education	9
ATAR	9
Adjustment Factors	9
Interstate	10
Vocational Education - TAFE SA and other Registered Training Organisations (RTOs)	10
Apprenticeships and Traineeships	10
Frequently Asked Questions	11
How to use this guide	14
SACE Glossary	14
Subjects	
English	15
Mathematics	19
Sciences	26
Humanities and Social Sciences	34
The Arts	42
Languages	57
Technologies	61
Health and Physical Education	69
Cross-Curricula	78
Christian Studies	84

Senior School Philosophy

Senior School at St Martins Lutheran College encompasses Years 10, 11 and 12. By the end of Senior School our students are young adults, ready to work independently and begin their life after school.

At St Martins Lutheran College students are challenged to strive for excellence within a caring Christian community. Students in Senior School are encouraged to work towards being their best in the academic, social and spiritual aspects of their lives.

When a student graduates from Senior School they will:

- Be equipped for a life of learning through the development of independent and collaborative learning skills.
- Have had opportunities and encouragement to participate in a range of co-curricular and extracurricular activities at school and in the wider community.
- Be prepared with flexible skills that can be adapted to a rapidly changing world and career environment.

Our Senior School delivers an environment that:

- Provides a safe learning space.
- Incorporates flexible curriculum structures and approaches.
- Encourages students to be leaders and to participate in making decisions.
- Encourages and equips students to investigate and question ideas, attitudes and values in relation to themselves and their world.

The Senior School curriculum is based on the South Australian Certificate of Education (SACE) and the Australian Curriculum. Students in Year 10 begin planning their pathway through Exploring Identities and Futures (EIF).

In Years 11 and 12 students can achieve their SACE through a range of school-based subjects or a Vocational Education and Training pathway. Students have the choice to specialise in areas of interest and prepare for post-school employment or further study.

Key Contacts

This booklet provides information about the SACE, the subjects offered at St Martins Lutheran College and where you can find more information. Future planning involves a lot of conversations. The following staff are available to discuss subject selection with you.

Mr Jason Plunkett	Head of Teaching and Learning	jplunkett@stmartins.sa.edu.au
Mrs Kathy Oliphant	Head of Senior School Wellbeing	koliphant@stmartins.sa.edu.au
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Learning Area Leaders

Mrs Kathryn Kutny	Science	kkutny@stmartins.sa.edu.au
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Mr Jason Buckland	Christian Studies	jasonbuckland@stmartins.sa.edu.au
Mr Brett Shepherdson	Health & Physical Education	bshepherdson@stmartins.sa.edu.au
Miss Thalia Wesselingh	Humanities/Languages	twesselingh@stmartins.sa.edu.au
Mrs Mary-Anne Sheppard	Mathematics	msheppard@stmartins.sa.edu.au
Mrs Erin Jones	Cross-Curricula	ejones@stmartins.sa.edu.au

Useful Websites

SACE Board	www.sace.sa.edu.au
SATAC	www.satac.edu.au
University of Adelaide	www.adelaide.edu.au
Flinders University	www.flinders.edu.au
Uni SA	www.unisa.edu.au
Tabor College	www.tabor.edu.au

joboutlook.gov.au - Australian Government information about the labor market including future predictions.

australiancareersservice.com.au/resources - Links to Good Universities Guide, Good Career Guide, Studies in Australia and the Good Schools Guide. This website also contains archived occupation descriptions from the old Job Guide (no longer published).

www.myskills.gov.au - A directory of vocational education and training in Australia.

www.skills.sa.gov.au - Information about the South Australian Government's programmes and funding for Vocational Education and Training (VET).

www.satac.edu.au/satac-publications - the Tertiary Entrance Booklet for 2024, 2025, 2026 is essential reading if your child is considering University after Year 12.

www.australianapprenticeships.gov.au - Information about Apprenticeships and Traineeships.

SACE

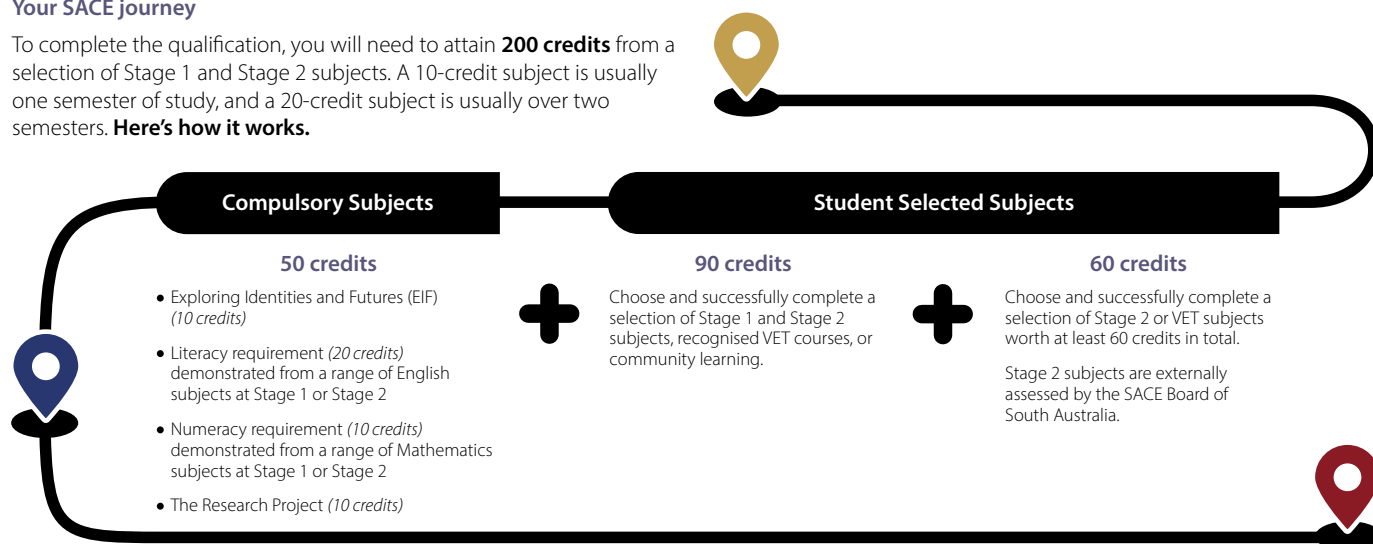
Learning at the pace of change

The SACE has evolved to provide you with **more flexibility** to choose subjects that reflect your interests, skills, and career goals, using a combination of SACE subjects, vocational education and training (VET), community learning, university, and TAFE studies.

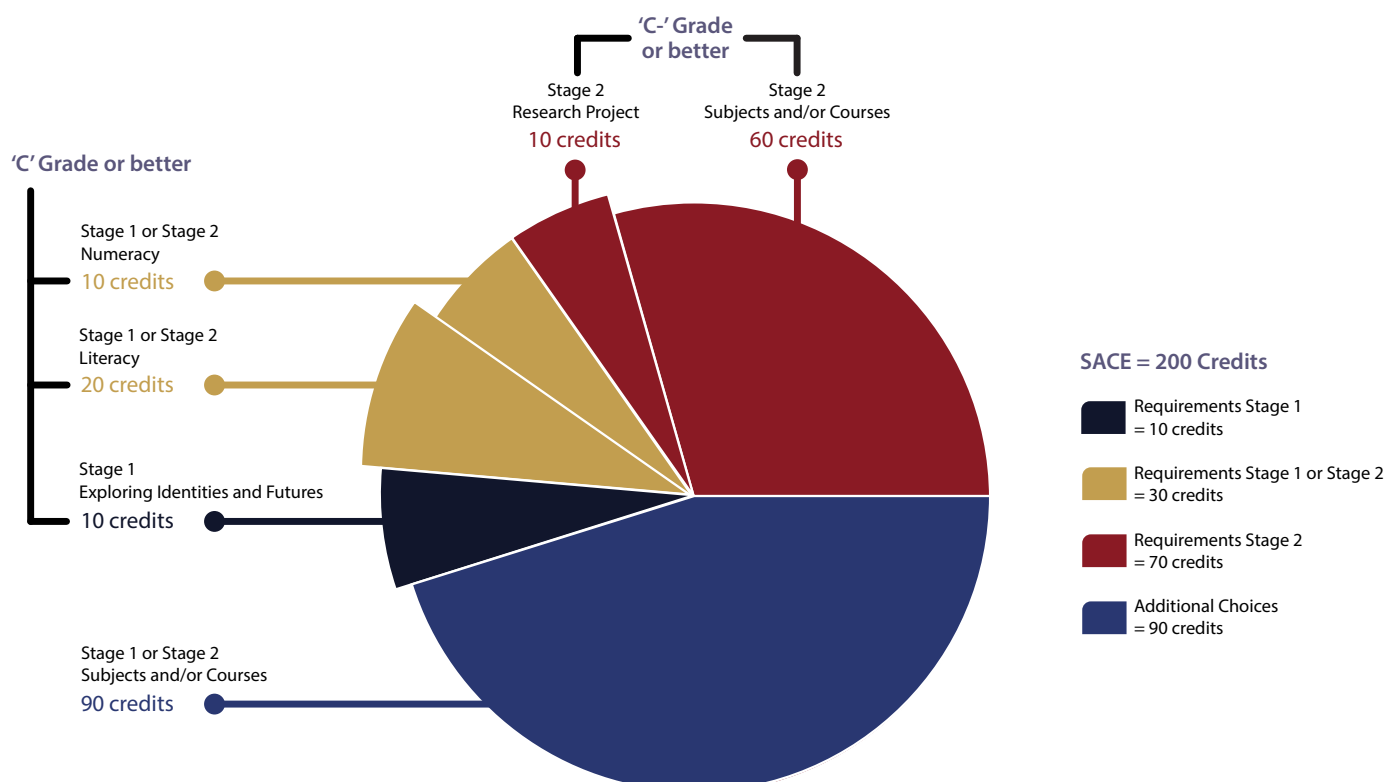
SACE subjects are made up of investigations, performances, and other assessment tasks to demonstrate your skills, knowledge, and personal capabilities throughout the year. Some subjects will have an end-of-year exam **worth a maximum of 30%** of the overall grade.

Your SACE journey

To complete the qualification, you will need to attain **200 credits** from a selection of Stage 1 and Stage 2 subjects. A 10-credit subject is usually one semester of study, and a 20-credit subject is usually over two semesters. **Here's how it works.**



How the SACE Credits are acquired



Compulsory SACE Subjects

Exploring Identities and Futures (EIF) – Year 10

Exploring Identities and Futures gives students the opportunity to extend their thinking beyond what they want to do, to also consider who they want to be in the future.

Literacy – Year 11

Students undertaking their SACE must complete a total of 20 credits or a full year of a literacy-based subject to complete their SACE. This is normally completed in Year 11 as two Stage 1 English subjects.

Numeracy – Year 11

Students undertaking their SACE must complete 10 credits or half a year of a numeracy based subject. Many students choose to complete a full year of Stage 1 Mathematics subjects to meet Stage 2 requirements.

Religion Studies – Year 11

Religion Studies is a Lutheran school requirement to better understand the Lutheran faith which attracts 10 credits towards SACE. Vetamorphus is an alternative offering attracting up to 70 credits.

Research Practices – Year 11

A College requirement, this subject is designed to prepare students to achieve their best in Research Project in the following year. Students gain 10 credits towards their SACE.

Research Project – Year 12

The Research Project is designed to give students time to do a rigorous and detailed study of an area of interest. The Research Project will test students' capacity to research, work independently and demonstrate skills in a range of areas. This subject is worth 10 credits and a successful pass of a C- or better is required.

Christian Studies - Year 12

Christian Studies is a compulsory subject at St Martins Lutheran College. Each student is expected to participate in this subject. Christian Studies is offered as two lessons per week for the first semester.

Revitalisation of the SACE

The SACE Board is regularly reviewing the subjects it offers in order to meet its promise to shape education so that all students can achieve and thrive. As part of this review process, the SACE Board is currently focusing on updating two of the current compulsory subjects, Stage 1 Personal Learning Plan (PLP) and Stage 2 Research Project. The SACE Board have just announced that PLP will be replaced with a subject called Exploring Identities and Futures (EIF). St Martins will be trialling this new subject from 2024, and it will be one of the compulsory requirements of the SACE. Trials of a new subject to replace Research Project are still underway, but it is expected that this new subject will be offered from 2025.

St Martins Lutheran College SACE Planner

Exploring Identities and Futures = 10 Credits		Credits
Exploring Identities and Futures		10
Literacy = 20 Credits		Subtotal 10
Choose from a range of English subjects or courses		
Numeracy = 10 Credits		
Choose from a range of mathematical subjects or courses		
Stage 1 Subjects or Courses = 80 Credits		Subtotal 30
Choose from a range of Stage 1 and Stage 2 subjects and courses		
Religion Studies or Vetamorphus (10 credits for religion, 70 for Vetamorphus)		
Research Practices		10
*		
*		
Research Project = 10 Credits		Subtotal 80
Research Project		10
Stage 2 Subjects or Courses = 60 Credits		
Choose from a range of Stage 2 subjects or courses		
*		
*		
*		
Subtotal 70		
		Total 200+

Compulsory Stage 1

Compulsory Stage 1 or Stage 2

Optional Stage 1 or 2

Compulsory Stage 2

Must achieve a C grade or higher

Must achieve a C grade or higher in Stage 1, or C- or higher in Stage 2

Must achieve a C- grade or higher

* Please note that not all boxes need to be filled in, as long as the numbers meet the required totals.

Alternative Options

VET (Vocational Education and Training) in SACE

Students in Year 11 or 12 can choose to complete a Vocational Education and Training (VET) course as part of their SACE. VET provides students the opportunity to complete a nationally recognised vocational qualification where they can learn workplace skills and gain hands-on experience in the industry.

Why choose a VET course?

- VET or flexible learning options at Year 11 and 12 can contribute to SACE.
- VET courses can give students training and experience to move into the workforce.

Any student who wishes to undertake a VET course will need to do so by negotiation with the VET Coordinator and Head of Senior School. Students will need to demonstrate that their chosen VET course is in line with their identified career pathway and that the course will form an integral part of their SACE. An Expression of Interest form must be completed and submitted with the Subject Selection Form.

Many VET courses are held off campus. It is the students' responsibility to arrange their own transportation to the location of the VET course and to catch up on any work missed while attending their VET program.

Depending on the chosen course, students may be required to undertake a selection process which may include an application, literacy and numeracy assessments, or an interview.

School Based Apprenticeships and Traineeships

Senior students are also able to combine studying the SACE with a part time apprenticeship or traineeship. The work completed for the apprenticeship or traineeship contributes to the completion of the SACE. Students in this pathway program generally have a reduced subject workload and negotiated timetable to incorporate work requirements.

Flexible Learning Options

St Martins Lutheran College offers a number of flexible learning options for students who, for a variety of reasons, may need an alternative way to complete the SACE. Some of these options include community learning, community studies and integrated learning.

There are many options and programs available to students to complete the SACE. All students will work closely with the SACE Coordinator, Careers Counsellor and other relevant staff members when choosing their Stage 1 and Stage 2 subjects in order to select a program that is achievable and most appropriate for their future pathways. For more information please contact the SACE Coordinator, the VET Coordinator or the Head of Senior School at the College.

Open Access

If a Stage 1 or 2 subject is not offered by the College or not accessible via other means, then studying a subject via Open Access may be an option. This requires students to be independent, self-driven learners and will be considered through consultation with the SACE Coordinator.

Post School Options

When considering what subjects to study as part of the SACE, it is important to think about where you are headed once you complete your schooling. There are many options and multiple pathways available, depending on the sort of careers or industries you are interested in. The great majority of pathways involve some type of study ranging from certificate-level qualifications, often through apprenticeships or traineeships, through to post-graduate university qualifications. It always pays to check any requirements for study as you are planning your SACE. If you are not sure where you are headed after school, then work on a plan to keep your options open.

Higher Education

The South Australian Tertiary Admissions Centre (SATAC) is responsible for managing university course applications and selections in South Australia.

SATAC produce a number of helpful publications and fact sheets on their website. Important reading for anyone considering South Australian universities is the SATAC Tertiary Entrance Booklet for 2024, 2025, 2026. This booklet has information about SATAC procedures, SACE, the Australian Tertiary Admission Rank (ATAR), scaling and course **pre-requisites** and **assumed knowledge**. To access a copy of this booklet, go to www.satac.edu.au/satac-publications. Students and parents are strongly advised to refer to this booklet and familiarise themselves with the relevant details.

ATAR

The ATAR is the primary criteria used for entry into undergraduate university courses in Australia. It measures overall achievement compared with other final year students. The ATAR is not a score rather it is a rank that allows tertiary institutions to make equal comparisons.

To qualify for an ATAR, you need a university aggregate. SATAC calculates the university aggregate by combining the scaled scores from your best 90 credits of study.

To be eligible for a university aggregate you will need to:

- qualify for your SACE.
- follow the rules for precluded combinations and counting restrictions.
- complete at least 90 credits of study in Tertiary Admissions Subjects (TAS) and Recognised Studies at Stage 2.
- have 90 credits of study; at least 60 credits must be from 20 credit TAS.

Adjustment Factors

There are two schemes in place that universities use to apply adjustment factors to applicants:

- the Universities Equity Scheme (up to 5 points). This includes two subcategories – school-based adjustment and individual adjustment.
- the Universities Language, Literacy and Numeracy Scheme: up to 4 points.

A university aggregate can be adjusted by up to a maximum of 9 points. Students should check the SATAC website for more detailed information about adjustment factors. **Please note that currently, students at St Martins Lutheran College are **not eligible** for school-based adjustment points. Parents and students are advised to check the www.satac.edu.au website to determine if they may be eligible for individual adjustments.*

SATAC add adjustment factors to a university aggregate to create a **selection rank**. A selection rank is an ATAR-like rank equivalent to an ATAR. Universities publish both ATAR and selection rank information for all courses.

Interstate

It is important that students who intend to apply to interstate or international universities contact those institutions directly to check specific admission criteria requirements or pre-requisite studies. Victorian universities have many different types of entry, course and institution requirements. You can find information about requirements in Victoria from the Victorian Tertiary Admissions Centre (VTAC) website. Go to www.vtac.edu.au.

*Please note that Year 12 English (SACE English or English Literary Studies) is a minimum tertiary entry requirement for undergraduate higher education courses at Victorian universities.

Vocational Education – TAFE SA and other Registered Training Organisations (RTOs)

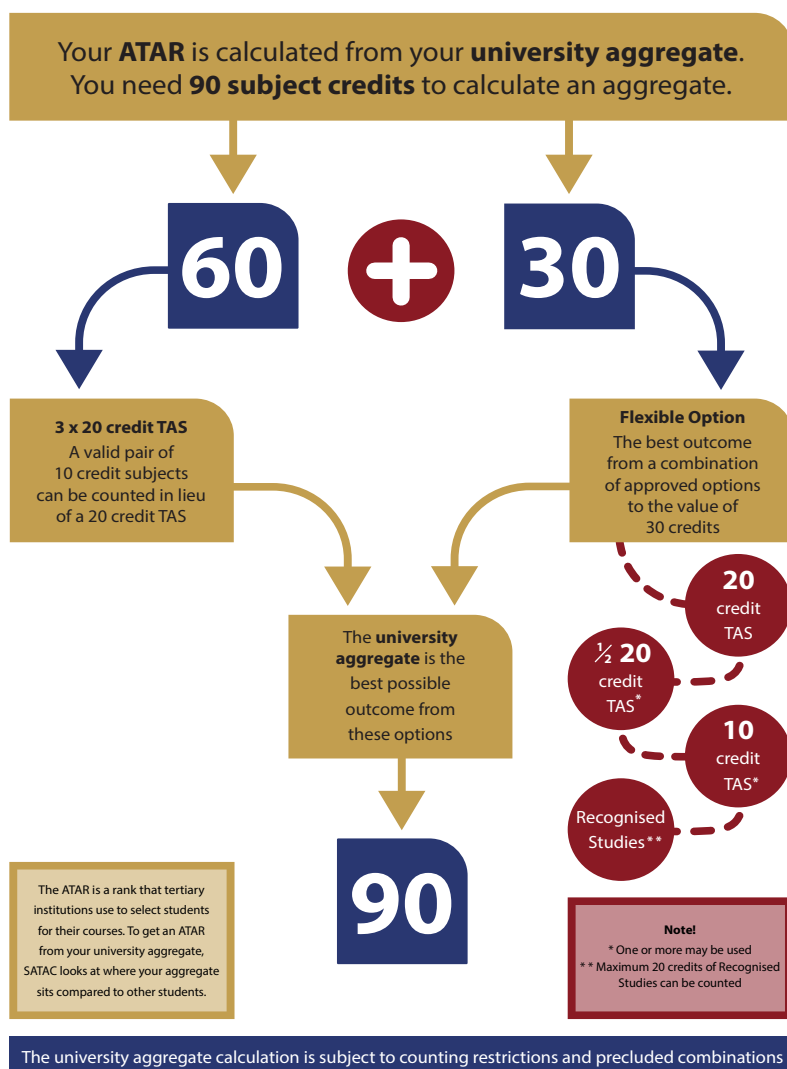
SACE completion meets the course admission requirements for most TAFE SA courses, but there are some additional requirements for entry into particular qualification levels, so it pays to check. Applications to all TAFE SA courses are online and due dates for applications can vary. For further details visit TAFE SA website www.tafesa.edu.au. If you are considering studying at an RTO other than TAFE, please check directly with them for admission requirements.

Apprenticeships and Traineeships

If you are considering an apprentice or trainee pathway, it pays to research the sorts of subjects that will improve your chances of landing a job.

Overall, employers value good school reports (both attitude and grades) but in particular, studying and doing well in subjects that are relevant is also very important. For example, English and Maths are viewed as useful subjects for a variety of trades. Someone interested in engineering might also consider Physics; someone interested in business administration might think about Information Processing and Publishing and someone interested in early childhood education might benefit from Child Studies.

Do some research on specific apprenticeships and traineeships you are interested in and use this to help with your subject selection.



Frequently Asked Questions

Why is getting my SACE important?

SACE is widely recognised as the completion certificate for secondary school in South Australia. Employers recognise that students who have completed their SACE have obtained minimum literacy, numeracy and other subject skills and knowledge which will assist in employment. You also need to complete SACE to be considered for most TAFE and university courses.

How long can I take to finish SACE?

Most students complete their SACE through Years 10, 11 and 12, but you can take longer. You can count Stage 2 (Year 12 subjects) completed in three consecutive years of study towards your SACE and an ATAR. If you just want to complete SACE, you can take even longer to do this.

What if I don't finish my SACE by the end of Year 12?

The College will endeavour to assist every student to complete SACE but sometimes students do not meet grade expectations or unexpected circumstances occur. You can do Year 13 full or part-time to complete the missing components of SACE. There are also subjects at TAFE that are recognised, so if you complete some further study immediately after Year 12 (for example some Certificate 1 or 2 subjects), you can approach the SACE Board to have these recognised and complete your SACE after you leave school.

Are there things I should watch out for in SACE?

SACE has certain compulsory subjects that must be passed at C grade or higher (C- standard at Year 12). You need to make sure you meet these requirements. There are other conditions so read the sections on SACE patterns carefully.

How are SACE subjects assessed?

In Stage 1 (Year 10 and 11 SACE subjects) you will be assessed from A to E. For Stage 2 (Year 12) the subjects are graded A+ to E-. Every subject will have particular assessment types that your teachers will plan for and include to meet the requirements. For Stage 2 all subjects have a 30% external assessment component that is assessed by markers set by the SACE Board. Only Stage 2 subjects count towards your ATAR.

How is VET included in SACE?

Certain certificate courses through vocational training programs and TAFE can be included in SACE. It is important that you check program details with the VET coordinator to ensure you will receive enough credits to meet SACE requirements for the VET program you have chosen.

Does everyone need an ATAR?

If you are considering university entry, an ATAR is the most common pathway for school leavers. However, there are other ways to get to university, so if you do not achieve an ATAR now, there are other ways university entrance can be gained after school.

What if I am ill during my SACE?

There are Special Provisions that assist students if they are ill or have unexpected circumstances (e.g. bereavement, accidents, family circumstances). SACE provide guidelines that schools need to follow with Special Provisions so if your learning is affected by illness or other circumstances, speak to the Head of Senior School or SACE Coordinator as soon as possible to discuss the options.

What if I have trouble with my subjects due to a learning difficulty?

Special Provisions also provide guidelines on allowable supports for students. The College will follow the SACE rules regarding assisting students. Under certain circumstances, students can have extra time, do an assessment a different way, have separate rooms for assessments or use a computer along with a variety of other options. Each student's circumstance will be considered individually, and each subject has different criteria that need to be met. Teachers need to ensure that the minimum subject requirements are met so not all variations are possible in every subject. Special Provisions will be discussed with students and caregivers if you request to be considered and what is allowed will be explained.

What happens if a subject I want to do is not offered or there is a timetable clash?

The timetable is designed to maximise the student's subject preferences at the time of subject selection. After subject selection is closed, if there is a subject clash or a class is too small to run, a leader will discuss other options from the subject selection with you. Open Access College may also be an option, but this style of learning does not suit all students so we will discuss how this works if they offer the subject you want to do.

Can a subject be added later if enough students change their mind?

Students are encouraged to invest time and thought into their first subject selection. Decisions about whether a class runs is based on the first preferences that are submitted immediately after subject selection closes. These determine staffing and classes for the following year and once this is set, staffing and classes are fixed. Late subject changes will not change the set staffing or set subjects for the next year.

What happens if I change my mind about my subject selections after the process has finished?

The original subject selections are used to create the timetable for the following year immediately after subject selection closes. If a student changes their mind about a subject once the timetable is completed, they will need to meet with the Head of Senior School, to see if their new preferred subject will fit their personal timetable. Subject changes, once the timetable is developed, will always be subject to the class running, having space in the class for the additional student and that it fits their timetable. Once the timetable is set, preferences are no longer relevant, and all subject changes need to be discussed with the Head of Senior School.

How can I support my child?

For many parents, talking to your child about careers can be daunting. Perhaps you have a child who does not know what they would like to pursue, or perhaps they are looking at areas you know little about. On top of this, careers and work are constantly changing so it can be really hard to keep up with current advice and future predictions. Whether you realise it or not, and regardless of the plethora of career information and advice available at the click of a button, research tells us that parents remain one of the key sources of career guidance for children and that what you think matters.

Here are some tips that might help to start a conversation about careers and selecting subjects for SACE:

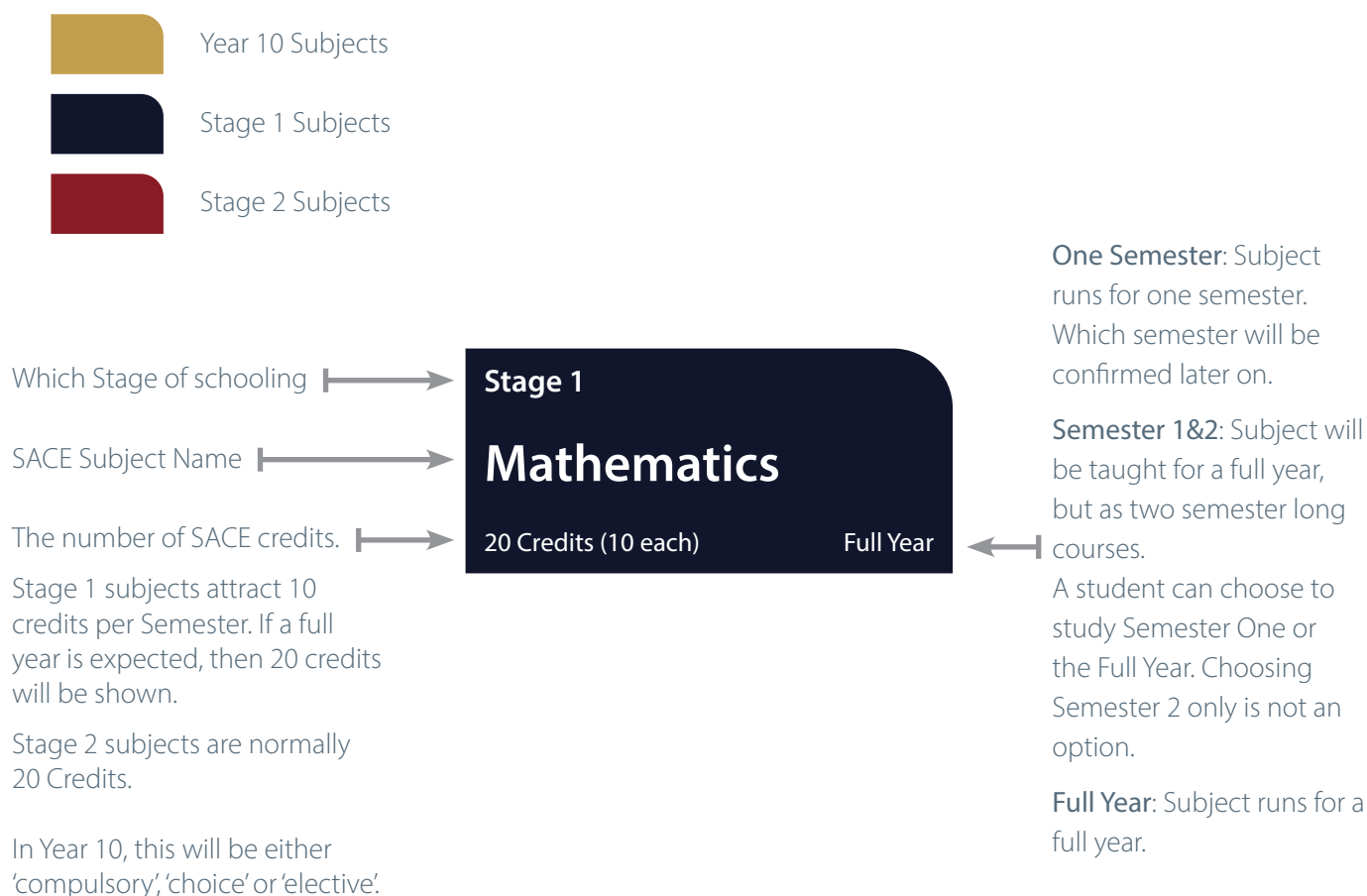
- Work out how to include career conversations in daily chat. This approach is likely to work better than an announcement that it's time to decide what they will be doing after Year 12.
- When talking about subject choices, encourage them to choose subjects where they have a high level of interest. They are more likely to remain motivated and in turn, experience success.
- Do some research for yourself. Ask other parents. Talk to a subject or homegroup teacher. Have a look at the weblinks provided in this booklet (eg, page 4).
- Help them source information. Getting information first hand is ideal – can you connect them with someone in the field they are interested in? Can you find some good videos or infographics online that will appeal to them?
- Be aware of the career or work biases you might have that could impact on the way you are providing support or advice.
- Don't take over – let them do the driving. You can act as a sounding board providing encouragement.
- Finally, remember it's not necessary or indeed useful to narrow pathways, particularly if your child isn't sure where they are headed just yet. While it is helpful to have a background in certain subjects for specific university courses, the great majority of them don't have pre-requisites.

St Martins Lutheran College is a welcoming, caring, Christ-centred learning community where students grow, flourish and are inspired to make a difference.



How to use this guide

To assist you in locating the subjects you require, they have been arranged by subject area and then by year level. Yellow boxes are Year 10 offerings, blue boxes are Stage 1, while red boxes are Stage 2 offerings.

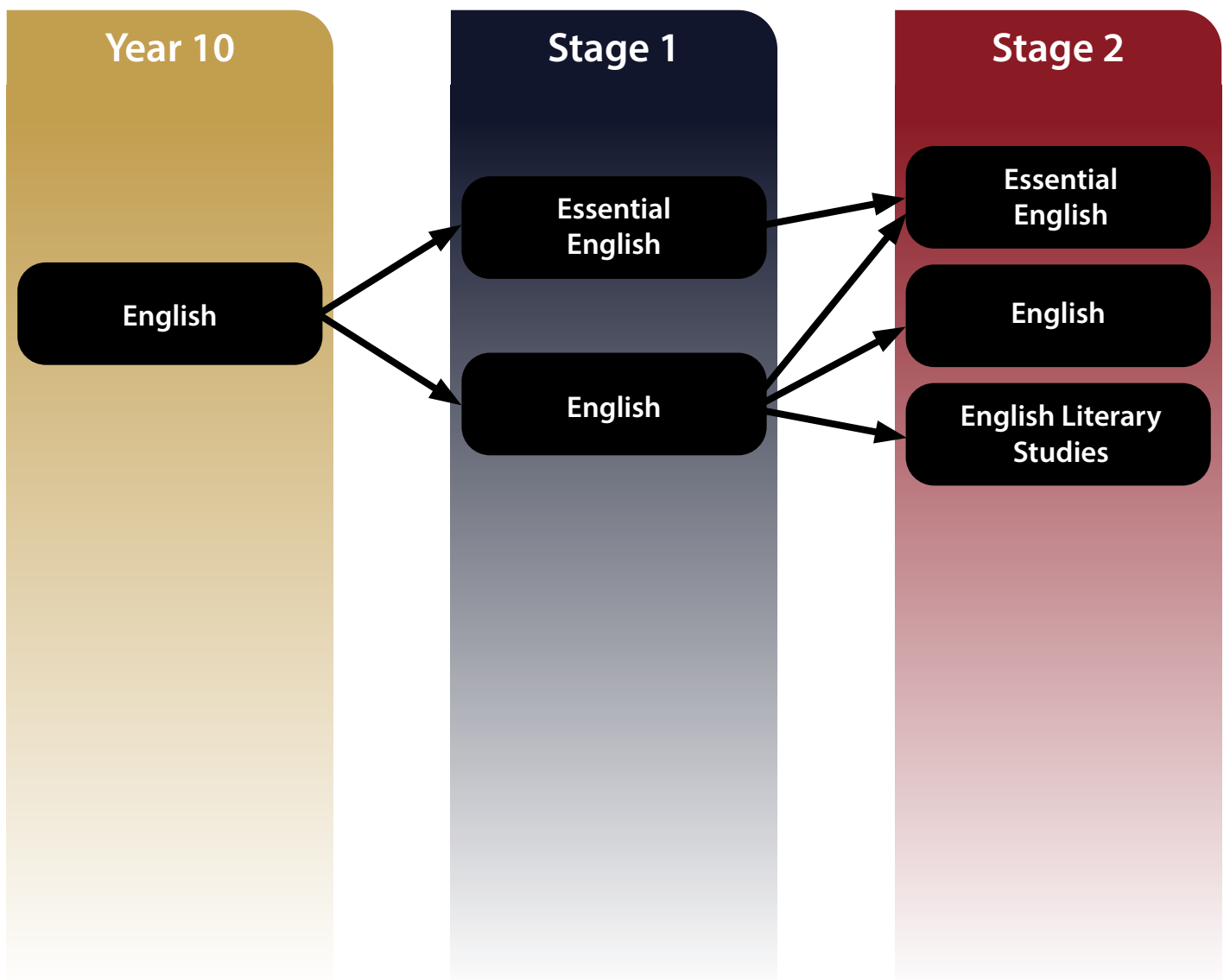


SACE Glossary

- SACE Board** The State body, independent of both education systems and tertiary institutions, with the specific responsibility for the administration of the assessment of the SACE (formerly called SSABSA)
- Stage 1** The first stage of the SACE – This typically starts in Year 10 and is completed by the end of Year 11.
- Stage 2** The second stage of the SACE – This will usually be undertaken in Year 12. The terms Stage 1 and 2 are used as the completion of these stages is quite fluid and can happen at any time.
- Credits** Semester length subjects are worth 10 credits, whilst full year subjects are worth 20 credits. Most Stage 1 subjects are designed to be completed in one semester and attract 10 credits, whilst Stage 2 subjects go for a full year and attract 20 credits.
- SATAC** South Australian Tertiary Admissions Centre (SATAC) – The body that accepts all applications for universities and TAFE in South Australia.
- ATAR** The Australian Tertiary Admissions Ranking (ATAR). This ranks every eligible student in the state by their achievement and is used by SATAC for study offers.
- TAS** Tertiary Admissions Subject (TAS). Most subjects in the SACE are TAS subjects. Check with the teacher offering the subject to confirm.
- Capabilities** Skills that are learnt alongside formal study. Assessments are designed to cover these skills to prepare students for their futures.



English



Year 10

English

Compulsory Subject

Full Year

Subject Description

English focuses on language, literature and literacy. Students are encouraged to appreciate and develop proficiency in reading and writing through the study of a range of texts and genres, both historical and modern in perspective. Students learn to communicate effectively, work collaboratively and critically and produce their own texts. Year 10 students increasingly develop a critical understanding of how texts, language, and visual and audio features are influenced by context. This subject includes a written examination.

Content

- Drama study
- Poetry
- Film study
- Novel study
- Oral presentations
- Creative writing

Stage 1

Essential English

20 credits (10 each)

Semester 1&2

Subject Description

Essential English is designed to meet the needs of students by meeting the SACE literacy requirement and allows for flexibility when considering real-world English application, especially for those planning to pursue a trade or vocational pathway. Students will have opportunities to explore how the study of English is complementary to the skills required for success beyond school. There is an emphasis on communication, comprehension, analysis, and the application of knowledge through text creation. This course does not include a written examination.

Content

- Responding to Texts: novel, film, media, speeches or other
- Creating Texts: narrative, exposition, recount, oral presentation or other.

Assessment

- Responding to Texts
- Creating Texts

Stage 1

English

20 Credits (10 each)

Semester 1 &2

Subject Description

In English, students analyse the interrelationship between author, text, and audience. They explore how the purpose of a text is achieved through application of text conventions and stylistic choices. Students demonstrate their knowledge and understanding of these ideas through the creation of their own imaginative, interpretive, analytical and persuasive texts. This subject includes an examination.

Recommended Prerequisite

- 'C' or better in Year 10 English

Content

- Responding to Texts: novel, film, media, poetry, short prose and drama study.
- Creating Texts: narrative, exposition, recount, media text or other.
- Intertextual Study: analysing the relationships between texts, or demonstrating how knowledge of other texts has influenced the creation of their own texts.

Assessment

- Responding to Texts
- Creating Texts
- Intertextual Study

Stage 2

Essential English

20 Credits

Full Year

Subject Description

In Essential English, students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas and perspectives in texts and consider ways in which language choices are used to create meaning. At Stage 2, students will extend their communication skills, examine the effect of language conventions and stylistic features in a range of texts, and create oral, written and multimodal texts to communicate information and ideas for a range of purposes.

Content

- Responding to Texts: websites, biographical account, film study or other.
- Creating Texts: feature article, persuasive text, instructional text or other.
- Language Study: focuses on the use of language by people in a context outside of the classroom.

Assessment

Internal Assessment

- Responding to Texts (30%)
- Creating Texts (40%)

External Assessment

- Language Study (30%)

Stage 2

English

20 Credits

Full Year

Subject Description

In English, students analyse the interrelationship of author, text and audience. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world. Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. They have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures. This subject does not include an examination.

Recommended Prerequisite

- 'C' or better in Stage 1 English

Content

- Responding to Texts: novel study, drama study, film study, or other.
- Creating Texts: narrative, oral presentation, media, or other.
- Comparative Essay

Assessment

Internal Assessment

- Responding to Texts (30%)
- Creating Texts (40%)

External Assessment

- Comparative Analysis (30%)

Stage 2

English Literary Studies

20 Credits

Full Year

Subject Description

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. At Stage 2, students will analyse and compare literary texts, develop analytical responses and create oral, written and/or multimodal texts.

Recommended Prerequisite

- 'C' or better in Stage 1 English

Content

- Responding to Texts: novel study, film study, poetry, short texts.
- Creating Texts: narrative, transformative.
- Comparative Essay: individual comparative – study of two texts (one from the shared text and one independently chosen by the student).

Assessment

Internal Assessment

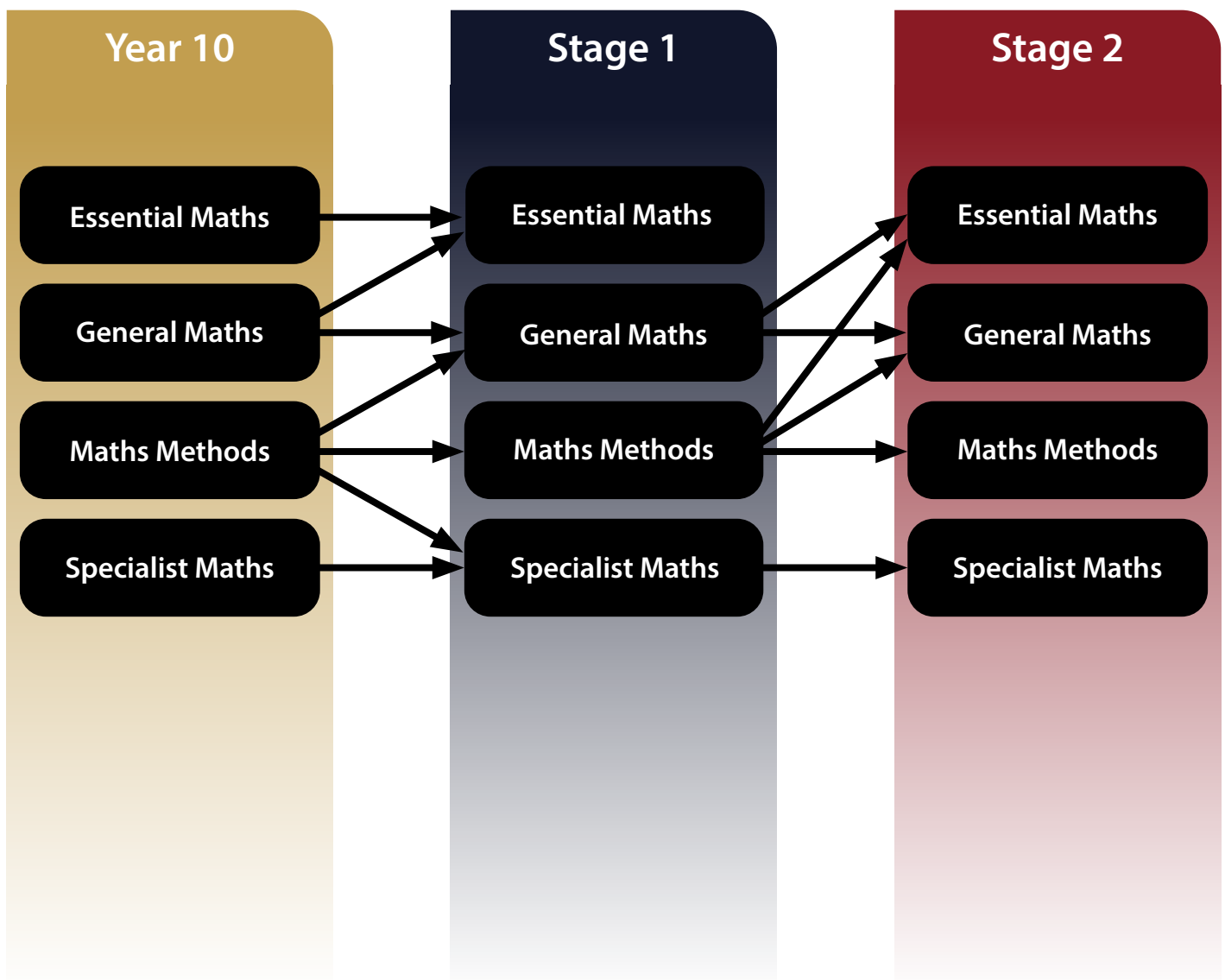
- Responding to Texts (50%)
- Creating Texts (20%)

External Assessment

- Comparative Text Study (15%)
- Critical Reading Examination (15%)



Mathematics



Year 10

Essential Mathematics

Choice

Semester 1&2

Subject Description

Essential Mathematics offers senior students the opportunity to develop their mathematical skills by applying mathematics in practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial calculations, business applications, measurement and statistics in various contexts.

In Essential Mathematics there is an emphasis on developing students' skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

Students studying Essential Mathematics in Year 10 and Stage 1 will be unable to study Stage 2 Essential Mathematics.

Content

- Geometry & Scale diagrams
- Measurement
- Business Applications
- Statistics
- Investments and Loans

Year 10

General Mathematics

Choice

Semester 1&2

Subject Description

General Mathematics helps students to develop mathematical skills and applications for everyday life. Students convert between decimals, fractions and percentages where appropriate. They display and summarise data, and interpret data from different sources, such as surveys. They will apply mathematics to consumer perspectives in financial situations such as calculating pays or interest. They convert between units of measurement, and select and use appropriate formulas to solve practical problems. Higher-order skills covered include using algebra and plotting graphs, as well as applying Pythagoras' theorem and trigonometry to a range of real-world problems.

Recommended Prerequisite

- C grade or higher in Year 9 Mathematics.

Content

- Consumer Mathematics
- Statistics
- Measurement
- Algebra and Graphs
- Pythagoras and Trigonometry
- Probability

Year 10

Mathematical Methods

Choice

Semester 1&2

Subject Description

Mathematical Methods involves higher level thinking with algebra and more abstract concepts. New concepts such as proof and mathematical logic will be introduced, as well as extending algebraic techniques first introduced in Year 9. Mathematical Methods can lead to tertiary studies of, (for example, economics, computer sciences, and the sciences).

Recommended Prerequisite

- B grade or higher in Year 9 Mathematics.

Content

- Linear equations and graphing
- Geometry
- Pythagoras and trigonometry
- Quadratics and parabolas - application of algebra
- Polynomial functions
- Statistics and probability

Cost

An approved Graphical Calculator will be required for this subject at an approximate cost \$240.

Year 10

Specialist Mathematics

Elective

One Semester

Subject Description

This subject draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. Specialist Mathematics can be a pathway to mathematical sciences, engineering, and physical sciences. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

Students must be studying Year 10 Mathematical Methods to enrol in this course. This subject covers content relevant to Stage 1 Mathematical Methods and Specialist Mathematics.

Content

- Algebra
- Statics
- Probability
- Geometric Reasoning

Stage 1

Essential Mathematics

20 Credits (10 each)

Semester 1&2

Subject Description

Essential Mathematics is designed for a range of students, including those who are seeking to meet the SACE numeracy requirement, and students who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on extending students' mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts, in flexible and resourceful ways.

It is not recommended for students studying Stage 1 Essential Mathematics to study Stage 2 Essential Mathematics.

Content

- Calculations, time, and ratio
- Earning and spending
- Geometry
- Data in context
- Measurement
- Investing

Assessment

- Two Skills and Applications Tasks (tests) per semester (50%)
- Two Mathematical Investigations per semester (50%)

Stage 1

General Mathematics

20 Credits (10 each)

Semester 1&2

Subject Description

General Mathematics prepares students for Stage 2 General Mathematics or Stage 2 Essential Mathematics. It extends students' mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key ideas in the topics.

Recommended Prerequisite

- C grade or higher in Year 10 General Mathematics or Mathematical Methods

Content

- Investing and borrowing
- Measurement
- Statistical investigation
- Applications of trigonometry
- Linear and exponential functions and their graphs
- Matrices and networks

Assessment

- Three Skills and Applications Tasks (tests) per semester (65%)
- One Mathematical Investigation per semester (35%)

Cost

An approved Graphical Calculator will be required for this subject at an approximate cost \$240.

Stage 1

Mathematical Methods

20 Credits (10 each)

Semester 1&2

Subject Description

Mathematical Methods can lead to tertiary studies of (for example, economics, computer sciences, and science). It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences.

Mathematical Methods involves higher-level thinking with algebra and more abstract concepts.

Recommended Prerequisite

- B grade or higher in Year 10 Mathematical Methods

Content

- Functions and graphs
- Polynomials
- Trigonometry
- Counting and statistics
- Growth and decay
- Introduction to differential calculus

Assessment

- Three Skills and Applications Tasks (tests) per semester (75%)
- One Mathematical Investigation per semester (25%)

Cost

An approved Graphical Calculator will be required for this subject at an approximate cost \$240.

Stage 1

Specialist Mathematics

20 Credits (10 each)

Semester 1&2

Subject Description

Specialist Mathematics can be a pathway to mathematical sciences, engineering, and physical sciences. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

Recommended Prerequisite

- B grade or higher in Year 10 Mathematical Methods

Content

- Arithmetic and geometric sequences and series
- Geometry
- Vectors in the plane
- Further trigonometry
- Matrices
- Real and complex numbers

Assessment

- Three Skills and Applications Tasks (tests) per semester (75%)
- One Mathematical investigation per semester (25%)

Cost

An approved Graphical Calculator will be required for this subject at an approximate cost \$240.

Stage 2

Essential Mathematics

20 Credits

Full Year

Subject Description

Essential Mathematics is designed for a range of students, including those who are seeking to meet the SACE numeracy requirement, and students who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on extending students' mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts, in flexible and resourceful ways.

Recommended Prerequisite

- C grade or higher in Stage 1 General Mathematics

Content

- Scales, plans, and models
- Measurement
- Business applications
- Statistics
- Investments and loans

Assessment

Internal Assessment

- Four or Five Skills and Applications Tasks (tests) (30%)
- Two or Three Mathematical investigations (40%)

External Assessment

- Examination (30%)

Cost

An approved Graphical Calculator will be required for this subject at an approximate cost \$240.

Stage 2

General Mathematics

20 Credits

Full Year

Subject Description

General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. Topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear equations and linear programming, matrices, and discrete models. Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Recommended Prerequisite

- B grade or higher in Stage 1 General Mathematics or C grade or higher in Stage 1 Mathematical Methods

Content

- Modelling with linear relationships
- Modelling with matrices
- Statistical models
- Financial models
- Discrete models

Assessment

Internal Assessment

- Five Skills and Applications Tasks (topic tests) (40%)
- Two Mathematical Investigations (30%)

External Assessment

- Examination (30%)

Cost

An approved Graphical Calculator will be required for this subject at an approximate cost \$240.

Stage 2

Mathematical Methods

20 Credits

Full Year

Subject Description

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Recommended Prerequisite

- B grade or higher in Stage 1 Mathematical Methods

Content

- Further differentiation and application
- Discrete random variables
- Integral calculus
- Logarithmic functions
- Continuous random variables
- Sampling and confidence intervals.

Assessment

Internal Assessment

- Six Skills and Applications Tasks (tests) (50%)
- One Mathematical investigation (20%)

External Assessment

- Examination (30%)

Cost

An approved Graphical Calculator will be required for this subject at an approximate cost \$240.

Stage 2

Specialist Mathematics

20 Credits

Full Year

Subject Description

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus. The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences.

Recommended Prerequisite

- B grade or higher in Stage 1 Mathematical Methods and Specialist Mathematics

Content

- Mathematical induction
- Complex numbers
- Functions and sketching graphs
- Vectors in three dimensions
- Integration techniques and applications
- Rates of change and differential equation

Assessment

Internal Assessment

- Six Skills and Applications Tasks (tests) (50%)
- One Mathematical investigation (20%)

External Assessment

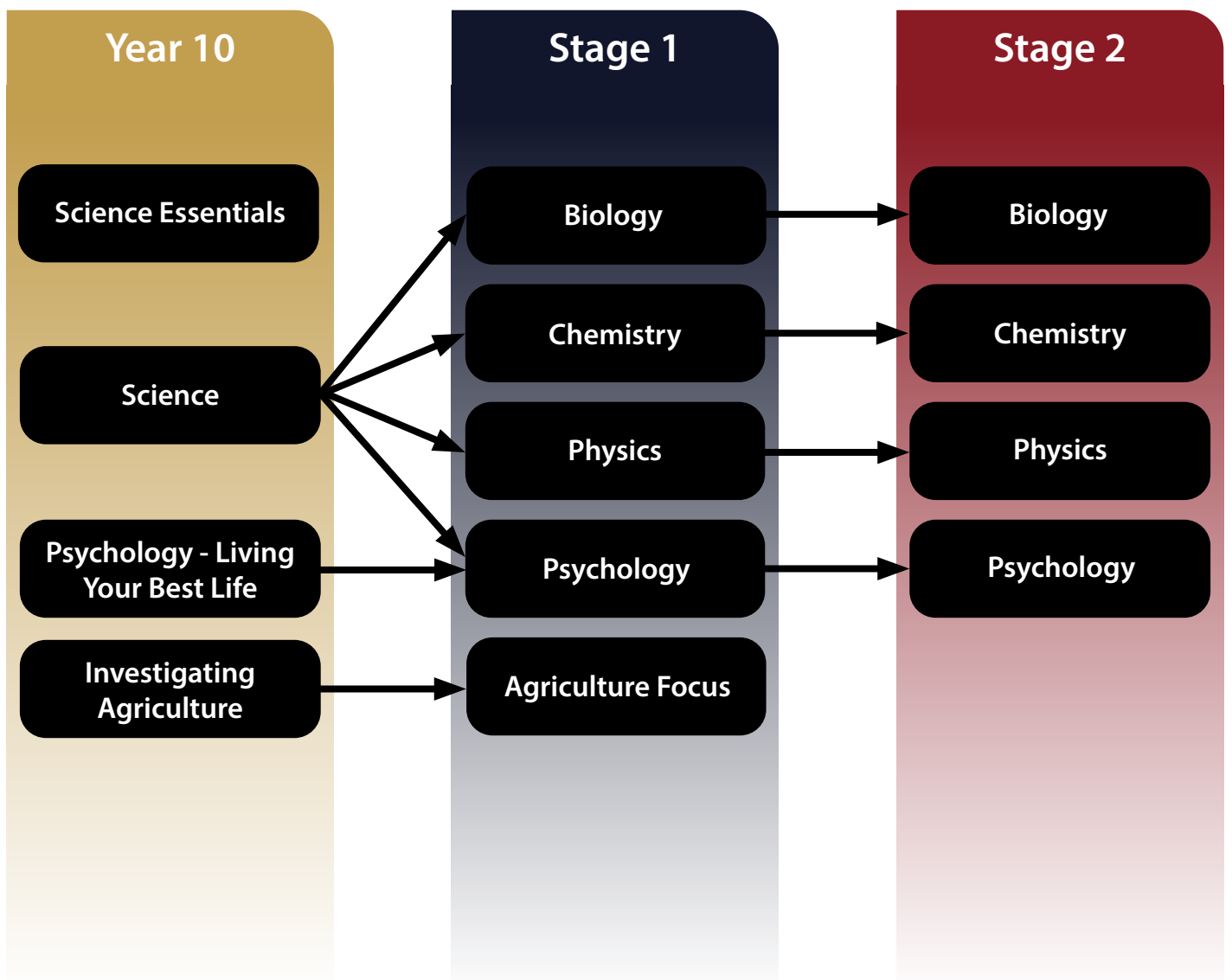
- Examination (30%).

Cost

An approved Graphical Calculator will be required for this subject at an approximate cost \$240.



Science



Year 10

Science Essentials

Compulsory Subject

Full Year

Subject Description

Science involves learning about the physical, chemical and biological world around us. Students learn to work scientifically, developing skills such as questioning, exploring, hypothesising, collecting and interpreting evidence, and communicating.

Students develop a range of practical skills using various laboratory equipment, activities, exercises and investigations.

This subject is intended for students who will not be studying science at SACE Stage 1 level.

Content

- Chemical reactions
- Forces and motion
- Genetics
- Evolution

Year 10

Science

Compulsory Subject

Full Year

Subject Description

Science involves learning about the physical, chemical and biological world around us. Students learn to work scientifically, developing skills such as questioning, exploring, hypothesising, collecting and interpreting evidence, and communicating.

Students develop a range of practical skills using various laboratory equipment, activities, exercises and investigations.

This subject will prepare students for SACE Stage 1 Chemistry, Biology and Physics, as well as make students more critical and interested in the world around them.

Content

- Chemical reactions
- Forces and motion
- Genetics
- Evolution

Year 10

Psychology - Living Your Best Life

Elective

One Semester

Subject Description

Psychology is the study of the mind and human behaviour. This course will give students an insight into understanding their own behaviour and how to use psychological principles to improve their own mental health and everyday functioning.

Students study topics including positive psychology, stress management, and mental health treatments. They learn how to apply these principles to their own lives. Students will also explore the scientific nature of psychology to become familiar with the research process used in psychology and will be required to critically analyse and evaluate research findings.

Content

- Mental Wellness
- Mental Illness

Year 10

Investigating Agriculture

Elective

One Semester

Subject Description

Are you interested in animal husbandry, producing food or exploring the business of farming? Investigating Agriculture will allow students to learn about farming practices in the Agricultural landscape of the South East.

Utilising practical engagement with animals through the 'Cows Create Careers' program will be a key part of Investigating Agriculture. Research will also be used to gain knowledge about various areas of farming including the day to day activities in farming enterprises. 'How is food produced?' 'What has to happen to care for animals on a farm?' 'Is a farming business different to other types of businesses?' These are just some of the questions that could be explored.

Concepts

- Animal husbandry
- Food production
- Business of farming
- Farming practices

Stage 1

Biology

20 credits (10 each)

Semester 1&2

Subject Description

Studying Biology involves explaining 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.

Recommended Prerequisite

- C grade or higher in Year 10 Science

Content

- Cells and microorganisms
- Infectious disease
- Multicellular organisms
- Biodiversity and ecosystem dynamics

Assessment (Per Semester)

- Practical Investigations (25%)
- Science as a Human Endeavour (SHE) investigation (25%)
- Supervised tests (50%)

Stage 1

Chemistry

20 credits (10 each)

Semester 1&2

Subject Description

Chemistry is the study of substances and how they interact at an atomic level. Knowledge and understanding of Chemistry helps us to address global challenges such as climate change, sustainable energy and food production, and allows us to inform and initiate debates about these issues.

Studying Chemistry provides a stimulating opportunity to engage with chemical processes and properties which are part of everyday lives, and to develop the skills necessary to pursue chemical sciences at tertiary level.

A sound grounding in Chemistry is essential for many careers, including those associated with engineering, medicine, pharmacy, sports science, forensic and environmental sciences, agriculture and winemaking. Study of Chemistry at Semester 2 or Stage 2 (Year12) requires satisfactory completion of Semester 1 Chemistry.

Recommended Prerequisite

- C grade or higher in Year 10 Science and Mathematics (General or Methods)

Content

- Materials and their atoms
- Combining atoms
- Molecules
- Mixtures and solutions
- Acids and bases
- Redox reactions

Assessment (Per Semester)

- Practical Investigation (25%)
- Human Endeavour (SHE) investigation (25%)
- Supervised tests (50%)

Stage 1

Physics

20 Credits (10 each)

Semester 1&2

Subject Description

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them.

Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them.

Physics is based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

Physics is a prerequisite for many engineering and medical courses at university. It prepares students for a trade qualification such as electrician or boiler-making.

Recommended Prerequisite

- C grade or higher in Year 10 Science and Maths Methods

Content

- Linear motion and forces
- Energy and momentum
- Electric circuits
- Heat
- Waves
- Nuclear models and radioactivity

Assessment (Per Semester)

- Practical Investigation (25%)
- Science as a Human Endeavour (SHE) investigation (25%)
- Supervised tests (50%)

Stage 1

Psychology

10 Credits

One Semester

Subject Description

Psychology is the scientific study of the mind. Studying psychology aims to improve our understanding of mental processes, including thought processes, behaviour and emotions.

Knowledge of basic psychological concepts will allow a deeper understanding of the ways people think, act and feel and are beneficial in any situation involving people.

Studying Psychology provides students with the opportunity to build their skills of inquiry using the scientific method, as well as developing the ability to critically analyse data.

Students will learn to identify psychological concepts in everyday experiences and apply their knowledge to real life scenarios, including many social interactions.

Recommended Prerequisite

- C grade or higher in Year 10 Science

Content

- Neuro psychology
- Emotion

Assessment

- Skills and Application Tasks (50%) – Test and Assignment
- Investigations Folio (50%) - Practical Investigation (design and deconstruct) and Science as a Human Endeavour (SHE) Investigation

Stage 1

Integrated Learning - Agriculture Focus

10 Credits

One Semester

Subject Description

Integrated Learning is a subject that enables students to make links between aspects of their lives and their learning. The program focus for Stage 1 Integrated Learning-Agriculture is various aspects of the agriculture industry, including agricultural careers. Students grow their knowledge about the agriculture program focus, themselves as learners, and develop their capabilities. They apply critical thinking skills through inquiry and make connections with their local community.

Content

- Develop and apply knowledge, concepts, and/or skills for a purpose
- Develop, extend, and apply one or more capabilities
- Identify and explore information, concepts, and ideas
- Work collaboratively with others
- Communicate ideas and informed opinions
- Develop self-awareness to reflect on progress in learning.

Assessment

- Practical exploration
- Connections
- Personal Venture

Stage 2

Biology

20 Credits

Full Year

Subject Description

Stage 2 Biology focuses on developing an understanding of the overarching principles of biology, such as the relationship between structure and function, the importance of regulation and control, and the need for the exchange of materials and the transformation of energy.

These principles, together with that of the continuity of life, involving adaptation and change, provide a framework within which students can explore aspects of biology from the microscopic to the macroscopic, and make sense of the living world.

Recommended Prerequisite

- C grade or higher in Year 10 Science

Content

- Cells as the basis of life
- DNA and proteins
- Homeostasis
- Evolution

Assessment

Internal Assessment

- Investigations folio (30%) - Practical Investigations and Science as a Human Endeavour (SHE) Task
- Skills and Applications Tasks (40%)

External Assessment

- Examination (30%)

Stage 2

Chemistry

20 Credits

Full Year

Subject Description

In Stage 2 Chemistry, students extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that humans 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 apply a range of skills that encourage them to contribute their own solutions to current and future problems and challenges.

This course is a starting point to pursue future pathways such as medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.

Recommended Prerequisite

- C grade or higher in two semesters of Stage 1 Chemistry

Content

- Monitoring the environment
- Managing chemical processes
- Organic and biological chemistry
- Managing resources

Assessment

Internal Assessment

- Investigations folio (30%) - Practical Investigations and Science as a Human Endeavour (SHE) Task
- Skills and Applications Tasks (40%)

External Assessment

- Examination (30%)

Stage 2

Physics

20 Credits

Full Year

Subject Description

The study of Physics involves using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them.

The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

Stage 2 Physics builds upon the skills and knowledge acquired in Stage 1 Physics. Students further develop skills in gathering, analysing, and interpreting primary and secondary data to investigate a range of phenomena and technologies.

Recommended Prerequisite

- C grade or higher in two semesters of Stage 1 Physics

Content

- Motion and relativity
- Electricity and magnetism
- Light and atoms

Assessment

Internal Assessment

- Investigations folio (30%) - Practical Investigations and Science as a Human Endeavour (SHE) Task
- Skills and Applications Tasks (40%)

External Assessment

- Examination (30%)

Subject Description

Students build on their knowledge and understanding of psychological concepts and delve into the complex world of trying to understand mental illnesses. Students use the scientific method to gather data on social issues and use that data to answer inquiry questions. In Psychology, students develop a deeper understanding of people, applying knowledge to a range of current real-life scenarios. Students further explore complex social issues and seek to provide solutions to these issues. All topics studied throughout the year contribute to students' own personal knowledge and provide insight into themselves, as well as practical tips on how to improve their own psychological wellbeing.

Recommended Prerequisite

- C grade or higher in Year 10 Science

Content

- Psychology of the individual
- Psychological health and wellbeing
- Organisational psychology
- Social influence
- Psychology of learning

Assessment

Internal Assessment

- Skills and Application Tasks (40%): tests and assignments
- Investigations Folio (30%): Practical Investigation and Science as a Human Endeavour (SHE) Investigation

External Assessment

- Examination (30%)



Humanities

Year 10

Humanities

Stage 1

Modern History

Ancient Studies

Tourism

Legal Studies

Business Innovation

Geography

Stage 2

Modern History

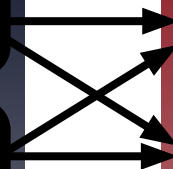
Ancient Studies

Tourism

Legal Studies

Business Innovation

Geography



Year 10

Humanities

Compulsory Subject

Full Year

Subject Description

Students will be provided with the opportunity to deepen their understanding of past events and to develop an appreciation of how the world and its people have changed over time. Students are encouraged to think about human values, including past and present challenges. Humanities helps students at this level to become informed citizens, particularly regarding Australia's path of social, economic and political development in the Asia-Pacific region, and global interrelationships.

Content

- World War II (1939-1945)
- Building Modern Australian
- Geography (Environmental Change & Management)

Stage 1

Modern History

10 Credits

One Semester

Subject Description

In the study of Modern History, students explore changes within the world since 1750, examining developments and movements, the ideas that inspired them, and the short- and long-term consequences for societies, systems, and individuals. Students explore the impacts of these developments and movements on people's ideas, perspectives, circumstances, and lives. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies. Modern History builds students' understanding through investigation of historical concepts and ideas such as change and continuity, historical empathy, causes and resolutions of conflicts, power and its distribution, and rules and rulers. Historical inquiry skills are used to evaluate sources, draw conclusions and communicate historical arguments.

Recommended Prerequisite

- C grade or higher in Year 10 Humanities

Content

Students study at least two of the following topics:

- Imperialism
- Decolonisation
- Indigenous Peoples
- Social Movements
- Revolution
- Elective

Assessment

- Historical Skills (x3) 70%
- Historical Study (x1) 30%

Stage 1

Legal Studies

20 Credits (10 each)

Semester 1&2

Subject Description

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

Content

- Law and Society
- People, Structures and Processes
- Justice and Society

Assessment

- Analytical Response (30%)
- Inquiry (30%)
- Presentation (40%)

Stage 1

Tourism

10 Credits

One Semester

Subject Description

Tourism is a rapidly growing sector of world trade and its economic impact is quite significant. In this subject, students will investigate the human activities of tourism and their impacts on the economy, society and the environment. Students will explore tourism activities from a range of perspectives and explore contemporary issues in tourism. Students studying Tourism will gain an understanding of the changing nature of tourism and tourists and how the industry is affected by global and local events. They will gain a deeper understanding of the world we live in, social issues and cultural awareness, preparing students to become global citizens. Students will have the opportunity to develop practical skills through several field work activities.

Recommended Prerequisite

- C grade or higher in Year 10 Humanities

Content

- Appreciating tourism in Australia
- Preparing for international travel
- Understanding tourism in natural environments
- Exploring tourism in the local area

Assessment

- Case Study (20%)
- Sources Analysis (20%)
- Practical Activity (30%)
- Issue Investigation (30%)

Stage 1

Ancient Studies

10 Credits

One Semester

Subject Description

In Ancient Studies, students learn about the history, literature, society, and culture of ancient civilisations, which focuses on the classical civilisations of Greece and Rome. The environmental, social, economic, religious, cultural, and aesthetic aspects of these societies will be considered. Students also explore the ideas and innovations that shape and are shaped by societies. Students critically engage with texts, including literary texts, and analyse archaeological sources, and primary and secondary historical sources. Students develop the inquiry skills that enable them to challenge or confirm beliefs, attitudes, and values in the ancient world.

Recommended Prerequisite

- C grade or higher in Year 10 Humanities

Content

- Understanding ancient history
- Introduction to Archaeology
- Social structures, slavery & everyday life
- Art, architecture & technology
- Independent investigation

Assessment

- Skills and Applications (x3) (75%)
- Inquiry (x1) (25%)

Stage 1

Business Innovation

10 Credits

One Semester

Subject Description

In a time when design-led businesses tend to outperform other businesses, students are immersed in the process of finding and solving customer problems or needs through design thinking and using assumption-based planning tools. Students will learn to anticipate, find and solve their own customer problems in a learning environment where risk is encouraged and opportunities pivot their business as part of the process of proposing, developing, testing and refining business solutions. This subject is designed to focus on real-world problems, providing the opportunity for students to work collaboratively to collect and analyse financial and business information that informs the process of proposing, developing, and testing solutions. In doing so, students will gain practical experience in the development of business models for both start-up and existing businesses, analysing data to inform the decision-making process, and communicating with stakeholders.

Content

- Finding and solving problems
- Financial awareness and decision making
- Business information and communication
- Global, local and digital connections

Assessment

- Business Skills (x3) (70%)
- Business Pitch (x1) (30%)

Stage 1

Geography

10 Credits

One Semester

Subject Description

Geography is the study of environmental phenomena and human activities. Stage 1 Geography provides students with the opportunity to develop their understanding of how people interact with and within environments at different places and different times. Students are provided with opportunities to develop hands-on practical skills in the field, and to use spatial information technologies. Fieldwork is a compulsory component of Geography at SACE level. Developing their geographical skills enables students to explore contemporary geographical issues, understand complex interactions and make recommendations.

An insight into Geography is beneficial for many careers, including (but not limited to) those associated with natural resource management, agriculture, public policy and leadership, ministry, town planning, public safety and defence.

Recommended Prerequisite

- C grade or higher in Year 10 Humanities

Content

- Natural Hazards – global distribution and implications
- Natural Hazards – bushfires and native vegetation regrowth
- Rural Places – Geographical and Information Systems (GIS)
- Contemporary Issues – coastal management issues

Assessment

- Geographical Skills and Applications (x3) (70%)
- Fieldwork (30%)

Stage 2

Modern History

20 Credits

Full Year

Subject Description

Students investigate the growth of modern nations at a time of rapid global change. They engage in a study of one nation, and of interactions between or among nations. Students investigate the social, political, and economic changes that shaped the development of that nation. Students also explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945, and consider their impact on the contemporary world. Students build their skills in historical methods through inquiry, by examining and evaluating the nature of sources. Students explore different interpretations, draw conclusions, and develop reasoned historical arguments.

Recommended Prerequisite

- C grade or higher in Stage 1 Ancient Studies, Modern History or English

Content

Students study one topic from 'Modern nations' and one topic from 'The world since 1945'. Topics may include:

- Australia (1901-56)
- United States of America (1914-45)
- Germany (1918-48)
- The Soviet Union and Russia (1945-c.2004)
- China (1949-c.2012)
- Australia's relationship with Asia and the South Pacific Region (1945-)
- The struggle for peace in the Middle East (1945-)
- Challenges to peace and security (1945-)

Assessment

Internal Assessment

- Historical Skills 50%
- Historical Study 20%

External Assessment

- Examination 30%

Stage 2

Legal Studies

20 Credits

Full Year

Subject Description

Students explore rights and responsibilities, sources of law, and adversarial and inquisitorial dispute resolution processes. Through Legal Studies, students examine how people, governments and institutions shape the law and how law controls, shapes, 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.

Content

- Focus Area 1: Sources of law
- Focus Area 2: Dispute resolution
- Option Area 1: The constitution
- Option Area 2: When rights collide

Assessment

- Folio tasks 40%
- Inquiry 30%
- Presentation 30%

Stage 2

Tourism

20 Credits

Full Year

Subject Description

Tourism has an impact, directly and indirectly, on many aspects of people's lives and on the environment. In this subject, students continue to build on their understanding of the nature of tourism and the many impacts it has at a global, national and local level. Students will focus their learning around the key theme of sustainability and continue to develop their practical and communication skills to suit industry standards. Students identify and investigate tourism trends, developments, or contemporary issues. They apply their knowledge, skills, and understanding about tourism to form personal opinions, make informed recommendations, form reasoned conclusions, and predict future options.

Recommended Prerequisite

- C grade or higher in Year 10 Humanities

Content

- Operations and structures of the tourism industry
- Travellers' perceptions, and the interaction of host community and visitor
- Planning for and managing sustainable tourism

Assessment

Internal Assessment

- Folio (20%)
- Practical Activity (25%)
- Investigation (25%)

External Assessment

- Exam (30%)

Stage 2

Ancient Studies

20 Credits

Full Year

Subject Description

Stage 2 Ancient Studies consists of the study of three topics selected from a list of seven topics (see below). Each topic is studied in the context of one or more ancient societies. These societies may include: Middle & New Kingdom Egypt, Classical and Hellenistic Greece, Roman Empire, Qin, Han or Tang Dynasties. Students use both primary and secondary sources to develop knowledge and understanding of these societies. Students evaluate the significance of relevant selections from the works of ancient historians, writers, poets, philosophers, and/or thinkers, and of later historians and/or archaeologists, in the study of these societies.

Recommended Prerequisite

- C grade or higher in Stage 1 Ancient Studies, Modern History or English

Content

Topics are selected from:

- Daily life
- Military conflict
- Political power and authority
- Religion
- Material culture
- Literature — prose, narrative, or epic
- Literature — drama and poetry

Assessment

Internal Assessment

- Skills and Applications (50%)
- Connections (20%)

External Assessment

- Inquiry (30%)

Stage 2

Business Innovation

20 Credits

Full Year

Subject Description

In Business Innovation, students engage with complex, dynamic, real-world problems, to identify and design, test, adapt, and communicate viable business solutions. Students 'learn through doing,' using design thinking and assumption-based planning processes to anticipate, find, and solve customer problems. Students are equipped with the knowledge, skills, and understandings to engage in designing, sustaining, and transforming business with a human-centred approach to innovation and the transformation of business products, services, and processes. Students will learn in an environment in which risk is encouraged, where ideas are built up rather than broken down, and fear of failure is replaced with the opportunity to pivot as initial assumptions about problems, customers, or solutions are refined. Integral to this is the opportunity for students to work collaboratively in uncertain environments to identify problems or customer needs, generate and explore ideas and solutions, and make decisions based on incomplete information.

Content

- Innovation
- Decision making and project management
- Financial literacy and information management
- Global, local, and digital perspectives

Assessment

Internal Assessment

- Business skills (40%)
- Business model (30%)

External Assessment

- Business plan and pitch (30%)

Stage 2

Geography

20 Credits

Full Year

Subject Description

The study of Stage 2 Geography allows students to develop an understanding of the spatial interrelationships between people, places, and environments. Students pose questions of what, where, who, why, how and when, and evaluate the responses. They develop understanding of interactions between humans and environmental systems, and the opportunities, challenges, and constraints on such interactions. Fieldwork plays a critical role in the development of students' skills and understanding. It includes developing a hypothesis, collecting fieldwork data, using observation and note-taking, measuring and counting, sketching, photography interviewing, and mapping primary data. Developing their geographical skills enables students to explore contemporary geographical issues, understand complex interactions and make recommendations. The study of Stage 2 Geography is beneficial for many careers, including (but not limited to) those associated with conservation and land management, community and regional development, primary industry, real estate, and public policy.

Recommended Prerequisite

- C grade or higher in Year 10 Humanities

Content

Fieldwork

Environmental Change

- Ecosystems and ecological footprints
- Climate change
- Population change
- Globalisation
- Transforming global inequality

Assessment

Internal Assessment

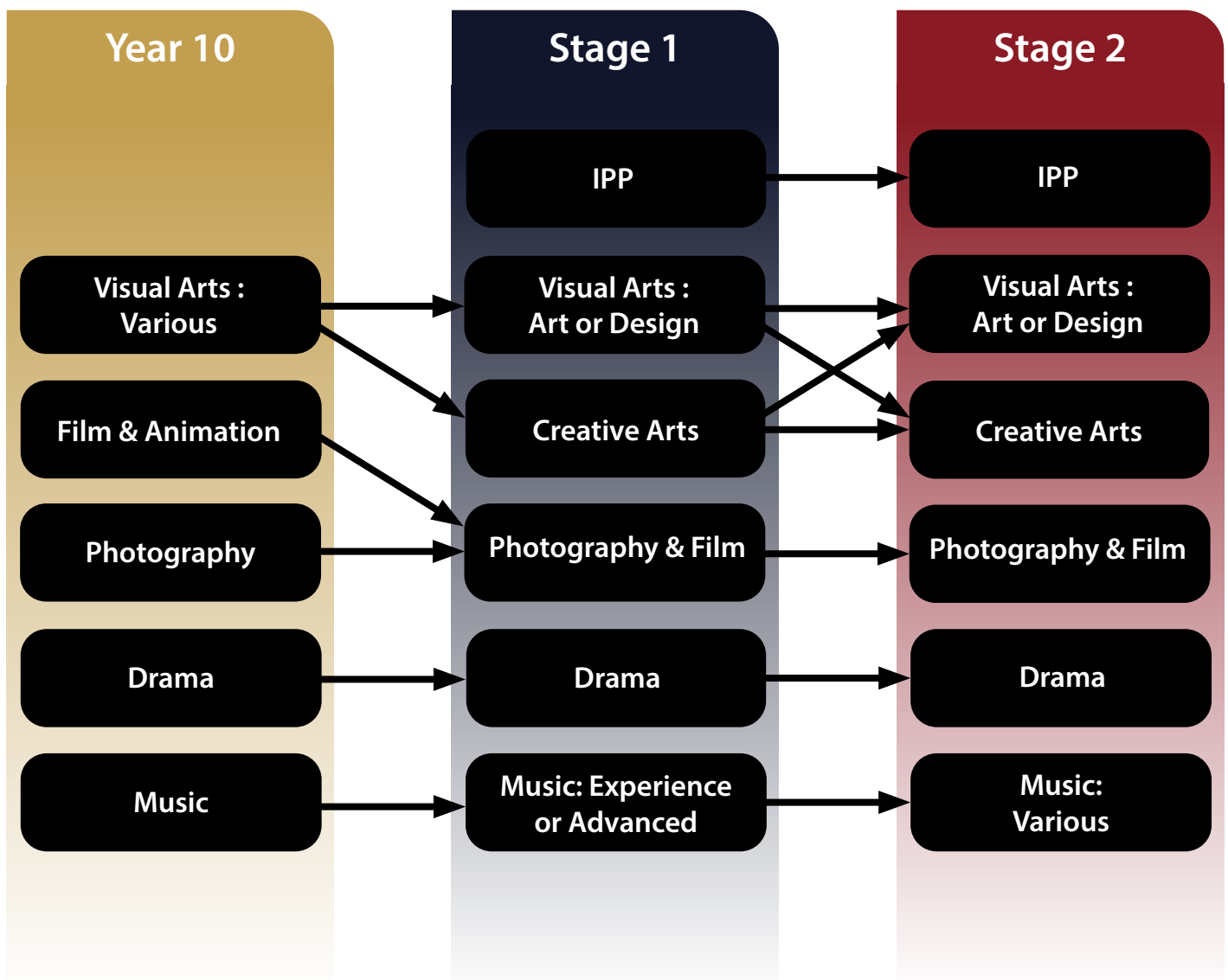
- Geographic Skills and Applications (40%)
- Fieldwork Report (30%)

External Assessment

- Examination (30%)



The Arts



Year 10

Visual Art (Art & Craft)

Elective

One Semester

Subject Description

This subject aims to expand students' art making skills in a range of different media and techniques, but with a broader, craft-based approach. Gaining inspiration from artists and cultures throughout the world and history, the students will explore a range of different art and craft styles to develop, improve and expand on their own artistic skills and abilities.

Class practicals will focus on a range of different styles, media, and cultural arts/craft. Students will be given a variety of projects that each have a different focus, such as mosaics, collage, sculpture, print-making, string art, batik, paper tole, mask making, cultural crafts, and mixed media paintings. The students can expect their projects to be created using the designing and refining process.

If appropriate to the student's pathway and ability, students may be offered the opportunity to complete Stage 1 Visual Arts or Creative Arts at Year 10, in place of this subject. For details about this course, please see the Stage 1 Visual Arts and Creative Arts descriptors.

Content

- Armature sculpture
- Mosaic jewellery
- Making food art

Year 10

Visual Art (Design)

Elective

One Semester

Subject Description

This subject aims to look at design from a visual arts perspective, with the students using the design process to create a range of artworks that have purpose. Gaining inspiration from other artists and designers, the students will explore different design models through the brainstorming, designing, refining, creating and reflecting process.

Class practicals will focus on a range of different genres to give the students experience in designing a variety of different products. These may include (but are not limited to) logo design, branding, floor plans and elevation drawings, fashion design, fonts, advertising, product packaging and graphic design.

If appropriate to the student's pathway and ability, students may be offered the opportunity to complete Stage 1 Visual Arts or Creative Arts at Year 10, in place of this subject. For details about this course, please see the Stage 1 Visual Arts and Creative Arts descriptors.

Content

- Product design
- Logo design
- Packaging
- Advertising
- Branding

Year 10

Visual Art (Drawing & Painting A)

Elective

One Semester

Subject Description

This subject aims to expand students' knowledge of the various drawing and painting techniques. Gaining inspiration from artists throughout history, as well as current contemporary artists, the students will explore a range of different media and techniques to develop, improve, and expand on their own artistic skills.

Class practicals will focus on a range of different art movements and genres, such as Indigenous Art, Classical Art, Impressionism, Expressionism, Cubism, Abstract Art and Contemporary Art. Students will be given opportunities to experiment with a variety of media, such as acrylic paint, watercolour, oil paint, gouache, soft pastels, oil pastels, markers, charcoal, and graphite. The students can expect to do small and large projects, including the development of artworks through the designing and refining process.

If appropriate to the student's pathway and ability, students may be offered the opportunity to complete Stage 1 Visual Arts or Creative Arts at Year 10, in place of this subject. For details about this course, please see the Stage 1 Visual Arts and Creative Arts descriptors.

Content

- Portraiture
- Landscapes
- Still life
- Free choice

Year 10

Visual Art (Drawing & Painting B)

Elective

One Semester

Subject Description

Like Drawing and Painting A, this subject will study a range of different drawing and painting techniques, while looking at a range of different artists and artistic movements throughout history. Students can expect to create a range of different artistic projects however, they will study different artists, movements and techniques to those covered in Semester 1, and can therefore pick both as a subject.

If appropriate to the student's pathway and ability, students may be offered the opportunity to complete Stage 1 Visual Arts or Creative Arts at Year 10, in place of this subject. For details about this course, please see the Stage 1 Visual Arts and Creative Arts descriptors.

Content

- Portraiture
- Landscapes
- Still life
- Free choice

Year 10

Filmmaking and Animation

Elective

One Semester

Subject Description

Would you like to create a short film and/or animation? Learn to use a Drone/Go Pro and Green Screen? This elective will give you hands-on practical experiences in film and animation. You will learn the process and skills needed to create your own productions. This includes training in scripting, camera work, drone operation skills, editing, lighting, sound manipulation and management of your projects. Students will be given the opportunity to submit work into film and animation competitions and have their work presented at a Digital Arts Showcase in Term 4.

Content

- Filmmaking and Animation production basics
- Drone/Go Pro/Green Screen operation skills
- Software options and skills for productions
- Entering film and animation competitions
- Planning a showcasing of films and animations

Year 10

Photography

Elective

One Semester

Subject Description

This subject is ideal for aspiring photographers of any skill level, by introducing and/or building upon students prior knowledge in composing, taking and editing photographs. Students will be given the opportunity to use various pieces of camera equipment, such as different lights and lenses, to improve their photos and achieve desired results.

Students will analyse the works of other photographers to help gain inspiration for their own creative pieces. They will explore a range of different photographic techniques and styles to produce their own mini-portfolios. Much of the learning in Photography is practical, with students experimenting with the various settings in our DSLR and mirrorless cameras. Students will also improve their knowledge and skills using Photoshop and Lightroom, to improve their images and foster their creativity.

Content

- Composition techniques
- Photoshop/Lightroom skills (targeted to experience levels)
- Camera skills (beginner, intermediate and advanced)
- Creative tasks (approximately 3)

Year 10

Drama (Performance)

Elective

Semester 1

Subject Description

In this subject, students will form their own theatre company and work together to create an original piece of theatre or a scripted piece ready for performance. Students will create, explore, rehearse and refine their play and be responsible for many of the production decisions along the way. Students will become familiar with the process of creating a play, from an initial idea to a final script and performance. Both acting and backstage roles will be considered. Students will participate in workshops and activities to support their own learning as an artist and work collaboratively with others to create dramatic ideas. The final script will be rehearsed with the intention to perform it at Mt Gambier's Wehl Street Theatre.

Content

- Creating theatre
- Workshopping
- Character development
- Performance

Year 10

Drama (All the World's a Stage)

Elective

Semester 2

Subject Description

In this unit, students will explore different theatrical styles in history and present, such as Ancient Greek Theatre, Shakespeare and Commedia dell'Arte. Students will interpret and create an understanding of the importance that theatre has had in history and how it can still impact our world today. Different styles of theatre will be investigated through improvisation and workshops. Students will be encouraged to be creative risk takers as they experiment and explore new ways to present classic texts.

Content

- Ancient Greek theatre
- Shakespeare
- Commedia dell'Arte
- Performance

Year 10

Music (Get the Gig)

Elective

One Semester

Subject Description

In Get the Gig, students are responsible for creating and performing in their own contemporary band. The band would comprise of keyboard, guitar, bass guitar, drums, vocals, wind and electronic instruments. Students may or may not learn an instrument but must be prepared to undertake the study of one while in this course. Students set out to improve their performance and technical skills, develop a program of music and plan, promote, and perform a live concert.

Students further develop knowledge, understanding and skills in a range of musical contexts through the study of a compulsory topic, Australian music, and the study of music theory at a level appropriate to their previous knowledge.

Content

- Develop technical skills in solo and ensemble performance
- Develop and apply aural perception skills
- Practise, rehearse and perform repertoire
- Examine current trends in the music industry
- Compose/arrange simple songs or musical pieces
- Discussion of selected repertoire
- Critique of your performance strategies

Year 10

Music (Got the Gig)

Elective

One Semester

Subject Description

This course is designed for students who are confident musicians. It intends to challenge and build upon students' existing skills in the areas of performance, both as a soloist and an ensemble performer.

The aims of this course are to enable students to:

- explore a range of musical contexts and make links to, and between, different musical practices and conventions
- acquire, develop and experiment with musical competencies through a range of musical practices both individually and in collaboration with others
- evaluate and develop critical perspectives on their own music and the work of others.

Students study a compulsory topic, Australian music, as well as study music theory at a level appropriate to their previous knowledge.

Recommended Prerequisite

- Advanced Music (Year 8), at least 3 years of instrumental/vocal lessons, or an AMEB theory level of Grade 2 or higher

Content

- Perform as instrumentalist and/ or vocalist
- Perform as a soloist and/or in an ensemble
- Practise, rehearse and perform repertoire
- Analysis to inform your own practice
- Evaluate music to inform your own practice
- Improvise and arrange music
- Special project

Stage 1

IPP : Digital Publishing

10 Credits

Semester 1

Subject Description

Information Processing and Publishing focuses on the application of practical information communication skills. In Digital Publishing students are taught a variety of skills that are applied to fun, hands-on practical tasks. This involves website creation incorporating web design principles. Skills gained in this subject would be valuable for future employment and personal endeavours. This subject involves the use of software and hardware appropriate to digital based publications such as Dreamweaver, Photoshop and Premiere Pro.

IPP Digital Publishing will be taught in Semester 1 and IPP Personal Publishing in Semester 2.

Recommended Prerequisite

- It is recommended that students considering IPP as a Year 12 subject complete IPP Digital Publishing in Year 11.

Content

- Practical skills and task
- Major product and documentation task following the design process
- Issue analysis

Assessment

- Practical tasks (50%)
- Product and documentation major task (30%)
- Issues analysis (20%)

Stage 1

IPP : Personal Publishing

10 Credits

Semester 2

Subject Description

Information Processing and Publishing focuses on the application of practical information communication skills. In Personal Publishing students are taught a variety of skills that are applied to fun, hands-on practical tasks. For example: posters, brochures and menus. The culminating major task involves designing and printing paper products for a fictional Graphic Design business idea. Skills gained in this subject would be valuable for both school and future work situations. Where possible, we try and find real world scenarios.

This subject involves the use of software and hardware appropriate to paper-based products such as Photoshop and InDesign.

IPP Digital Publishing will be taught in Semester 1 and IPP Personal Publishing in Semester 2.

Content

- Practical skills and task
- Major product and documentation task following the design process
- Issues analysis

Assessment

- Practical tasks (50%)
- Product and documentation major task (30%)
- Issues analysis (20%)

Stage 1

Visual Art - Art or Design

20 Credits (10 each)

Semester 1&2

Subject Description

Different social and cultural groups produce images, forms, and objects for a variety of purposes. The visual arts include art, craft and design, all of which have important social, cultural and economic functions in many societies. Through the visual arts, people conceive works, express shared beliefs, explore personal feelings, record experiences, and present concepts and opinions.

Content

- Visual thinking
- Practical resolution
- Visual arts in context

Assessment

- Folio (40%)
- Practical (30%)
- Visual study (30%)

Stage 1

Creative Arts

20 Credits (10 each)

Semester 1&2

Subject Description

In Creative Arts, students have opportunities for specialised study within and across the arts disciplines along with the opportunity to make connections with vocational education and training (VET) courses. Students actively participate in the development and presentation of creative arts products. These may take the form of visual artefacts, digital media, film and video, public arts projects, community performances, presentations and installations.

Content

- Creative arts process
- Development and production
- Concepts in creative arts disciplines
- Creative arts in practice

Assessment

- Folio (50%)
- Product (50%)

Stage 1

Photography & Film

20 Credits (10 each)

Semester 1&2

Subject Description

In Photography and Film (Digital Communication Solutions), students have the opportunity to develop their creation and editing skills to make products that communicate information or ideas in a digital format. Students will produce photographic or film works that demonstrate their knowledge and skills using equipment and software. It is important that students choose one area of interest (either photography or film/animation) for each semester studied, as all assessment tasks are related to the creation of one large project/product.

Students will use the design and realisation process to investigate, design, create and evaluate their own digital works. They will learn to create a design brief, draw on ideas from other professionals, and will explore their own ideas and solutions. Flexibility is given to allow students to use their skills in a range of digital communication scenarios and explore areas of interest.

Recommended Prerequisite

- Year 9/10 Photography or Film and Animation

Content

- Skills development

The design and realisation process:

- Investigation and analysis
- Design development and planning
- Solution realisation
- Evaluation

Assessment

- Specialised skills task (x2) (40%)
- Design process and solution (60%)

Stage 1

Drama

20 Credits (10 each)

Semester 1&2

Subject Description

In Drama, students engage in learning as dramatic artists. Students envision and form their own theatre company to produce their own dramatic works that have meaning in the world today. You are encouraged to integrate technology in these creations to enhance meaning and expression. Students will have the opportunity to view live theatre and experience workshops with industry professionals. They use this learning to influence and inspire their own development as an artist. Drama provides opportunities for students to work in both on-stage and off-stage roles. Off-stage roles include designer (costume, sets, lighting, makeup), director, filmmaker or writer. Drama explores social and global issues and develops skills in communication, problem solving, and collaborative work.

Recommended Prerequisite

- Year 9/10 Drama

Content

Topics are flexible and may include:

- Absurdist theatre
- Theatre of cruelty (Artaud)
- Poor theatre (Grotowski)
- Brecht
- Commedia dell'Arte
- Forced entertainment
- Stanislavski

Assessment

- Performance (40%)
- Responding to drama (30%)
- Creative synthesis (30%)

Stage 1

Music Experienced

20 credits (10 each)

Semester 1&2

Subject Description

Students develop their critical and creative thinking, and their aesthetic appreciation of music, through exploring and responding to the music of others, and refining and presenting performances and/or compositions. These performances/compositions may include original works and/or presentations or arrangements of existing compositions.

Students experiment with, explore, and manipulate musical elements to learn the art of constructing and deconstructing music. They develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music. Through their learning, students engage with, gain insights into, and are inspired by the transformative powers of music.

Recommended Prerequisite

- A satisfactory level of achievement in Year 10 Music and a performance standard that reflects at least 2 years of development on their chosen instrument.

Content

A diverse range of musical experiences and skills are incorporated into this course. They include, but are not limited to:

- Composing and arranging
- Performing as a soloist and in ensemble of choice
- Music technologies
- Musicianship
- Developing aural and critical listening skills
- Masterclass and workshop participation
- Music history
- Own choice

Assessment

- Two creative works. 25% each (At least one of these should be a performance and at least one should be an arrangement or composition)
- Two musical literacy tasks 25% each

Stage 1

Music Advanced

20 Credits (10 each)

Semester 1&2

Subject Description

Stage 1 Music Advanced is designed to extend students' existing musical understanding and skills. Students develop their critical and creative thinking, and their aesthetic appreciation of music, through exploring and responding to the music of others, and refining and presenting performances and/or compositions. These performances and/or compositions may include original works and/or presentations or arrangements of existing compositions. Students experiment with, explore, and manipulate musical elements to learn the art of constructing and deconstructing music. They develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music. Through their learning, students engage with, gain insights into, and are inspired by the transformative powers of music.

Recommended Prerequisite

- A satisfactory level of achievement in Year 10 Music and a performance standard that reflects at least 3 years of development on their chosen instrument

Content

A diverse range of musical experiences and skills are incorporated into this course. They include, but are not limited to:

- Composing and arranging
- Performing as a soloist and in ensemble of choice
- Music technologies
- Musicianship
- Developing aural and critical listening skills
- Masterclass and workshop participation
- Music history
- Own choice

Assessment

- Three creative works - 20% each (At least one of these should be a performance and at least one should be an arrangement or composition)
- Two musical literacy tasks - 20% each

Stage 2

IPP (Information Processing and Publishing)

20 Credits

Full Year

Subject Description

Information Processing and Publishing focuses on the application of practical skills to provide creative solutions to text-based publications and evaluate the development process. Students will use technology to design and implement information processing solutions. They will identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

The culmination of skills and practical tasks leads to the externally moderated major product and documentation task.

This is a full year subject with two focus areas which will be integrated throughout the year. Focus areas are Electronic Publishing (building websites) and Desktop Publishing (paper-based products).

Recommended Prerequisite

- Stage 1 IPP: Digital Publishing

Content

- Practical skills
- Practical tasks
- Product and documentation major task
- Issues analysis

Assessment

Internal Assessment

- Practical tasks (40%)
- Issues analysis (30%)

External Assessment

- Product and documentation task (30%)

Stage 2

Visual Art - Art or Design

20 Credits

Full Year

Subject Description

Visual Arts engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasises visual thinking and investigation and the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions. An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts, and opinions, provide observations of their lived or imagined experiences, and represent these in visual form.

Content

- Visual thinking
- Practical resolution
- Visual arts in context

Assessment

Internal Assessment

- Folio (40%)
- Practical (30%)

External Assessment

- Visual study (30%)

Stage 2

Creative Arts

20 Credits

Full Year

Subject Description

In Creative Arts, students have opportunities for specialised study within and across the arts disciplines. In their study of Creative Arts, students have opportunities to make connections with vocational education and training (VET) courses. Students actively participate in the development and presentation of creative arts products. These may take the form of, for example, visual artefacts, digital media, film and video, public arts projects, community performances, presentations and installations.

Content

- Creative arts process
- Development and production
- Concepts in creative arts disciplines
- Creative arts in practice

Assessment

Internal Assessment

- Product (50%)
- Inquiry (20%)

External Assessment

- Practical skills folio (30%)

Stage 2

Photography & Film

20 credits

Full Year

Subject Description

In Stage 2 Photography and Film (Digital Communication Solutions), students have the opportunity to develop their creation and editing skills to make a major product that communicates information or ideas in a digital format. Students will produce photographic or film skill tasks and products that demonstrate their knowledge and techniques using equipment and software. It is important that students choose one area of interest (either photography or film), as all assessment tasks are related to the creation of one large project/product. This product could be a photographic product, a film or an animation.

Students will investigate issues and ethics around their chosen area and product ideas. They will also conduct a comparison of different techniques, equipment or software to inform their future choices. They will use the design and realisation process to investigate, design, create and evaluate their own major digital product. They will create their own design brief, draw on ideas from other professionals, and will explore their own ideas and solutions. Flexibility is given to allow students to use their skills in a range of digital communication scenarios and explore areas of interest.

Recommended Prerequisite

- Previous study of Photography or Film and Animation in Years 9, 10 or 11

Content

- Technical skills development
- Manipulation skills development
- Exploring lighting
- The design and realisation process
- Issues investigation
- Exploring resources

Assessment

Internal Assessment

- Specialised skills task x 2 (20%)
- Design process and product (50%)

External Assessment

- Resources study (30%)

Stage 2

Drama

20 Credits

Full Year

Subject Description

Drama allows students to engage in on-stage and/or off-stage roles to create meaningful theatre for real audiences. This includes a major public performance and a group production they create themselves.

Students develop dramatic skills through the study of acting, play-building, theatre technology, scriptwriting, theatre history, text analysis and live theatre. Opportunities are also provided for students to enhance their own learning as an artist, through engagement with professional shows and practical workshops.

Some hours outside of the normal school day may be required from Drama students, particularly to view live performances and for additional rehearsals leading up to our major production.

Recommended Prerequisite

- Stage 1 Drama (or by interview)

Content

Topics are flexible and may include, but are not limited to:

- Absurdist theatre
- Theatre of cruelty (Artaud)
- Poor theatre (Grotowski)
- Brecht
- Commedia dell'Arte
- Forced entertainment
- Stanislavski

Assessment

Internal Assessment

- Group production (40%)
- Evaluation and creativity (30%)

External Assessment

- Creative presentation (30%)

Stage 2

Music Exploration

20 Credits

Full Year

Subject Description

Music Exploration 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 will develop a portfolio of material which comprises a set of performances, compositions and/or other musical products, with commentary. It will also include students responding to and discussing their own and others' works. The culmination of this subject will involve an external assessment which requires students to create a final work (performance, composition, or arrangement) and a discussion of that work.

Recommended Prerequisite

- Stage 1 Music Experience and/or a performance standard that reflects at least three years of development on their chosen instrument.

Content

- Understand and apply musical elements
- Explore how music is made
- Explore music styles, techniques and productions
- Creating music
- Performing music
- Responding to music

Assessment

Internal Assessment

- Three musical literacy tasks (30%)
- One portfolio of explorations (40%)

External Assessment

- One creative connections task (30%)

Stage 2

Music Performance Ensemble

20 Credits

Full Year

Subject Description

This course enables students to develop their skills as an ensemble player on a chosen instrument or their voice, as well as extend their musical literacy.

Students combine ensemble performance of 18 – 24 minutes across the year on their chosen instrument, individual part-testing, discussion of key elements of the repertoire presented (including structure, style and performance conventions, with a critique of strategies to refine and improve the student's performance), and an individual evaluation of the student's learning journey.

Recommended Prerequisite

- Successful completion of Stage 1 Music and/or a performance standard that reflects at least four years of development on their chosen instrument.

Content

Students will engage in the following activities:

- Performing
- Rehearsal skills
- Ensemble skills
- Repertoire development
- Repertoire analysis
- Performance anxiety
- Folio development
- Masterclasses

Assessment

Internal Assessment

- One performance or set of performances (30%)
- One performance or set of performances and a discussion (40%)

External Assessment

- Performance and portfolio (written or oral) (30%)

Stage 2

Music Performance Solo

10 Credits

Full Year

Subject Description

This course enables students to develop their skills on a chosen instrument or their voice, and to extend their musical literacy.

Students combine solo performances of 16 - 24 minutes across the year on their chosen instrument, discussion of key elements of the repertoire presented (including structure, style and performance conventions, with a critique of strategies to refine and improve their performance), and an individual evaluation of their learning journey.

Recommended Prerequisite

- Successful completion of Stage 1 Music and/or a performance standard that reflects at least four years of development on their chosen instrument.

Content

Students will engage in the following activities:

- Performing
- Rehearsal skills
- Working with an accompanist
- Repertoire development
- Repertoire analysis
- Performance anxiety
- Folio development
- Masterclasses

Assessment

Internal Assessment

- One performance or set of performances (30%)
- One performance or set of performances and a discussion (40%)

External Assessment

- Performance and Portfolio (written or oral) (30%)

Subject Description

Music Studies allows students to develop their critical and creative thinking and their aesthetic appreciation of music, through exploring and responding to the music of others, as well as refining and presenting performances and/or compositions. These performances/compositions may include original works and/or presentations or arrangements of existing compositions.

Students experiment with, explore, and manipulate musical elements to learn the art of constructing and deconstructing music. They develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music.

Through their learning, students engage with, gain insights into, and are inspired by the transformative powers of music.

Recommended Prerequisite

- Stage 1 Music Advanced and a performance standard that reflects at least three years of development on their chosen instrument and can read musical notation confidently.

Content

- Solo or ensemble performance
- Composition or arrangement, using live or digital sounds
- Applied theory/harmony
- Musical analysis

Assessment

Internal Assessment

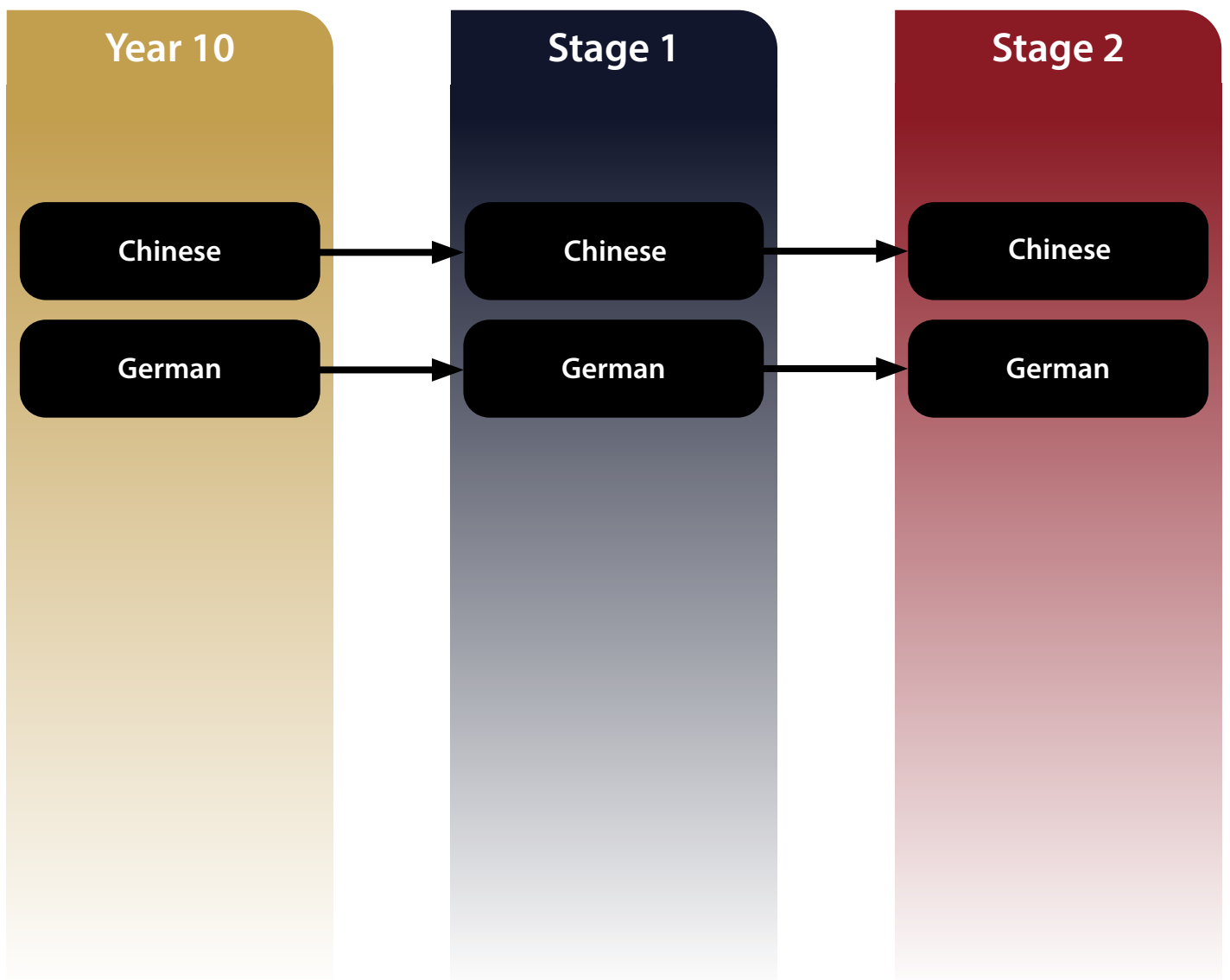
- One portfolio of creative works (40%)
- Three musical literacy tasks (30%)

External Assessment

- Examination (30%)



Languages



Year 10

Chinese

Elective

Semester 1&2

Subject Description

The Year 10 Chinese course is designed to prepare students for SACE Chinese, by engaging students in listening, speaking, reading and writing in Chinese (including characters). The course will also further students' proficiency in the daily use of Chinese language by engaging them in such activities as preparing a tour itinerary, comparing cultural festivals, and maintaining a conversation by switching from one topic to another.

Recommended Prerequisite

- C grade or higher in Year 9 Chinese

Content

- Chinese characters and vocabulary
- Grammar
- Phrases and conversation
- Chinese culture and festivals

Year 10

German

Elective

Semester 1&2

Subject Description

The Year 10 German course is designed to further the development of students' ability to speak, understand, read and write German. Students will explore and critically analyse cultural aspects of German-speaking countries. Students will read a variety of texts, create texts, make oral presentations, and learn complex grammatical principles. They will reach pre-SACE level proficiency in German language acquisition. They may have the opportunity to join a cultural excursion to the Barossa Valley/Hahndorf; or participate in a German culture awareness excursion in the south-east. The biennial German Study Tour provides an optional opportunity to test their German skills in the real world.

Recommended Prerequisite

- C grade or higher in Year 9 German

Content

- Home, shopping and school life
- Berlin
- Caring for the environment
- German shops and bakeries
- German unification
- East and West Germany
- Nuclear power and ecotourism

Stage 1

Chinese (continuers)

20 Credits (10 each)

Semester 1&2

Subject Description

Chinese is spoken by approximately a quarter of the world's population. Study of Chinese at SACE level enables students to further develop skills and understanding of important cultural and linguistic heritage, and to further post-secondary learning pathways.

Recommended Prerequisite

- C grade or higher in Year 10 Chinese

Content

- Cuisine and dining
- Appearance and illness
- Healthy eating and lifestyle
- Shopping and gifts
- Social gatherings and special occasions
- Housing and living environments in China

Assessment

- Text production (20%)
- Text analysis (20%)
- Interaction (20%)
- Investigation (40%)

Stage 1

German (continuers)

20 Credits (10 each)

Semester 1&2

Subject Description

In Stage 1 German, students will develop their ability to communicate in German, and deepen their understanding of culture in German speaking countries. Students will interact with each other to share information, ideas, opinions, and experiences in German. They will create German texts to express information, ideas, feelings and opinions, and analyse German texts to interpret meaning.

Recommended Prerequisite

- C grade or higher in Year 10 German

Content

- The individual: personal identity, school and aspirations, leisure and lifestyles
- German-speaking communities: people and places, arts and entertainment
- The changing world: work, social issues, tourism and hospitality, environmental issues

Assessment

- German text production (20%)
- Oral interaction (20%)
- Text analysis (20%)
- Investigation in German with a reflective response in English (20%)
- Examination (20%)

Stage 2

Chinese (continuers)

20 Credits

Full Year

Subject Description

Chinese is spoken by approximately a quarter of the world's population. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication. Study of Chinese at SACE level enables students to pursue post-Secondary learning pathways, in areas such as tourism, technology, finance and business.

Recommended Prerequisite

- C grade or higher in Stage 1 Chinese

Content

- Festivals and celebrations
- Urban and rural life
- Holidays and travelling
- Youth issues
- Personality and relationships
- Leisure activities and social life
- Future career plans and employment
- In-depth study

Assessment

Internal Assessment

- Text production (20%)
- Oral interaction (15%)
- Text analysis (20%)
- In-depth study (20%)

External Assessment (30%)

- Oral examination
- Written examination

Stage 2

German (continuers)

20 Credits

Full Year

Subject Description

This is a full year course which builds on skills learnt in the Stage 1 course. It focuses on using German more proficiently to communicate thoughts, ideas and information. Students will also develop their ability to understand the cultural aspects of German, and make linguistic and cultural connections between German speaking communities and Australia. Students engage in guided oral activities to analyse and produce a range of German texts, and complete an in-depth study on a topic of their choice.

Recommended Prerequisite

- C grade or higher in Stage 1 German

Content

- The individual: personal identity, aspirations, sport, health, life as an exchange student
- German-speaking communities: the DDR German Reunification, people, arts and entertainment
- The changing world: jobs and careers, youth culture, tourism and hospitality, environmental issues

Assessment

Internal Assessment

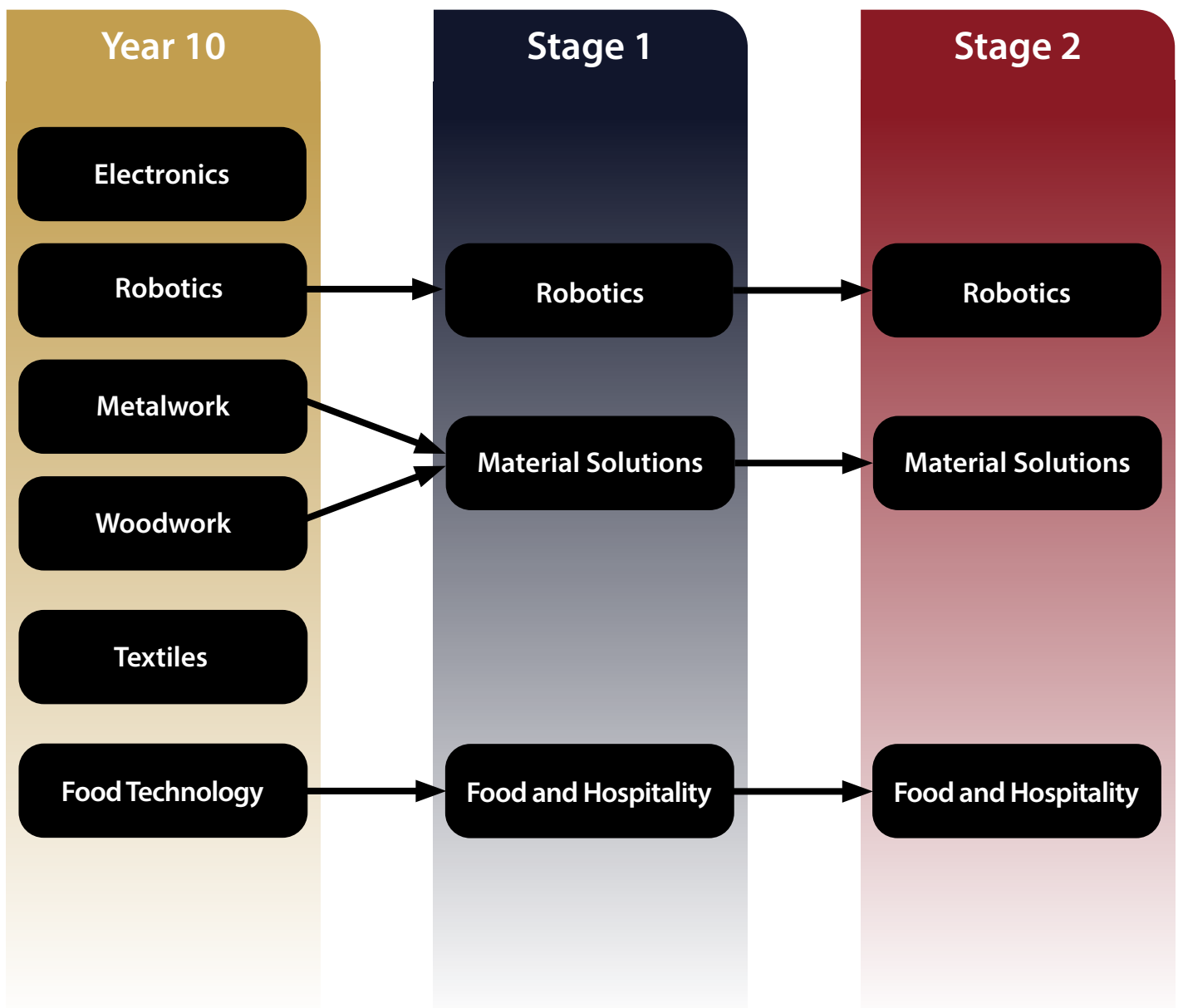
- Text production (20%)
- Oral interaction (15%)
- Text analysis (15%)
- In-depth study (20%)

External Assessment (30%)

- Oral examination
- Written examination



Technologies



Year 10

Electronics

Elective

One Semester

Subject Description

Students will use electronic components and circuit boards as a practical introduction to electronics. They will construct an electronic kit using soldering skills developed with an emphasis on safety and quality. Microcontrollers will be used to expand the range of electronic devices able to be constructed and some basic programming will be taught to aid in the control of these. A final project will allow students to further develop an electronic device of their choosing.

Content

- Electrical components and circuits
- Soldering and kit construction
- Microcontrollers
- Project

Year 10

Software Development

Elective

One Semester

Subject Description

Students will learn programming fundamentals in mainstream, industry supported language, and apply the skills learnt to write programs to achieve set tasks. They will then develop these skills to use a graphical user interfaces, with the aid of an integrated development environment. They will gain experience of the software development lifecycle through a major project.

Content

- Programming fundamentals
- Algorithms and testing
- Graphical user interfaces
- Project

Year 10

Robotics

Elective

Semester 1

Subject Description

In 2019, St Martins Lutheran College entered the FIRST Technology Challenge, an international competition with a local South Australian qualifying event. Each year a new challenge is offered, requiring students to design, construct and program a new robot to meet certain criteria. In 2021 the school expanded on this, offering the SA Power Networks Challenge and for the first time in 2022 included the VEX Robotics Challenge. All three challenges require students to travel to Adelaide to compete against other schools with their robots.

Success at this level may require students to compete at national and international levels. Students will develop skills in problem solving, critical thinking, design, fabrication and teamwork.

Content

- Programming
- Electronics
- Metalworking
- Graphic design
- Public speaking
- Videography

Year 10

Metalwork

Elective

One Semester

Subject Description

This course provides students with an in depth study of metal and project development. The use of modern design, construction, and materials is emphasised.

This includes in-depth study in various areas of fabrication with a major emphasis on conventional machine tool operation (lathe and drilling/milling machine). Welding in GMAW (Gas Metal Arc Welding), MMAW and Spot Welding. Sheet metal fabrication will also be covered.

Content

- Project development
- Concept development
- CAD
- Working safely in a workshop
- Metal and its industry
- Metal hand tools
- Metal power tools

Year 10

Woodwork

Elective

One Semester

Subject Description

This course provides students with an in-depth study of woodworking and project development. The use of modern design, construction, and materials are stressed.

Students should acquire a high degree of skill in the use of hand tools, power tools and woodworking machinery and computed aided design. Specific emphasis is placed on timber joints.

Content

- Project development
- Concept development
- CAD
- Working safely in a workshop
- Timber and its industry
- Timber hand tool
- Timber power tools

Year 10

Textiles

Elective

One Semester

Subject Description

In Textiles, students will develop the skills needed to safely use sewing machines and overlockers to be able to create clothes and other textile items. They will explore issues of ethics and sustainability in the textile industry. For those who come to the subject with good skills in the area, there will be the opportunity to undertake a sewing project of their own choice and also participate in the Recycled Runway Challenge.

Content

- Safe use of sewing machines and overlockers
- Material selection and sustainability in the textile industry project
- Basic sewing skills
- Making an item using a pattern
- Personal textile project
- Recycled Runway Challenge

Year 10

Fair Dinkum Cooking

Elective

One Semester

Subject Description

In this elective, students will focus on the changing nature of food in Australia. Students will explore native Australian ingredients and Indigenous foods, the impact of multicultural influences in Australia and the rise of cafe culture. In addition, students will prepare iconic Australian dishes such as pavlova and lamingtons along with a modern twist to the great Australian BBQ.

Content

- Induction to the kitchen, hygiene and safety
- Practicals
- Practical report reflecting on a practical
- Food design task

Year 10

Making the Cut

Elective

One Semester

Subject Description

In this elective, student learning will focus on the concept of "Paddock to Plate". The concepts of food origins including Bush Tucker and native plants, production and sustainability, along with alternative eating plans will underpin practical learning.

Students will be encouraged to experiment and expand their skill repertoire by preparing and tasting a range of nutritious recipes using primary produce.

Content

- Induction to the kitchen, hygiene and safety
- Practicals with meat
- Practical report reflecting on a practical
- Food design task

Stage 1

Robotics and Electronic Systems

20 Credits (10 each)

Semester 1&2

Subject Description

In this subject, students can use a variety of hardware components that may be combined with software to design and realise a solution such as a device or system. Students produce outcomes that demonstrate the knowledge and skills associated with using electronic, mechatronic, electrical, or pneumatic systems. These can include electronic components, circuit design and assembly, robotic components, programming, wiring, gears, simulation, or systems integration.

Content

- Investigation and analysis
- Design, development and planning
- Solution realisation
- Evaluation

Assessment

Assessment Type 1:

- Specialist skills task 1 (25%)
- Specialist skills task 2 (25%)

Assessment Type 2:

- Design development (30%)
- Solution realisation (20%)

Stage 1

Material Solutions

20 Credits (10 each)

Semester 1&2

Subject Description

In Stage 1 students use the design and realisation process. They learn to create a design brief that provides the basis for the development of potential solutions to design problems and challenges, and review design features, processes, materials, and production techniques to assist with the realisation of the solution. In this subject, a 'solution' is an outcome of the design and realisation process in relation to the chosen context. A solution could be fully realised or a model, prototype, system, part, process (i.e. procedures to output a product) or product. Students analyse influences on a product or system including ethical, legal, economic, and/or sustainability issues. They consider the practical implications of these issues on society or on design solutions. Students apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices when creating the solution.

Content

- Investigation and analysis
- Design development and planning
- Production
- Evaluation

Assessment

- Specialised skills task (50%)
- Design process and solution (50%)

Stage 1

Food and Hospitality

20 Credits (10 each)

Semester 1&2

Subject Description

Stage 1 Food and Hospitality is a practically-based subject that focuses on skill development. It provides an opportunity for students to learn and improve food preparation techniques whether for skill or employment. In addition, students develop underpinning knowledge about influences on food choice, current trends and issues in the food and hospitality industry, the importance of food safety to the industry and consumers and how the industry operates to meet the needs of customers. The study of Food and Hospitality at Stage 1 supports students who are already employed in the food and hospitality industry or help those who are interested in further exploring the wide variety of pathways and opportunities found in the industry. Possible job roles include chef, cook, front of house manager, bar attendant, hotel/motel manager, barista or sommelier.

Content

- 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 industry

Assessment

- Practical activities (50%)
- Group activity (25%)
- Investigation (25%)

Stage 2

Robotics and Electronic Systems

20 Credits

Full Year

Subject Description

In this subject, students can use a variety of hardware components that may be combined with software to design and realise a solution such as a device or system. Students produce outcomes that demonstrate the knowledge and skills associated with using electronic, mechatronic, electrical, or pneumatic systems. These can include electronic components, circuit design and assembly, robotic components, programming, wiring, gears, simulation, or systems integration.

Content

- Investigation and analysis
- Design, development and planning
- Solution realisation
- Evaluation

Assessment

Internal Assessment

- Specialist skills task 1 (10%)
- Specialist skills task 2 (10%)
- Design process and solution (50%)

External Assessment

- Resource investigation (30%)

Stage 2

Material Solutions

20 Credits

Full Year

Subject Description

In Stage 2 students use an iterative design process to explore possible solutions to a problem or opportunity. They investigate and analyse the purpose, design features, materials, and production techniques used in diverse situations including industry, community, and tertiary organisations. This information is used to create a design brief that provides the basis for the development of potential solutions. The importance of the design process as a preliminary to the realisation process is emphasised, as is ongoing evaluation of the solution and vice versa.

In this subject, a 'solution' is an outcome of the design and realisation process in relation to the chosen context. A solution could be fully realised or a model, prototype, system, part, process (i.e. procedures to output a product), or product. Students analyse influences on a solution including ethical, legal, economic, and/or sustainability issues. They consider the practical implications of these issues on society or on design solutions. Students apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices when creating the solution.

Content

- Investigation and analysis
- Design development
- Solution realisation
- Evaluation

Assessment

- Specialised skills tasks (20%)
- Design process and product (50%)
- Resources study (30%)

Stage 2

Food and Hospitality

20 Credits

Full Year

Subject Description

Stage 2 Food and Hospitality continues to focus on the contemporary and changing nature of the food and hospitality industry. Students extend and develop their knowledge and practical skills from Stage 1 Food and Hospitality. In Stage 2, students are expected to problem solve, make decisions and apply management skills in practical settings and work individually and collaboratively on practical tasks. They are required to investigate and analyse trends and/or issues related to the food and hospitality industry, with a particular focus on the impact of technology, sustainable practices and globalisation. The study of Food and Hospitality at Stage 2 can prepare students for professional hospitality careers in food and beverage, catering, accommodation, small business management or tourism.

Content

- Contemporary and future issues e.g. contemporary trends in the industry.
- Economic and environmental influences e.g. the changing role of fast food.
- Political and legal influences e.g. food hygiene legislation.
- Sociocultural influences e.g. the changing nature of Australian cuisine.
- Technological influences e.g. current technological advances in the industry.

Assessment

Internal Assessment

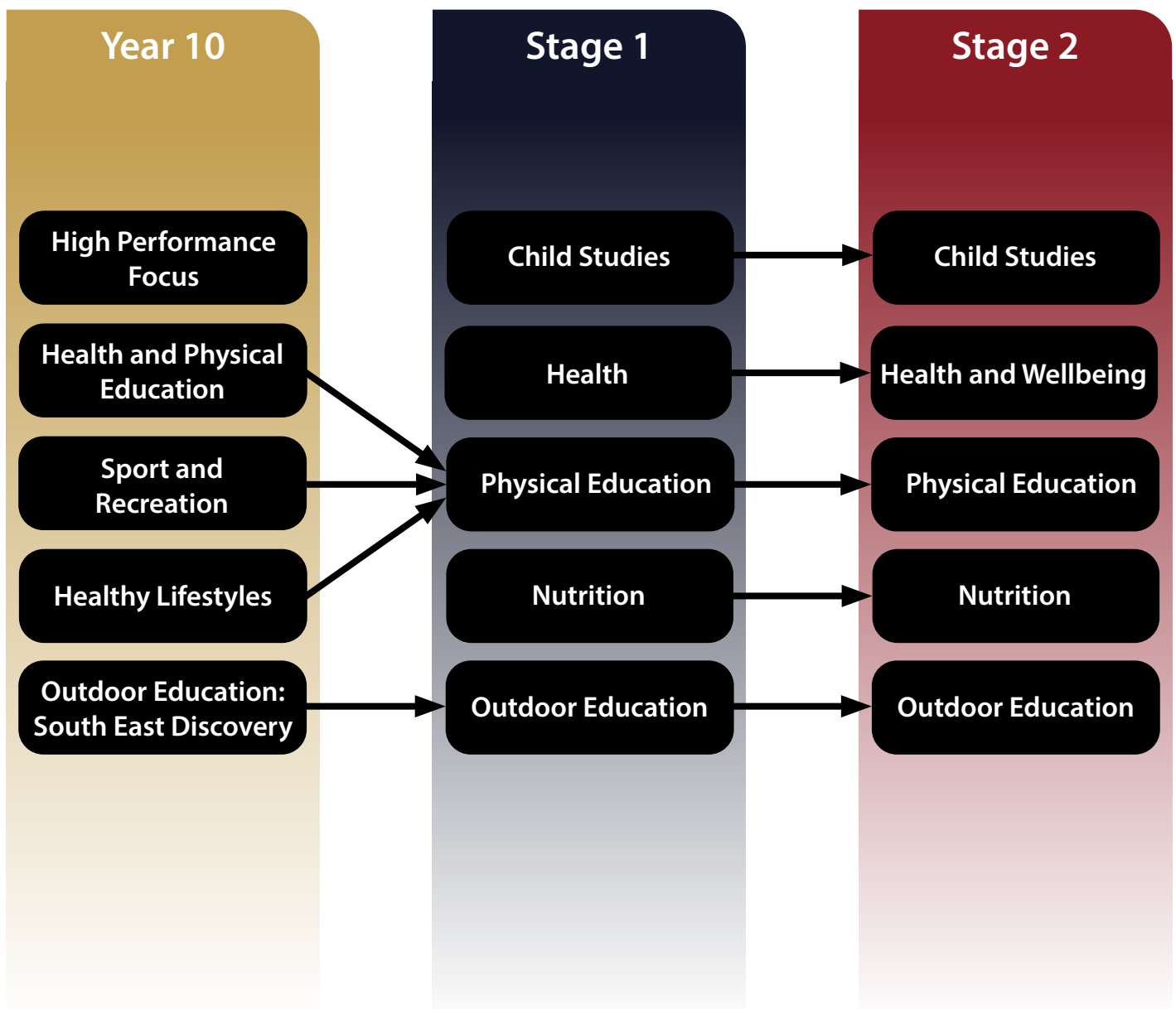
- Practical activities (50%)
- Group activities (20%)

External Assessment

- Investigation (30%)



Health and Physical Education



Year 10

Health and Physical Education

Compulsory Subject

Semester 1

Subject Description

Health and Physical Education supports students to maintain a positive outlook and evaluate behavioural expectations in different situations. Students learn to apply health and physical activity information for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity and propose strategies to support preventive health practices that build and optimise community health and wellbeing.

Students learn to apply more specialised movement skills, strategies and concepts in different environments. They also explore movement concepts and strategies to evaluate their own and others' movement performances. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities

Content

- Health literacy
- Community health promotion
- Athletics
- Net & wall games
- Rhythmic & expressive movement
- Target games

Year 10

High Performance Focus

Choice

Semester 2

Subject Description

Through analysis, feedback, and movement, this subject has a focus on exploring what factors contribute to performance. Students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which can lead to greater movement confidence and competence. Physical activities can include sports, theme-based games, fitness and recreational activities.

This subject is a recommended pathway to Stage 1 Physical Education.

Content

- Biomechanics
- Skill acquisition
- Influences on performance
- Data collection
- Data analysis

Year 10

Sport and Recreation

Choice

Semester 2

Subject Description

Sport and Recreation is a subject where students will have the opportunity to explore community resources and initiatives that promote physical activity and recreation. Students will participate in local leisure activities, such as (but not limited to) lawn bowls, disc golf, 8-ball, bowling and archery. This allows for students to explore other opportunities, outside of organised team sports, that may interest them, and understand the many social and physical benefits that these types of activities promote.

Content

- Disability organisations for recreation
- Recreation in the community
- Business and recreation
- Leisure and recreation activities
- Community interests

Year 10

Healthy Lifestyles

Choice

Semester 2

Subject Description

Students will have the opportunity to explore many external factors that influence individual and community health. Students recognise the various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living and caring for themselves and the environment. They develop skills to consider how changing social structures, community values, environmental issues, and new technologies affect the health and well-being of individuals and communities.

This subject is a recommended pathway to Stage 1 Health/Nutrition.

Content

- Health promotion
- Community needs
- Factors effecting wellbeing
- Societal influences on health

Year 10

Outdoor Education: South East Discovery

Choice

One Semester

Subject Description

Within this unit, students are given opportunities to relate to nature in order to help them to enjoy outdoor environments and activities in a sustainable manner through gaining skills and practical knowledge. Combining theory based study and practical implementation, students will obtain knowledge in areas such as basic lightweight camping and survival, using outdoor resources, navigation, and risk assessment. As a result, students gain an understanding of the many impacts humans have on outdoor environments through the study of human, social, ecological, economic and physical impacts, while also analysing how to efficiently and sustainably navigate and engage with these environments.

Students will participate in 2 camps over a semester, selected from a range of options such as (but not limited to) bushwalking, snorkelling, surf lifesaving, canoeing, sandboarding etc.

Cost

There will be a cost for each of the camps depending on the activities and the number of students in class. There may also be additional costs for excursions and in-class activities (such as practical visits to various community businesses). The total cost for the Semester is typically around \$350.

Stage 1

Child Studies

10 Credits

One Semester

Subject Description

Child Studies focuses on children and their development from conception to eight 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 care-givers. They will also consider the importance of behaviour management, child nutrition, and the health and well-being of children.

Students investigate contemporary issues that are relevant to children and their development. They may consider broad themes such as those related to children who are migrants or refugees, health issues for children in Indigenous communities, access to education, literacy and numeracy, disability and equity, clothing, textiles and children's television.

Content

- Nutrition requirements and meal planning for children and pregnant women.
- Values and beliefs about childhood and the well being of children.
- The changing needs of children as they grow and develop.
- Children in the wider society.
- Children's rights and safety.

Assessment

- Practical cooking activity (25%)
- Practical handmade gift activity (25%)
- Group activity (20%)

Stage 1

Health

10 Credits

One Semester

Subject Description

In Health, students focus on the health and well-being of individuals, communities, and societies in the environments they share. Students take a holistic approach, recognising various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living and caring for themselves and the environment.

They gain an understanding of how health incorporates the underpinning principles of respect for diversity, social justice, and supportive environments. They consider the physical, emotional, social, cognitive, and spiritual dimensions of well-being.

Students develop skills in health literacy by considering how changing social structures, technologies, and community values, and complex economic, political, environmental, and social issues, affect the health and well-being of individuals and communities.

Content

Study at least one core concept:

- Ways of defining health studies
- Health literacy studies

Undertake at least one option study:

- Health and participation in an active lifestyle
- The effects of alcohol, tobacco, and other drugs on health
- Health and the environment
- Contemporary health priorities in Australia
- Health and relationships
- Mental and emotional health
- Growing up healthy
- Careers and vocational studies in health

Assessment

Practical Action (60%)

- Personal Health & Wellbeing Goal
- Personal Wellbeing
- Group: Adolescent Health Awareness
- Group Work

Group Activity (40%)

- Media Issues Inquiry

Stage 1

Physical Education

10 Credits

One Semester

Subject Description

Students explore physical activity by extending and applying their knowledge of movement concepts and strategies, and skill learning. They investigate how the body responds to physical activity and apply specific knowledge to improve performance and/or participation in physical activity.

Students explore physical activity by identifying how personal, social, and cultural factors affect participation. Students initiate and contribute to the development of strategies that promote equity and inclusivity through a range of theme-based games, sporting and physical activities.

Students develop theoretical knowledge to understand the richness and diversity of movement experiences. Practicals will enable individuals to apply their knowledge to real-life experiences to evaluate participation and performance outcomes.

Content

- Skill learning and exercise physiology
- Sports participation
- Training effects

Assessment

- Performance improvement – folio of sports performance analysis and improvement (50%)
- Physical activity investigation – investigation into factors affecting participation in sport (50%)

Stage 1

Nutrition

10 Credits

One Semester

Subject Description

Good nutrition is integral to a healthy and active life, and it's 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. This acquired knowledge helps students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes, so that they may participate fully in their communities.

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. Students work individually and collaboratively to reflect on the nature of work in research sciences and in particular, the field of nutrition.

Content

Two or three topics from the following:

- Macronutrients and micronutrients
- Fresh versus processed foods
- Australian dietary guidelines and nutrition in the life cycle
- The psychology of food marketing
- Indigenous Australians: food changes from the traditional to the contemporary
- Contaminated food
- Safe food handling
- Organic food versus genetically modified food
- Sustainable food futures

Assessment

Investigations Folio (50%)

- Practical Investigation
- Science as a Human Endeavour Task

Skills and Applications Tasks (50%)

- Case Study or Skills Task

Stage 1

Outdoor Education

10 Credits

One Semester

Subject Description

Outdoor Education focuses on the development of awareness of environmental issues through observation and evaluation.

By participating in outdoor activities, students develop knowledge and skills, and reflect on their personal, group, and social development. They gain an understanding of ecology, environmental sustainability, cultural perspectives (including Indigenous Australians' perspectives about land), and physical, emotional, and spiritual health. Through outdoor journeys, students increase their effectiveness as members of a group and develop skills in leadership, self-management, group management, planning and evaluating, personal reflection, assessing and managing risks, managing safety, and minimising environmental impacts for sustainable futures.

The study of Outdoor Education provides students the opportunity to achieve good health and develop personal skills. Students reflect critically on environmental practices and are introduced to employment options in the outdoor and environmental fields.

Content

- Environment and conservation
- Planning and management
- Outdoor activities
- Outdoor journey

Assessment

About Natural Environments (40%)

- Human Impact

Experiences in Natural Environments (60%)

- Bushwalk/Aquatic Camps

Stage 2

Child Studies

20 Credits

Full Year

Subject Description

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.

Throughout Child Studies, students will be initially researching, and then applying their findings in a practical way. The practical component of tasks come with an evaluation aspect, which allows the student to justify their decisions and solidify their understanding of contemporary research.

Stage 2 Child Studies focuses on children's growth and development from conception to eight years. Students critically examine attitudes and values about parenting/ care-giving 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.

Content

- Investigating and critically analysing
- Problem-solving
- Practical application
- Collaborating
- Evaluating

Assessment

Internal Assessment (70%)

- Practical Tasks
- Group Tasks

External Assessment (30%)

- Individual Investigation

Stage 2

Health and Wellbeing

20 Credits

Full Year

Subject Description

Students focus on the health and well-being of individuals, communities, and societies in the environments they share. Students take a holistic approach, recognising various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living and caring for themselves and the environment.

They gain an understanding of how health incorporates the underpinning principles of respect for diversity, social justice, and supportive environments. They consider the physical, emotional, social, cognitive, and spiritual dimensions of well-being.

Students develop skills in health literacy by considering how changing social structures, technologies, and community values, and complex economic, political, environmental, and social issues, affect the health and well-being of individuals and communities.

Content

Study at least one core concept:

- Ways of defining health studies
- Health literacy studies

Undertake at least one option study:

- Health and participation in an active lifestyle
- The effects of alcohol, tobacco, and other drugs on health
- Health and the environment
- Contemporary health priorities in Australia
- Health and relationships
- Mental and emotional health
- Growing up healthy
- Careers and vocational studies in health

Assessment

Initiative (40%)

- Health and Wellbeing Expo
- Personal Health Action

Folio (30%)

- Life Online/Social Media
- Platforms for Change

Inquiry (30%)

Stage 2

Physical Education

20 Credits

Full Year

Subject Description

Through Physical Education, students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence.

Physical activities can include sports, theme-based games, laboratories, and fitness and recreational activities. Classes can undertake a single-focus approach (e.g. single sport) or can undertake multiple sports, games, and/or activities.

Content

- Biomechanics
- Skill acquisition
- Exercise physiology
- Sports psychology

Assessment

Internal Assessment (70%)

- Diagnostics
- Performance improvement

External Assessment (30%)

- Group dynamics

Stage 2

Nutrition

20 Credits

Full Year

Subject Description

Students investigate up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. They explore the links between food, health, and diet-related diseases, and have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous, and global concerns and associated issues.

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 study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

Content

- Principles of nutrition, physiology, and health
- Health promotion and emerging trends
- Sustainable food systems
- Nutrition literacy and numeracy
- Nutrition and technology

Assessment

Internal Assessment (70%)

- Investigations Folio
- Skills and Applications Tasks

External Assessment (30%)

- External Assessment

Stage 2

Outdoor Education

20 Credits

Full Year

Subject Description

The study of Stage 2 Outdoor Education provides students with opportunities to experience personal growth and to develop social skills, self-confidence, initiative, self-reliance, leadership, and collaborative skills. They evaluate and reflect on their own learning progression, including their practical outdoor skills development and their collaborative and leadership skills, as well as their relationship with and connection to nature. Students use reflective practice and processes to implement improvement strategies in building their skills and connections.

The development of their relationship with natural environments impacts positively on students' health and well-being and fosters a lifelong connection with nature and a commitment to responsible activity when interacting with natural environments. Through experiential learning and the study of three focus areas — conservation and sustainability; human connections with nature; and personal and social growth and development — students develop skills, knowledge, and understanding of safe and sustainable outdoor experiences in the key areas of preparation and planning, managing risk, leadership and decision-making, and self-reliance skills.

Recommended Prerequisite

- Year 9/10 or Stage 1 Outdoor Education

Content

- Skills, knowledge, and understanding for learning in natural environments.
- Preparation and planning
- Managing risk
- Leadership and decision-making
- Self-reliance skills

Assessment

Internal Assessment (70%)

- About natural environments
- Experiences in natural environments

External Assessment

- Connections with natural environments (30%)



Cross-Curricula

Year 10

Exploring Identities
and Futures

Stage 1

Research Practices

Community Studies

Workplace Practices

Stage 2

Research Project

Community Studies

Community
Connection

Workplace Practices



Year 10

Exploring Identities and Futures

Compulsory

Semester 1&2

Subject Description

In AIF, students take greater ownership and agency over their learning (learning how to learn) as they select relevant strategies (knowing what to do when you don't know what to do) to explore, create and/or plan to progress an area of personal interest towards a learning output. Students explore ideas related to an area of personal interest through process of self-directed inquiry.

They draw on relevant knowledge, skills and capabilities developed throughout their education that they can apply in this context and select relevant strategies to progress the learning to a resolution. The focus of the exploration aims to develop capabilities and support students in their chosen pathways.

These understandings are often enhanced by feedback from peers, mentors and teachers as co-agents and are critical in the development of metacognition and self-regulation.

Content

- Exploring identities and connections
- Planning and implementing action
- Communicating evidence of learning

Assessment

- Exploring me and who I want to be
- Taking action and showcasing my capabilities

Each assessment type should have a weighting of at least 30%

Stage 1

Research Practices

10 Credits

One Semester

Subject Description

Research Practices is compulsory for all Year 11 students, to prepare them for the demands of Stage 2 Research Project. Students explore a range of research approaches and skills. They learn that different approaches are appropriate to different contexts and purposes. Students learn to analyse different types of data and information, how to evaluate different sources and their credibility and bias. To complete the research process, students compile information from a range of sources to provide a complete answer to a research question.

Content

- Exploring research approaches
- Exploring research skills

Assessment

- Folio (60%)
- Sources analysis (40%)

Stage 1

Community Studies

10 Credits

One Semester

Subject Description

Community Studies is designed for those students who have a desire to develop specific skills and knowledge, and who may require a flexible learning arrangement. Students interact with teachers, peers and community members, with a focus on achieving personal growth within a guided and supported learning program. Community Studies is a highly individualised subject, to meet the specific learning needs of each student. Examples of past Stage 1 Community Studies include (but are not limited to) cake designing for a special event, creating a mural for a community space, creating a YouTube channel, applying special effect make-up, and cultivating a vegetable garden.

Content

- Research, negotiate and plan a community activity
- Evidence collection
- Presentation

Assessment

Contract of Work (70%)

- Development of contract
- Folio
- Presentation

Reflection (30%)

Stage 1

Integrated Learning

10 Credits

One Semester

Subject Description

Integrated Learning is a subject that enables students to make links between aspects of their lives and their learning. The program focus for Stage 1 is personal development and students will have the choice of what area of personal development they would like to focus on. Students grow their knowledge about themselves as learners and develop their capabilities. They apply critical thinking skills through inquiry. Integrated Learning can be undertaken by a group of students among whom there is collaboration, or an individual student who has access to opportunities to collaborate with others, either face to face or in a digital environment.

Content

- Develop and apply knowledge, concepts, and/or skills for a purpose
- Develop, extend, and apply one or more capabilities
- Identify and explore information, concepts, and ideas
- Work collaboratively with others
- Communicate ideas and informed opinions
- Develop self-awareness to reflect on progress in learning.

Assessment

- Practical exploration
- Connections
- Personal venture

Each assessment type should have a weighting of at least 20%

Stage 1

Workplace Practices

10 Credits

One Semester

Subject Description

This subject is designed for students who are transitioning from school into the workplace and/or completing VET competencies and/or require further opportunity to consider post-school options through career planning and develop employment related skills, knowledge and attributes. Students will gain a deeper understanding of the future of work, how to gain and maintain work and the issues faced by business, industry and employees, particularly young people. Students will develop their practical and employability skills by undertaking VET units of competence (if available), participating in vocational learning (such as work experience, work placement for VET or business/industry visits) and practicing job seeking skills.

Content

- Future trends in the world of work
- Worker's rights and responsibilities
- Employability skills
- Vocational learning
- Job seeking skills
- Career planning
- The value of unpaid work (volunteering)
- Vocational learning

Assessment

Students will provide evidence of learning through four assessment tasks:

- Folio x 2 (40%)
- Performance (30%)
- Reflection (30%)

Stage 2

Research Project

10 Credits

One Semester

Subject Description

Compulsory for all Year 12 students. All students need to achieve a C grade or better to complete their SACE requirements.

Students will design a question which allows them to conduct an in-depth investigation in an area of interest. Students use a research framework as a guide for developing their research and application of knowledge and skills specific to their question. They evaluate or review the processes used. This course offers an exciting opportunity for students to embark on a study of something that they have a passion for or interest in.

There are two options available: Research Project A and Research Project B. Word counts vary between the two. Both qualify towards an ATAR. Students will be counselled regarding the most suitable option when the course is underway.

Content

- Initiating and planning the research
- Carrying out the research
- Producing the research outcome
- Evaluating or reviewing the research

Assessment

Internal Assessment

- Folio (30%)
- Outcome (40%)

External Assessment

- Evaluation or review (30%)

Stage 2

Community Studies

20 Credits

Full Year

Subject Description

Community Studies is designed for those students who have a desire to develop specific skills and knowledge, and who may require a flexible learning arrangement. Students interact with teachers, peers and community members, with a focus on achieving personal growth within a guided and supported learning program. Community Studies is a highly individualised subject, to meet the specific learning needs of each student. Examples of past Stage 2 Community Studies include (but are not limited to) designing a website, acting in a drama performance, designing and constructing a piece of furniture, holding a photography exhibition, making a booklet, holding a fundraiser. This subject does not count towards an ATAR.

Content

- Research, negotiate and plan a community activity
- Evidence collection
- Presentation
- Reflection

Assessment

Internal Assessment – Contract of Work (70%)

- Development of contract
- Folio
- Presentation

External Assessment (30%)

- Reflection

Stage 2

Community Connections

10 or 20 Credits

Full Year

Subject Description

Community Connections provides opportunities for success to students who have an interest in a particular SACE Stage 2 subject, but who choose to demonstrate their learning in alternate ways or through a personal connection with the subject area. The subject values the student's interests and strengths, enables curiosity, and empowers them to become independent self-directed learners who are willing to try different approaches in different contexts, and discover new ways of thinking and learning, in a highly supported and individualised setting. This subject does not count towards an ATAR.

Content

- Knowledge and concepts related to their selected Stage 2 subject
- Specific skills related to their selected Stage 2 subject
- Reflection on development of planning, organisational and problem-solving skills
- Development of selected SACE capability

Assessment

Internal Assessment

- Folio (50%)
- Reflection (20%)

External Assessment

- Community application activity (30%)

Stage 2

Workplace Practices

20 Credits

Semester 1&2

Subject Description

This subject is designed for students who are transitioning from school into the workplace and/or completing VET competencies and/or require further opportunity to consider post-school options through career planning and develop employment related skills, knowledge and attributes. Students will gain a deeper understanding of the future of work, how to gain and maintain work and the issues faced by business, industry and employees, particularly for young people. Students will develop their practical and employability skills by undertaking VET units of competence (if available), participating in vocational learning (as work experience, work placement for VET or business/industry visits) and practicing job seeking skills.

Content

Three topics from:

- Work in Australian society
- The changing nature of work
- Industrial relations
- Finding employment
- Negotiated topic

Assessment

Internal Assessment

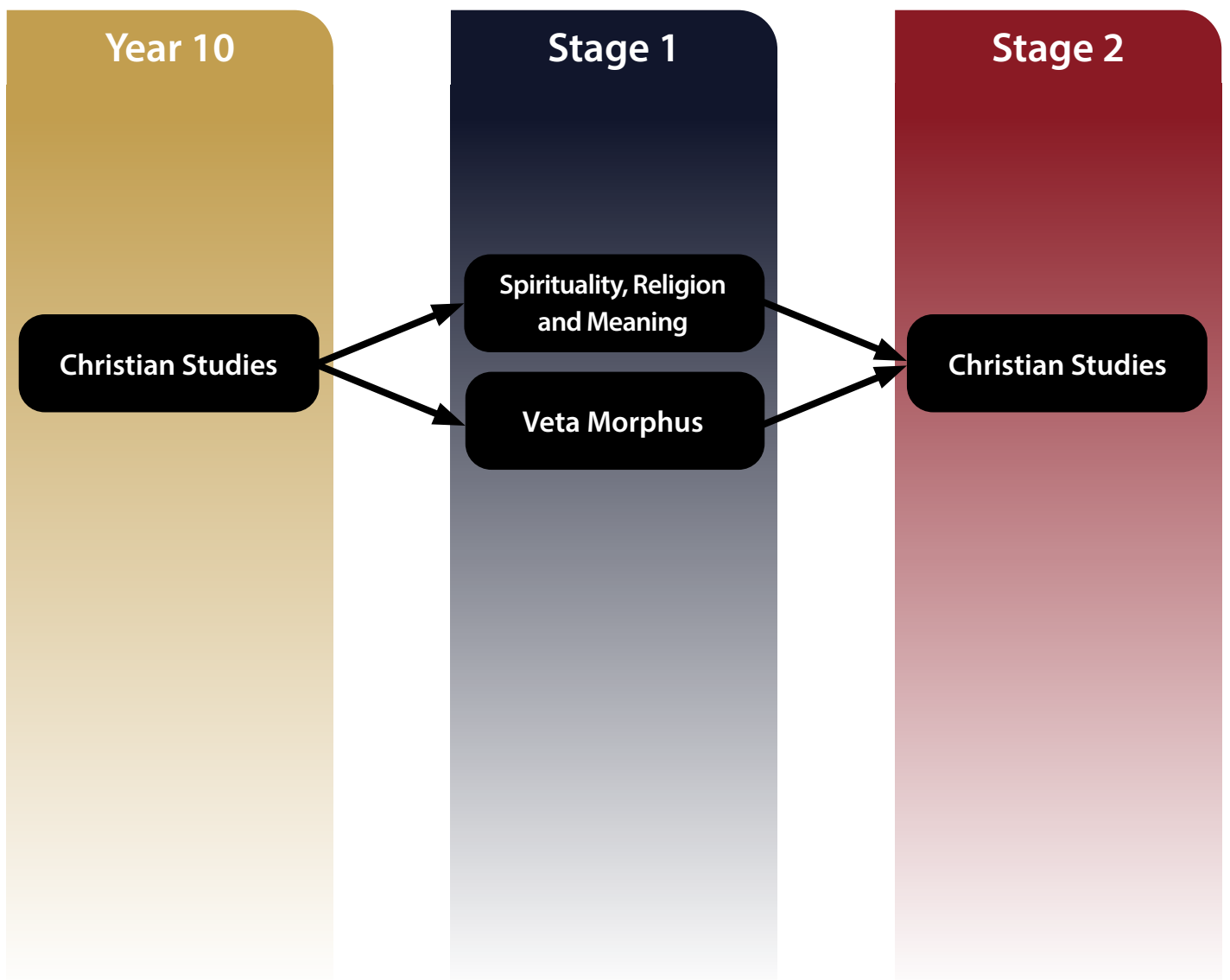
- Folio (25%)
- Performance (25%)
- Reflection (20%)

External Assessment

- Investigation (30%)



Christian Studies



Year 10

Christian Studies

Compulsory Subject

Full Year

Subject Description

Christian Studies is about the fascinating worlds of religion and spirituality, which are part of the fabric of all cultures.

The aim of this core subject is twofold: to inspire students in their learning about Christianity and to give students the biblical literacy and inquiry skills to reflect on their own spiritual journey.

In Christian Studies, students are encouraged to choose freely how they will respond to the ideas and concepts they meet.

Content

- Christian beliefs – Christians explore and reflect on the nature of God – Father, Son and Holy Spirit – as creator and sustainer of each individual and all things.
- Christian Church – Students examine the nature and purpose of the Bible as God's inspired word and critically discuss its relevance to contemporary contexts.
- Christian Living – Students analyse Christian beliefs about the responsibilities of living in relationship with God, self and others.
- Christianity in the World – Students identify philosophical approaches and religious beliefs and explain how they influence individuals and societies.

Stage 1

Spirituality, Religion and Meaning

10 Credits

One Semester

Subject Description

While their definitions are widely contested, spirituality and religion both invite engagement with the transcendent, and provide meaning, purpose, and a sense of belonging. Spiritualities and religions can inform an individual's identity, as well as their interconnection with creation.

In this subject, teachers and 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.

Content

We will focus on two of the following 'big ideas':

- Growth, belonging and flourishing
- Community, justice and diversity
- Connection between story, visions and futures
- Questions of evil and suffering
- Spiritualities, religions and ultimate questions
- Life, the universe and integral ecology

Assessment

- Representation task 1 – 20%
- Representation task 2 – 20%
- Connections task – 30%
- Issues investigation – 30%

Stage 1

Veta Morphus

70 Credits

Full Year

Subject Description

As a VET Course, Veta Morphus attracts SACE Credits differently and currently equates up to 70 Stage 2 Credits.

Veta Morphus enables students to grow in their understanding of the Bible and its application to daily life, develop leadership skills, establish Christ-like character and engage in practical Christian service. On successful completion students will receive a nationally recognised Certificate III in Christian Ministry and Theology.

At St Martins, Vetamorphus is generally offered to Year 11 students.

Content

- Ministry placement
- Peer groups
- Mentoring
- Retreats
- Bible engagement
- Christian community

Assessment

Online assessment will be externally assessed through Veta Youth's online management system, Canvas. All competencies must be completed to receive the Certificate III in Christian Ministry and Theology.

Stage 2

Christian Studies

Compulsory (0 Credits)

Semester 1

Subject Description

Christian Studies is a compulsory subject at St Martins Lutheran College. Each student is expected to participate in this subject. Christian Studies is offered as two lessons per week for the first semester.

Christian Studies in Year 12 is an inquiry-based subject which invites students to consider a variety of topics in a way that is different to the rest of the demands of their Stage 2 subjects.

The subject does not add to the pressure of assessments but provides a space for students to stop and be mindful of the world around them.

Content

Topics may include:

- Understanding the Parables of Jesus in today's world
- The intersection of popular culture and faith; how movies shape our understanding of the world and faith
- The search for meaning and purpose in life, with a faith-informed holistic understanding of self
- Exploration of contemporary ethical issues, free-will and determinism; do we really have a choice?

Assessment

There is no assessment for Year 12 Christian Studies

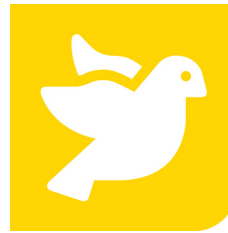
St Martins Lutheran College provides a positive learning environment in a vibrant community. We are a caring Christian school and our community embraces the following values:



Respect

We treat everyone with fairness and offer acceptance to all with genuine concern for the rights and well-being of the community

So in everything, do to others what you would have them do to you.
Matthew 7:12



Faith

We share the love and grace of God with everyone in everything we do. Our community is nurtured spiritually to create an awareness of the strength we have in Christ.

Trust in the Lord with all your heart. Do not depend on your own understanding.
Proverbs 3:5 (NIRV)



Compassion

The St Martins community demonstrates kindness and service to others. We are open and responsive to the needs of others, reaching out and actively caring for those in need.

Be kind and compassionate to one another, forgiving each other, just as Christ God forgave you.
Ephesians 4:32



Growth

We value development in learning and wisdom by encouraging students and staff to be curious and inquisitive about the world around them, motivating them to build on their strengths.

But grow in the grace and knowledge of our Lord and Saviour Jesus Christ.
2 Peter 3:18



Encouragement

We are guided to be our best and to look for the best in others.

Therefore encourage one another and build each other up.
1 Thessalonians 5:11a



Hope

We are inspired to view the world with optimism. We treat challenges as opportunities to build resilience. Our aim is to build a positive mindset that is open to learning. Those who hope in the Lord will renew their strength.

May the God of hope fill you with all joy and peace as you trust in Him, so that you may overflow with hope by the power of the Holy Spirit.
Romans 15:13



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