

# SENIOR SCHOOL CURRICULUM 2025



**St Martins** Lutheran College

**YEAR 10, 11 & 12**  
STAGE 1 & 2

## Introduction

**This Curriculum Handbook has been prepared to provide parents and students with subject information for learning pathways from Year 10 through to Year 12.**

All three levels of Senior School offer a curriculum that is challenging and diverse, providing students with the flexibility to pursue a variety of learning opportunities both within and outside of the College. This allows students to develop knowledge and skills relevant to their future career goals and aspirations.

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.

The curriculum in the Senior School is inclusive and personalised, engaging our students to feel inspired on a pathway curated for them as they prepare for life beyond school.

We look forward to working in partnership as a team of students, teachers, and parents to support our young people in developing into wonderful global citizens.

*We have made every effort to estimate the potential additional costs associated with subjects. However, please be advised that these costs may be subject to change and may relate to the number of students undertaking the subject.*



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## 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.

<b>Mr Jason Plunkett</b>	Head of Teaching and Learning	jplunkett@stmartins.sa.edu.au
<b>Mrs Kathy Oliphant</b>	Head of Senior School Wellbeing	koliphant@stmartins.sa.edu.au
<b>Mrs Linda Polomka</b>	Career Counsellor	lpalomka@stmartins.sa.edu.au
<b>Miss Connie Ferraro</b>	SACE Coordinator	cferraro@stmartins.sa.edu.au
<b>Mrs Kath Greene</b>	VET Coordinator	kgreene@stmartins.sa.edu.au

## Learning Area Leaders

<b>Mrs Kathryn Kutny</b>	Science	kkutny@stmartins.sa.edu.au
<b>Ms Niadin Harte</b>	English	nharte@stmartins.sa.edu.au
<b>Mr Jason Plunkett</b>	Technology	jplunkett@stmartins.sa.edu.au
<b>Mrs Rebekah McDonald</b>	Arts/Music/Drama	rmcdonald@stmartins.sa.edu.au
<b>Mr Jason Buckland</b>	Christian Studies	jasonbuckland@stmartins.sa.edu.au
<b>Mr Brett Shepherdson</b>	Health & Physical Education	bshepherdson@stmartins.sa.edu.au
<b>Miss Thalia Wesselingh</b>	Humanities/Languages	twesselingh@stmartins.sa.edu.au
<b>Mrs Mary-Anne Sheppard</b>	Mathematics	msheppard@stmartins.sa.edu.au
<b>Miss Connie Ferraro</b>	Cross-Curricula	cferraro@stmartins.sa.edu.au

## Useful Websites

<b>SACE Board</b>	<a href="http://www.sace.sa.edu.au">www.sace.sa.edu.au</a>
<b>University of Adelaide</b>	<a href="http://www.adelaide.edu.au">www.adelaide.edu.au</a>
<b>Flinders University</b>	<a href="http://www.flinders.edu.au">www.flinders.edu.au</a>
<b>Uni SA</b>	<a href="http://www.unisa.edu.au">www.unisa.edu.au</a>
<b>Tafe SA</b>	<a href="http://www.tafesa.edu.au">www.tafesa.edu.au</a>
<b>Tabor College</b>	<a href="http://www.tabor.edu.au">www.tabor.edu.au</a>

**[www.australiancareersservice.com.au/resources](http://www.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.yourcareer.gov.au](http://www.yourcareer.gov.au)** - A directory of vocational education and training in Australia.

**[www.skills.sa.gov.au](http://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](http://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.apprenticeships.gov.au](http://www.apprenticeships.gov.au)** - Information about Apprenticeships and Traineeships.

## 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.

## Wellbeing in Senior School

Year 10 is a pivotal year for many students as they transition from Middle to Senior School. Students welcome the opportunity to build their own pathways through subject choice and direction, and relish the chance to trial new and inspiring electives. Students are encouraged to challenge themselves through subject choice and supported to develop effective study routines.

As part of their growing maturity, Senior School students are encouraged to act as role models for younger students, and to represent the College with pride. Along with the freedom to choose their own pathways, they will also experience increased responsibility. Students should expect to be challenged by an increased workload both at school and at home, and prepared to balance competing demands on their time.

Senior School is also a time that offers its own unique challenges as students make decisions about the student that they wish to be, the person they wish to be seen as and the peer group that best suits their values. We understand that the transition to senior school can be challenging, and our Pastoral Care Program is designed around making informed decisions, minimising risk-taking behaviour, and seeking and building relationships that best support and encourage our young people.

### Pastoral Care

Pastoral Care is seen as an important lesson in our school, involving a holistic approach to developing the whole child with a focus on emotional, social and spiritual capabilities. There is a particular focus on developing resilience, relationships and confidence as they transition into post-school opportunities. Pastoral Care lessons are held twice per week within students' home classes.

The overall plan for Year 10 Pastoral Care is a career education and development focus, ahead of subject counselling for SACE starting at the end of Term 2, and leading into Term 3. This begins with preparation for Work Experience, followed by a series of career-focussed activities.

The Pastoral Care Program encourages a sense of belonging through initiatives like the Indigenous Student Mentor Program, promoting a cohesive and inclusive school culture. Resilience is developed through programs such as the Road Awareness Program and the Prevent Alcohol and Risk-Related Trauma in Youth (PARTY) Initiative, equipping students with skills to handle challenges. The program aims to support student agency, growth, academic achievement, healthy relationships, stamina, engagement and character. Students of St Martins are guided in leadership roles through the Student Representative Council and supported by conferences such as GRIP Leadership, which aims to build resilient, confident and innovative young leaders.

### College Counsellor

The College is supported by Mrs Jane Savage, who offers support regarding social and emotional matters for both students and their families. The College Counsellor works across the school and is available for all students. This enables continuity of care for students as they move through our school. Jane works closely with our Heads of School Wellbeing and our Wellbeing Leaders to ensure a collaborative and streamlined approach to wellbeing for our students.

Jane can be contacted on 8725 1430 or by email at [jsavage@smartins.sa.edu.au](mailto:jsavage@smartins.sa.edu.au).

### Wellbeing Centre

The College has a Wellbeing Centre available for students who are experiencing social and emotional challenges throughout the school day, and who may require a quiet space away from the classroom environment to support their Wellbeing needs. The Centre is available for all students across the College, and is supported administratively by Mrs Chrissy Jachmann. Students wishing to speak with the College Counsellor or Wellbeing Leaders can attend the Wellbeing Centre to schedule an appointment.

# Wellbeing in Senior School

## Resources for Parents

### Parentline

Supports and nurtures positive, caring relationships between parents, children, teenagers and the significant other people who are important to the wellbeing of families. Visit the website for more information or call 13 22 89.

### Raising Children Network

An Australian parenting website that provides comprehensive, practical child health and parenting information and activities covering children aged 0-15.

### Family Relationships Online

The advice line complements the information and services offered by Family Relationships Centres. The website offers access to information about family relationship issues, ranging from building better relationships to dispute resolution.

### Lifeline

Lifeline provides all Australians experiencing a personal crisis with access to 24-hour counselling support and suicide prevention services that can be accessed by calling 13 11 14 or on their website.

### Beyond Blue

A national, independent, not-for-profit organisation working to address issues associated with depression, anxiety and related substance-use disorders in Australia. If you need help you can contact 1300 22 4636 or visit the website to seek support.

## Resources for Students

### ReachOut

ReachOut is a leading youth mental health website. It provides practical tools and support to help young people get through everything from everyday issues to tough times. The website has factsheets, tools, apps, videos and forums.

### Generation Next

Generation Next is a website that provides education and information about the prevention and management of mental illness in youth. There are resources for young people, professionals and the community.

### Youth Beyond Blue

Youth Beyond Blue provides information on a range of topics and issues that are relevant for young people. The website also allows young people to link in with free confidential counselling either by phoning 1300 22 4636 or via webchat.

### Headspace

Headspace is a national mental health service for young people. The website has a number of factsheets on a range of topics and helps young people link in with their local centre. There is also 'ehespace' which offers free confidential counselling via webchat or phone 1800 650 890.

### Kids Helpline – Teens

Kids Helpline has a section just for teens which offers information and counselling for people aged 13-25 years. The counselling is free and confidential and can be accessed by calling 1800 55 1800, emailing [counsellor@kidshelpline.com.au](mailto:counsellor@kidshelpline.com.au) or via webchat.

# St Martins Lutheran College Wellbeing Principles

## Community

St Martins prides itself on being a community focused on grace, God's undeserved favour. The College prides itself on building connection and relationships between staff, students, families and the broader community.



## Resilience

Students at St Martins are supported in developing personal skills and values that will contribute to resilient and robust identities. We work with families and students to develop young adults who have courage, integrity and the ability to manage an ever-changing future.



## Inclusion

St Martins is a welcoming community that values every single individual. We build relationships with each young person and meet their needs with compassion and respect. We encourage student voice as a key part of shaping their school and educational experience. Every student is encouraged to embrace the many different opportunities available to them.

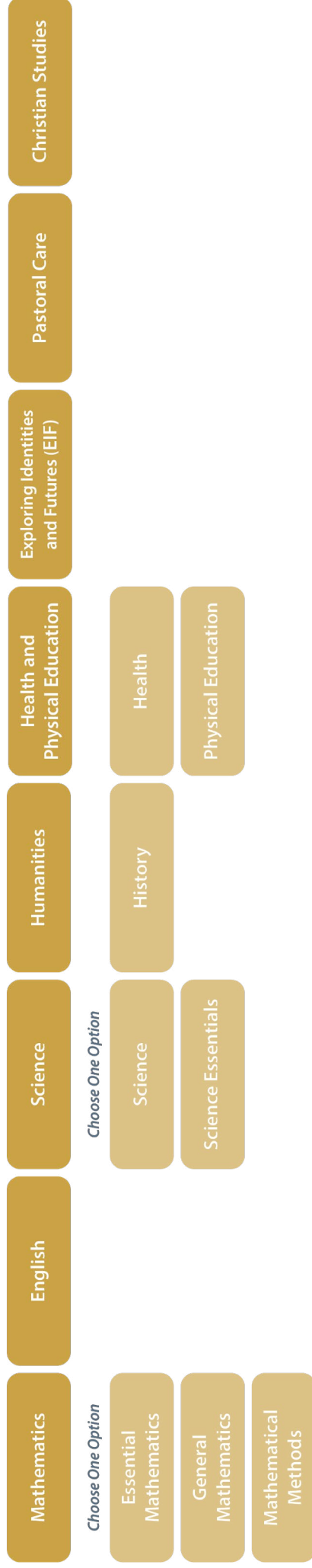
## Flourishing

Students are encouraged to develop skills, values and a mindset that will see them flourish now and as they move into their adult life. They thrive on challenge, persist in overcoming obstacles, look upon their world with optimism, show joy and gratitude towards others. They are self-motivated and regulate themselves to get the best out of their God-given abilities.



# Year 10 Curriculum

## CORE SUBJECTS



## ELECTIVES

Students can select four semester based subjects for the year. Two per semester.

- If wishing to continue a language in SACE, two semesters must be selected.
- If wishing to undertake SACE Specialist Mathematics, it is an expectation that you study Year 10 Specialist Mathematics



## 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. At Stage 2, some subjects will have an end-of-year exam worth a maximum of 30% of the overall grade.

## 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 has focused on updating two of the compulsory subjects, Stage 1 Personal Learning Plan (PLP) and Stage 2 Research Project. In 2024 St Martins offered the new subject "Exploring Identities and Futures (EIF)", which replaced "Personal Learning Plan". EIF will continue to be a compulsory subject for all Year 10 students, as the first step in their SACE journey that supports students to learn more about themselves and explore their aspirations and future. 2025 is a transition year for St Martins, where "Research Project" will be offered for the final time, with all 2025 Year 12 students required to complete this subject. However, all 2025 Year 11 students will be completing "Activating Identities and Futures (AIF)", the subject replacing "Research Project". AIF follows on from EIF and students are supported in taking greater ownership and agency of their learning as they explore an area of personal interest.

## Your SACE Journey 2025

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.**



### Students in Year 11 2025

#### Compulsory Subjects 50 Credits

- Exploring Identities and Futures (EIF) (10 credits) **(Completed)**
- Literacy requirement (20 credits) demonstrated from a range of English subjects at Stage 1
- Numeracy requirement (10 credits) demonstrated from a range of Mathematics subjects at Stage 1
- Activating Identities and Futures (10 credits)



### Students in Year 12 2025

#### Compulsory Subjects 50 Credits

- Personal Learning Plan (PLP) (10 credits) **(Completed)**
- Literacy requirement (20 credits) demonstrated from a range of English subjects at Stage 1 **(Completed)**
- Numeracy requirement (10 credits) demonstrated from a range of Mathematics subjects at Stage 1 **(Completed)**
- Research Project (10 credits)

### Student Selected Subjects

#### Elective Subjects 90 Credits

Choose and successfully complete a selection of Stage 1 and Stage 2 subjects, recognised VET courses or community learning worth at least 90 credits in total.



#### Elective Subjects 60 Credits

Choose and successfully complete a selection of Stage 2 subjects or recognised VET courses worth at least 60 credits in total.

Stage 2 subjects are externally assessed by the SACE Board of South Australia.

## 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 semesters of Stage 1 English subjects.

### Numeracy – Year 11

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

### Spiritualities, Religion and Meaning – Year 11

Spirituality, Religion and Meaning is a Lutheran school requirement to better understand the Lutheran faith which attracts 10 credits towards SACE. It is a requirement to complete at least one semester of Spiritualities, Religion and Meaning, unless you are completing Veta Morphus. Veta Morphus is an alternative offering attracting up to 70 credits.

### Activating Identities and Futures (AIF) – Year 11

Activating Identities and Futures is a compulsory subject for all Year 11 students. Activating Identities and Futures engages students to take greater ownership and agency over their learning as they select relevant strategies to explore, create and/or plan to progress an area of personal interest towards a learning output. This subject is worth 10 credits and a successful pass of a C- or better is required to complete their SACE requirements.

### Research Project – Year 12 (2025 Only)

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 to complete their SACE requirements.

### Christian Studies - Year 12

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

# 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

Spiritualities, Religion and Meaning or Veta Morphus (10 credits for SRM or 70 for Veta Morphus)

## Research Project or Activating Identities and Futures = 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

Must achieve a C grade or higher

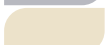


Compulsory Stage 1 or Stage 2

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



Optional Stage 1 or 2



Compulsory Stage 2

Must achieve a C- grade or higher

## Alternative Options

### Comprehensive SACE Pathways

St Martins Lutheran College is committed to providing a wide range of options to support students in completing their SACE. Each student's program is designed to be achievable and aligned with their future pathways. 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. It is essential that students and parents engage in detailed discussions with the appropriate coordinators to ensure the selected program is the most suitable and beneficial for the student's educational journey.

For more information or to discuss the available SACE options, please contact the SACE Coordinator, the VET Coordinator, or the Head of Senior School at the College.

### Vocational Education and Training (VET) in SACE

Students in Year 11 or 12 have the option to complete a Vocational Education and Training (VET) course as part of their SACE. VET provides students with the opportunity to earn a nationally recognised vocational qualification, allowing them to learn workplace skills and gain hands-on experience in their chosen industry.

To undertake a VET course, students must contact the VET Coordinator and Head of Senior School to discuss. They need to demonstrate that the VET course aligns with their identified career pathway and is an integral part of their SACE. As part of the subject selection process, students **MUST** select VET as one of their choices and complete an Expression of Interest (EOI) form, which must be submitted along with the Subject Selection Form. It is important to note that not all VET courses may be available, and approval is contingent upon a thorough review process.

Many VET courses are held off-campus. Students are responsible for arranging their own transportation to the VET course location and catching up on any missed school work. Depending on the chosen course, students may be required to undergo a selection process, which could include an application, literacy and numeracy assessments, or an interview.

### School Based Apprenticeships and Traineeships

Senior students can apply to combine studying the SACE with a part time apprenticeship or traineeship. The work completed during the apprenticeship or traineeship contributes towards the completion of the SACE. Students in this pathway program generally have a reduced subject workload and a negotiated timetable to accommodate work requirements. If this is a pathway a student is interested in, then they **MUST** meet with the Careers Coordinator to discuss.

### 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

At our College, we offer a wide range of SACE subjects to cater to our students' interests and academic goals. However, in instances where a Stage 1 or 2 subject is not available, students **MAY** have the option to study via Open Access. This option is reserved for highly independent and self-driven learners and requires thorough consultation with the SACE Coordinator. It's important to note that pursuing a subject through Open Access is a significant commitment and will be considered only when all other options have been exhausted. This pathway demands a high level of self-determination and discipline to ensure success.

## Post School Options

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

### Higher Education

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

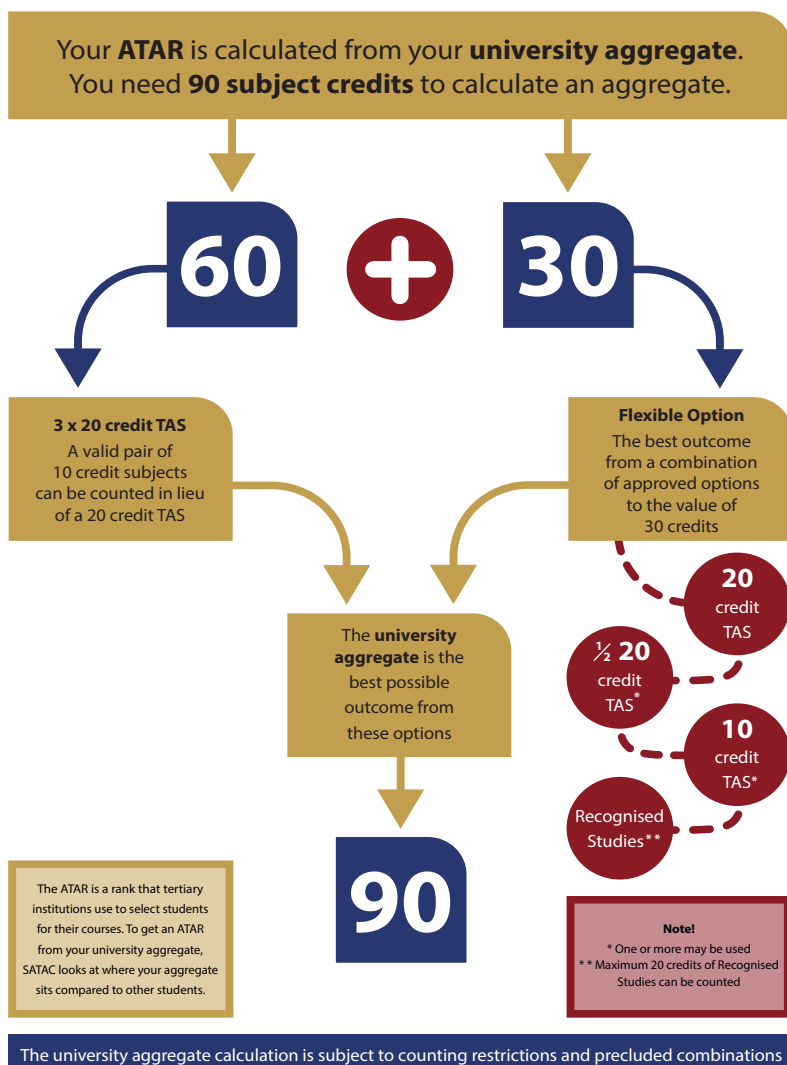
SATAC produce a number of helpful publications and fact sheets available on their website. Important reading for anyone considering South Australian universities is the SATAC Tertiary Entrance Booklet for 2024, 2025, 2026. This booklet has information about SACE, SATAC procedures, the Australian Tertiary 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](http://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 an overall position of a student compared with other Year 12 students. The ATAR is not a score. It is a rank that allows tertiary institutions to make equal comparisons and make offers accordingly. To obtain 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

In South Australia, 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 adjustments.
- 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 attending the College are **not eligible** for school-based adjustment points. Parents and students are advised to check the SATAC 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, also used to make offers. Universities publish both ATAR and selection rank information for all courses.

## Interstate Universities

It is important that students who intend to apply to interstate or international universities contact those institutions directly to check specific admission criteria 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 at [www.vtac.edu.au](http://www.vtac.edu.au).

\*Please note that Stage 2 English (SACE English or English Literary Studies) is a minimum tertiary entry requirement for all undergraduate 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. 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 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 over 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 regards to applications for 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?**

Our timetable is designed to maximise students' subject preferences at the time of selection. However, after subject selection closes, if a class is too small to run, a course counsellor will discuss alternative options from your subject selection with you. Open Access College may also be an option, but this style of learning does not suit all students. Therefore, if they offer the subject that you feel is required for your future pathway, we will have a thorough discussion with you regarding this.

### **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 a member of the course counselling team 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 fitting into 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.

In addition, if a student is making subject changes, they must also meet with the Careers Counsellor, as these changes could impact their career pathway. This ensures that any new subject selections align with the student's future goals and pathways.

For more information or assistance, please contact the Head of Senior School or the Careers Counsellor.

### **How can I support my child with subject selection?**

For many parents, talking to your child about careers can be daunting, and sometimes frustrating! Perhaps you have a child who does not have ideas related to their interests, 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:

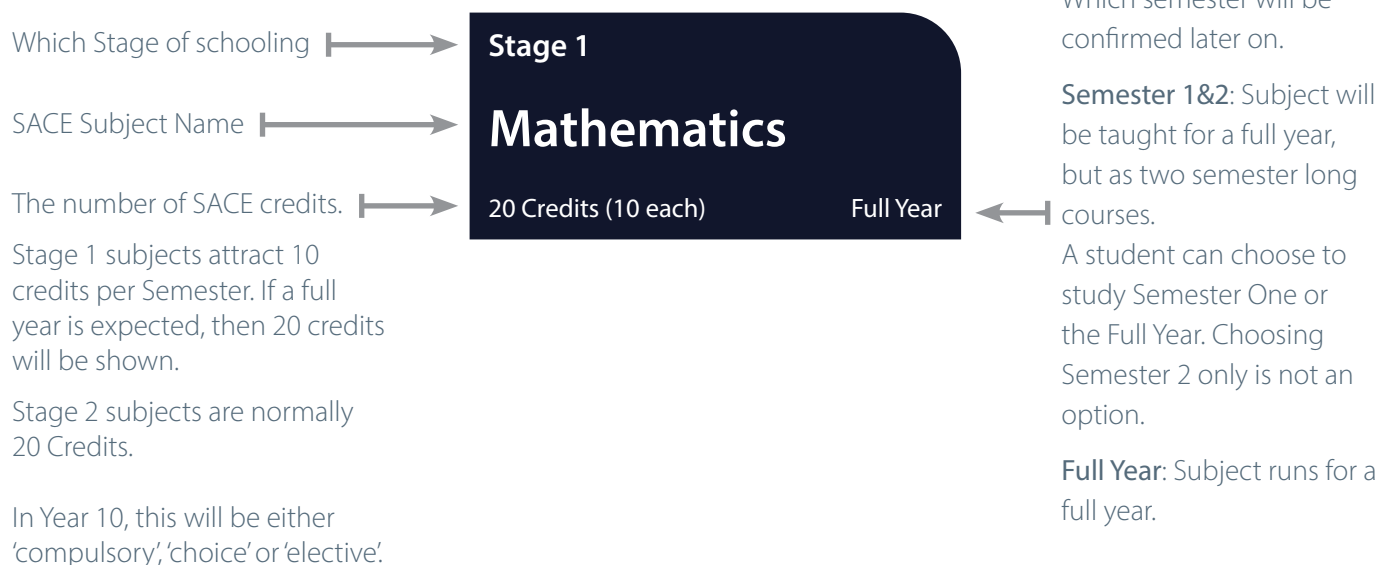
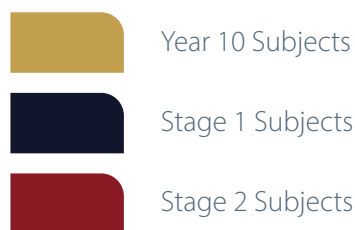
- Work out how to include career conversations in daily chat. This approach is likely to work better than an announcement that it's time to decide what they will be doing after Year 12.
- When talking about subject choices, encourage your child to choose subjects where they have a high level of interest. 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.
- 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. This is good news for those who are still unsure.

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.

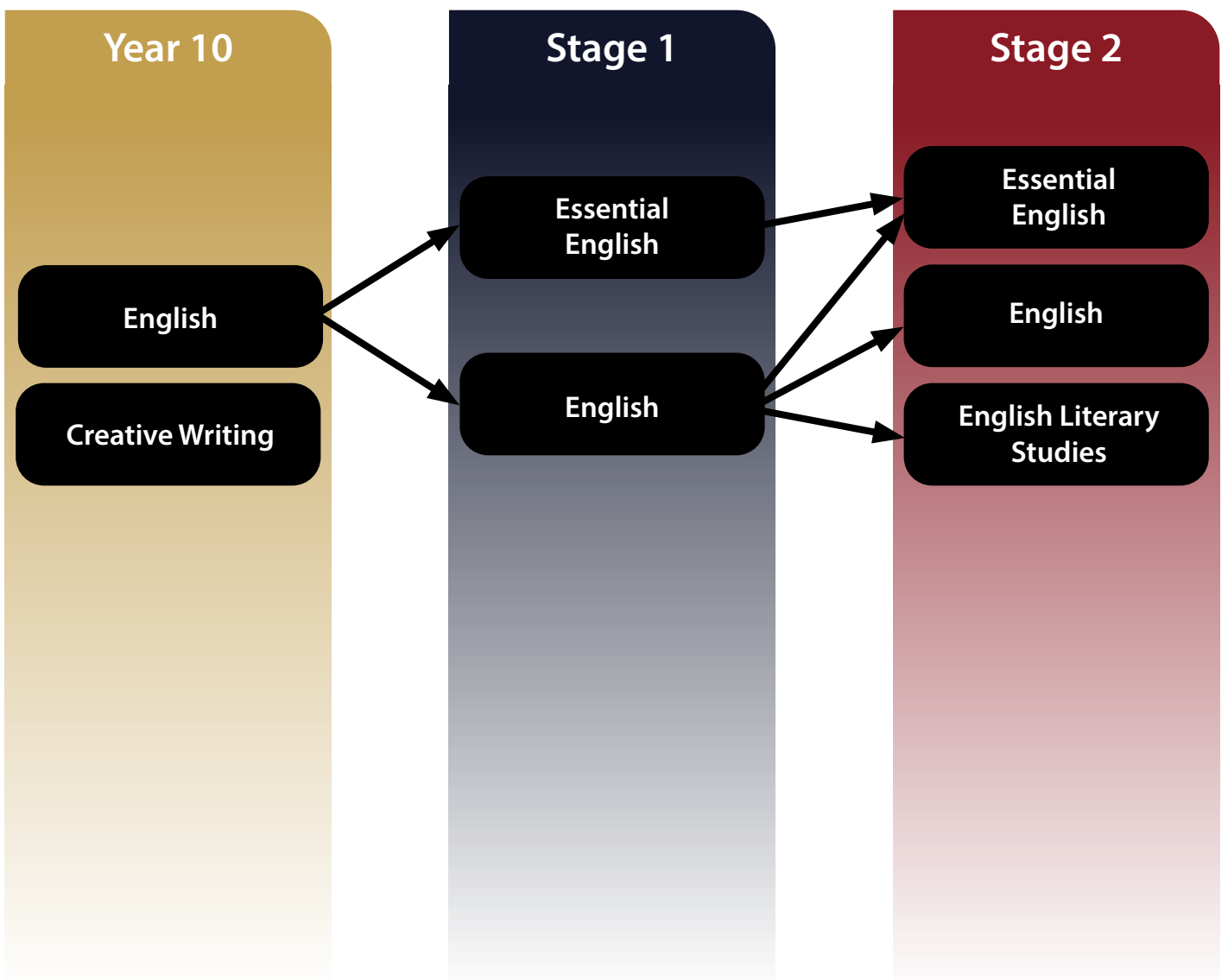


## SACE Glossary

- 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

Through the study of English, students learn to analyse, understand, communicate and build relationships with others. It helps create confident communicators, imaginative and critical thinkers, and informed citizens. In Year 10, students engage with texts from a wide range of contexts, developing their understanding of perspectives and empathy. They engage with, interpret, evaluate and create a range of texts, utilising complex structures and devices. They make active connections between texts and begin to explore intertextuality.

## Content

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

## Cost

No additional costs anticipated.

Year 10

# Creative Writing

Elective

One Semester

## Subject Description

In Creative Writing, students become more skilled and versatile writers, explore a range of text types such as short stories, poetry, fiction and creative non-fiction, study the techniques and conventions of a wide range of genres and forms and develop reflective writing practices. Enjoy all the creative components of English, without the analysis!

This subject is an elective and not a substitute for English, however, you are able to attain SACE credits through completing this course.

## Recommended Prerequisite

- 'C' or better in Year 9 English

## Content

The Program Focus for the semester will be decided in collaboration with students at the beginning of the semester.

Possible topics could include:

- Genre-specific fiction writing; romance, crime, historical, horror etc.
- Screenwriting and/or scriptwriting
- Travel writing
- Writing for media texts
- Poetry/Songwriting

## Cost

No additional costs anticipated.

## 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 compulsory 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

### Cost

No additional costs anticipated.

## Stage 1

# English

20 Credits

Full Year

### 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 a written 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

### Cost

No additional costs anticipated.

## 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.

This subject does not include a written examination.

### Recommended Prerequisite

- 'C' or better in Stage 1 English or Stage 1 Essential English

### 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

School Based Assessment

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

External Assessment

- Language Study (30%)

### Cost

Students may choose to purchase their own biographical test, or use those available at the College Library.

## 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

School Based Assessment

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

External Assessment

- Comparative Analysis (30%)

### Cost

No additional costs anticipated.

**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**

School Based Assessment

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

External Assessment

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

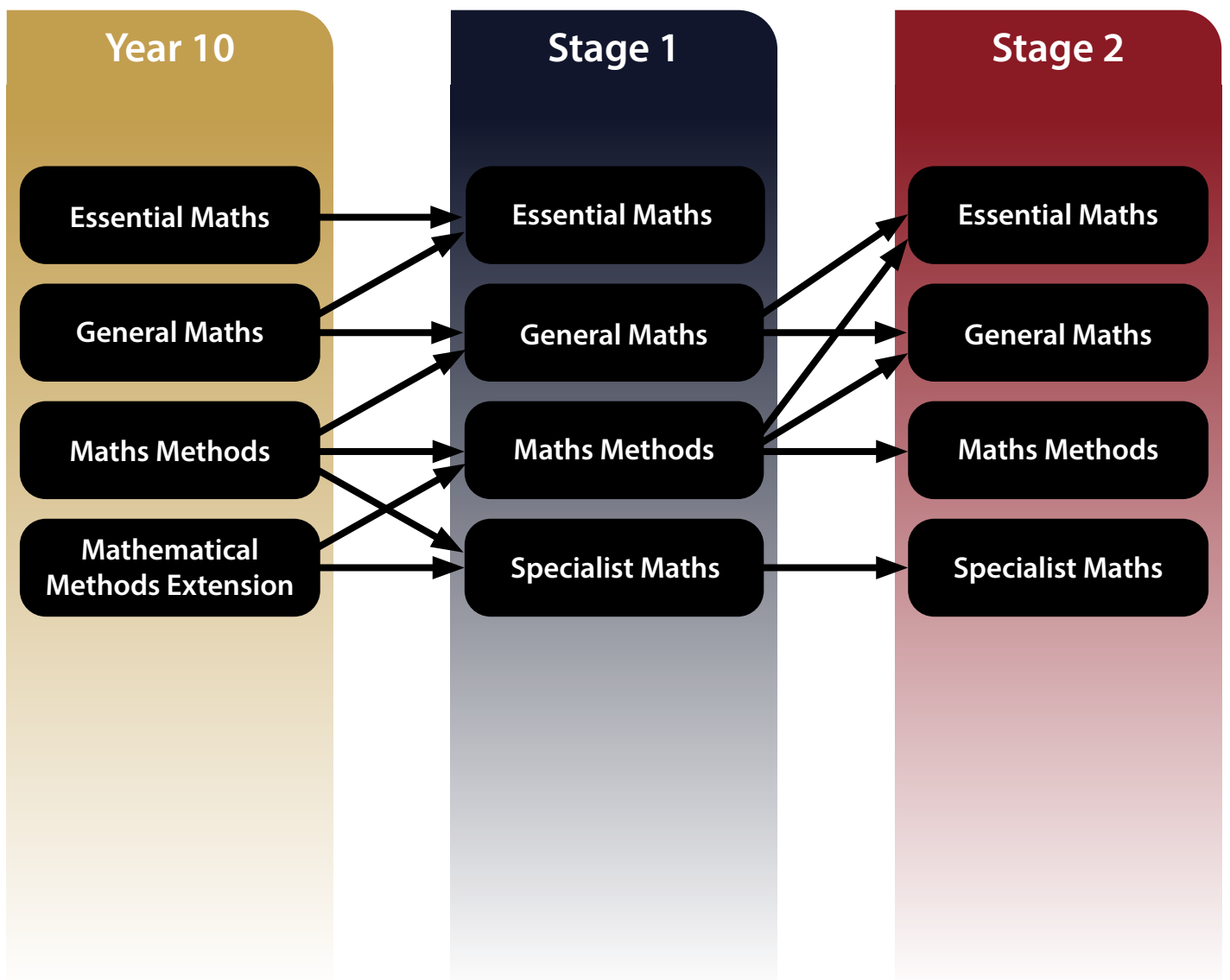
**Cost**

No additional costs anticipated.





# Mathematics



Year 10 (Stage 1)

## Essential Mathematics

Choice (10 Credits)

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.

Students will be completing a semester of 10 credits of Stage 1 Essential Mathematics in Year 10 as well as some Year 10 content. This will enable students to complete their numeracy credits in Year 10 and will enable students more flexibility when completing TAFE or VET courses in Year 11.

Students that successfully complete Stage 1 Essential Mathematics in Year 10 will not need to study mathematics in Year 11. Students will be unable to study Stage 2 Essential Mathematics.

### Content

- Calculations, time, and ratio
- Earning and spending
- Investing
- Measurement

### Assessment

- A minimum of two Skills and Applications Tasks (tests) (50%)
- A minimum of two Mathematical Investigations (50%)

### Cost

No additional costs anticipated.

Year 10

## General Mathematics

Choice

Semester 1 & 2

### Subject Description

General Mathematics helps students to develop mathematical skills and applications for everyday life. It prepares students for Stage 1 and 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 9 Mathematics.

### Content

- Expanding
- Linear Relationships
- Measurement
- Geometry
- Indices and Exponentials (Including Compound Interest)
- Statistics
- Pythagoras and Trigonometry
- Non-linear Relationships
- Probability and Networks

### Cost

An approved Graphical Calculator will be required for this subject at an approximate cost \$250.

Year 10

# Mathematical Methods

Choice

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 9 Mathematics.

## Content

- Expanding and factorising
- Linear relationships
- Measurement
- Geometry
- Indices and exponentials (Including Surds)
- Statistics
- Pythagoras and trigonometry
- Non-linear relationships
- Probability and networks

## Cost

An approved Graphical Calculator will be required for this subject at an approximate cost \$250.

Year 10

# Mathematical Methods Extension

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. Students will focus on group work and problem solving.

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

- Permutations and counting
- Matrices
- Algebra
- Geometric reasoning
- Problem solving

## Cost

An approved Graphical Calculator will be required for this subject at an approximate cost \$250.

## 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.

Students can choose to study either one or two semesters of Stage 1 Essential Mathematics.

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

### 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%)

### Cost

No additional costs anticipated.

## 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 \$250.

## 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 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 \$250.

## 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 \$250.

## 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

School Based 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 \$250.

A revision guide at an approximate cost of \$35 is also available for students to purchase. This is recommended but not required.

## Stage 2

# General Mathematics

20 Credits

Full Year

### Subject Description

General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. 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

School Based 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 \$250.

A revision guide at an approximate cost of \$35 is also available for students to purchase. This is recommended but not required.

## 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 modeling 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

School Based Assessment

- Five or 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 \$250.

A revision guide at an approximate cost of \$35 is also available for students to purchase. This is recommended but not required.

## 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 Equations

### Assessment

School Based Assessment

- Five or six Skills and Applications Tasks (tests) (50%)
- One Mathematical investigation (20%)

External Assessment

- Examination (30%).

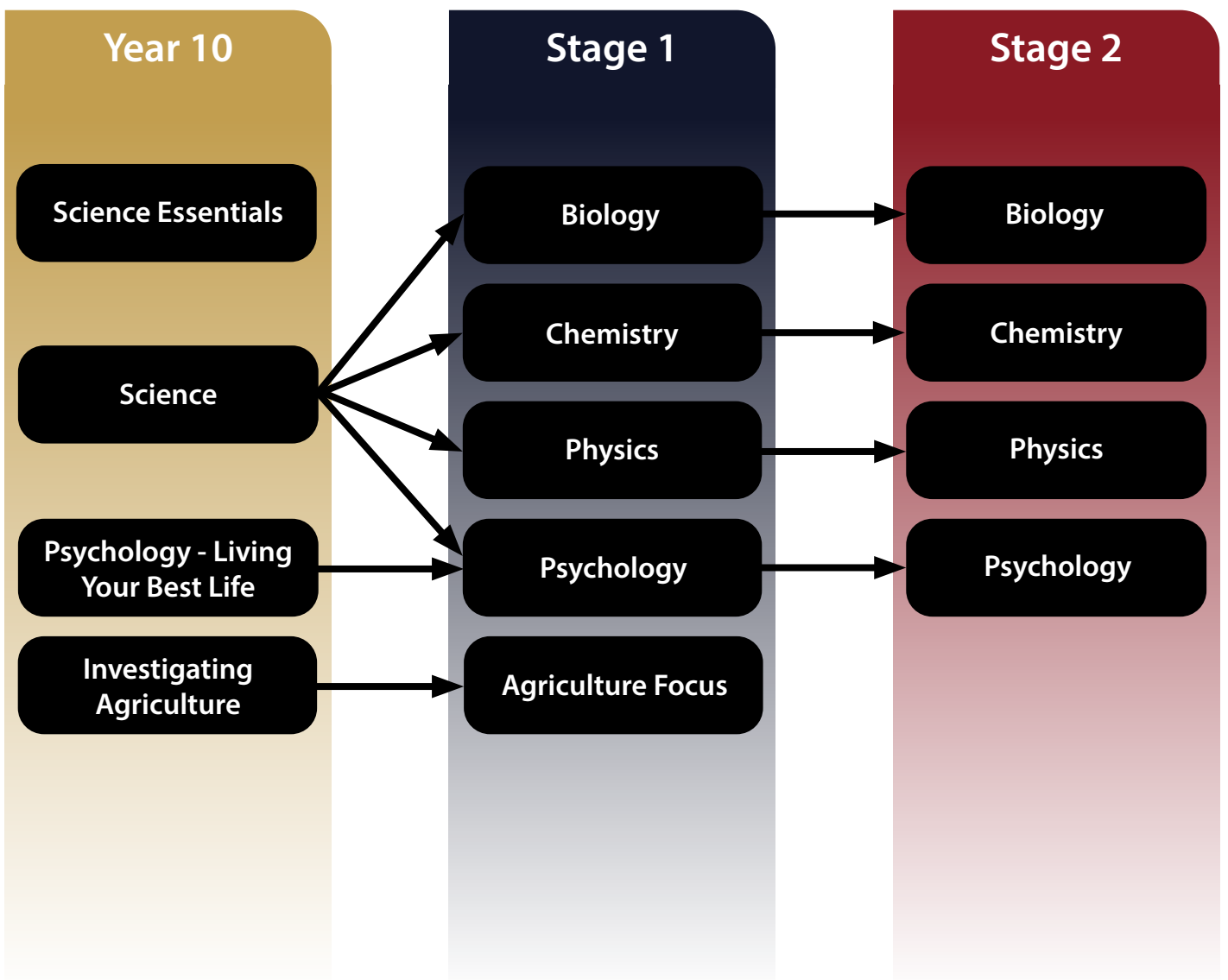
### Cost

An approved Graphical Calculator will be required for this subject at an approximate cost \$250.

A revision guide at an approximate cost of \$35 is also available for students to purchase. This is recommended but not required.



# 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 and evolution
- Climate change and the universe

## Cost

No additional costs anticipated.

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 and evolution
- Climate change and the universe

## Cost

No additional costs anticipated.

Year 10

## Science - 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 agriculture landscape of the South East. Utilising practical engagement with animals in 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 the farm? Is a farming business different to other types of businesses? These are just some of the questions students could explore as they get up close with animals and get their hands dirty in Investigating Agriculture.

### Content

- Innovations in agriculture
- Sustainable farming
- Cows create careers project

### Cost

No additional costs anticipated.

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

### Cost

No additional costs anticipated.

## 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 Investigation (25%)
- Science as a Human Endeavour Investigation (25%)
- Supervised tests (50%)

### Cost

No additional costs anticipated.

## 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%)
- Science as a Human Endeavour Investigation (25%)
- Supervised tests (50%)

### Cost

No additional costs anticipated.

## 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 Investigation (25%)
- Supervised tests (50%)

### Cost

No additional costs anticipated.

## 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

### Cost

No additional costs anticipated.

## 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

### Cost

No additional costs anticipated.

## Stage 2

# Biology

20 Credits

Full Year

### Subject Description

Stage 2 Biology focuses on the 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

School Based Assessment

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

External Assessment

- Examination (30%)

### Cost

Approximate costs for 2025 include purchasing a \$70 workbook and a \$33 revision guide.

## 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

School Based Assessment

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

External Assessment

- Examination (30%)

### Cost

Approximate costs for 2025 include purchasing a \$64 workbook and a \$33 revision guide.

## 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

School Based Assessment

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

External Assessment

- Examination (30%)

### Cost

Approximate costs for 2025 include purchasing a \$64 workbook and a \$33 revision guide.

**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 continue to 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**

School Based Assessment

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

External Assessment

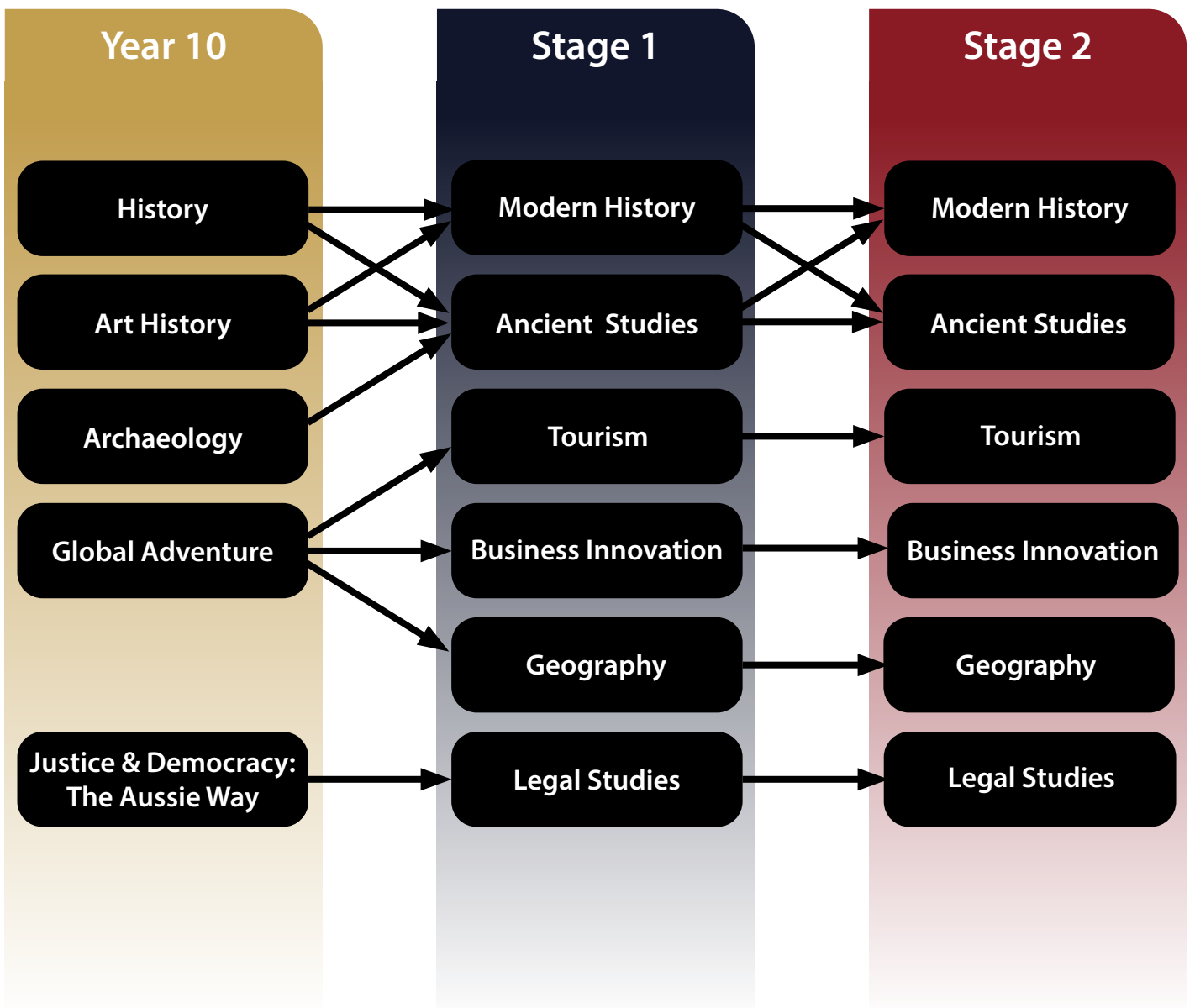
- Examination (30%)

**Cost**

Approximate costs for 2025 include purchasing an optional \$77 workbook and \$50 revision guide.



# Humanities





Year 10

# History

Compulsory Subject

One Semester

## Subject Description

In the Year 10 History course, students are 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. Our aim at this level is to help students 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 Australia

### Cost

No additional costs anticipated.

Year 10

# Archaeology

Elective Subject

One Semester

## Subject Description

This elective course is an introduction to the field of archaeology, the scientific study of past human cultures through the excavation and analysis of artefacts, structures, and other physical remains. In this subject students will explore various archaeological methods and techniques, including site surveying, excavation, artefact preservation, and interpretation. Students will also learn about significant archaeological discoveries and sites from different parts of the world, providing a broad understanding of human history and prehistoric societies.

### Content

- Introduction to archaeology and its importance
- Archaeological methods and techniques
- Excavation practices and fieldwork
- Artefact analysis and preservation
- Case studies of major archaeological sites
- Understanding cultural heritage and ethics in archaeology
- Hands-on activities: Simulated digs and artefact handling

### Cost

No additional costs anticipated.

Year 10

# Art History

Elective Subject

One Semester

## Subject Description

This elective course combines the practical study of art with an in-depth exploration of a specific historical period. In this subject students will engage in hands-on art projects inspired by the artistic styles and techniques of the chosen era while simultaneously learning about the historical, cultural, and social contexts that shaped the art of the time. This course aims to deepen students' understanding of both art and history by demonstrating how they influence and reflect each other.

### Content

- Overview of the chosen historical period
- Major historical events and their impact on art
- Key artists and their contributions
- Artistic styles, techniques, and mediums of the period
- Cultural and social influences on art
- Hands-on art projects reflecting period styles
- Critical analysis of artworks from the period

### Cost

No additional costs anticipated.

Year 10

# Global Adventure

Elective Subject

One Semester

## Subject Description

In this course students will explore how geographic factors influence travel and tourism, the impact of tourism on cultures and environments, and the ways in which global interconnectedness shapes human experiences and economic activities. Through interactive projects, case studies, and virtual travel experiences, students will gain a comprehensive understanding of the world's diverse landscapes and cultures and develop skills in using geographic tools and technologies for virtual travel and mapping.

### Content

- Geographic factors influencing tourism
- Cultural geography and tourist attractions
- Economic and environmental impacts of tourism
- Sustainable tourism practices
- Case studies of major tourist destinations
- Global interconnectedness and the role of technology in tourism
- Virtual travel experiences and interactive mapping

### Cost

No additional costs anticipated.

Year 10

# Justice and Democracy: The Aussie Way

Elective Subject

One Semester

## Subject Description

In this elective students will be learning about the Australian system of government and legal system. Through interactive activities, including role-playing court cases and debates, students will look at the structure and functions of government, the law-making process, and the role of the judiciary here in Australia. In this course students will also explore the rights and responsibilities of citizens and Australia's global roles and responsibilities, with a focus on the United Nations Sustainable Development Goals.

### Content

- The structure and functions of the Australian Government
- The constitution and the separation of powers
- How laws are made: The legislative process
- The judicial system: Courts, trials, and legal procedures
- Rights and responsibilities of Australian citizens
- Role-playing court cases and mock trials
- Australia's global roles and responsibilities
- Case studies on human rights and legal reforms in Australia

### Cost

No additional costs anticipated.

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 their short-term 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 History

### 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%

### Cost

No additional costs anticipated.

## Stage 1

# Legal Studies

10 Credits

One Semester

### 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%)

### Cost

No additional costs anticipated.

## 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.

### 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%)

### Cost

No additional costs anticipated.

## 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 History

### 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%)

### Cost

No additional costs anticipated.

## 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%)

### Cost

No additional costs anticipated.

## 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.

### 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%)

### Cost

No additional costs anticipated.

## 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

School Based Assessment

- Historical Skills 50%
- Historical Study 20%

External Assessment

- Examination 30%

### Cost

No additional costs anticipated.

## 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%

### Cost

A Legal Studies workbook will be available for an approximate cost of \$80 and a revision guide will be available for an approximate cost of \$50.

## 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.

### 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

School Based Assessment

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

External Assessment

- Exam (30%)

### Cost

Stage 2 Tourism requires at least one camp. Cost for this camp is dependent on numbers but will be approximately \$200.

## Stage 2

# Ancient Studies

20 Credits

Full Year

### Subject Description

This subject is only available to Year 12 Students.

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

School Based Assessment

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

External Assessment

- Inquiry (30%)

### Cost

No additional costs anticipated.

## 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

School Based Assessment

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

External Assessment

- Business plan and pitch (30%)

### Cost

No additional costs anticipated.



**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 student's 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.

**Content**

Fieldwork

Environmental Change

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

**Assessment**

School Based Assessment

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

External Assessment

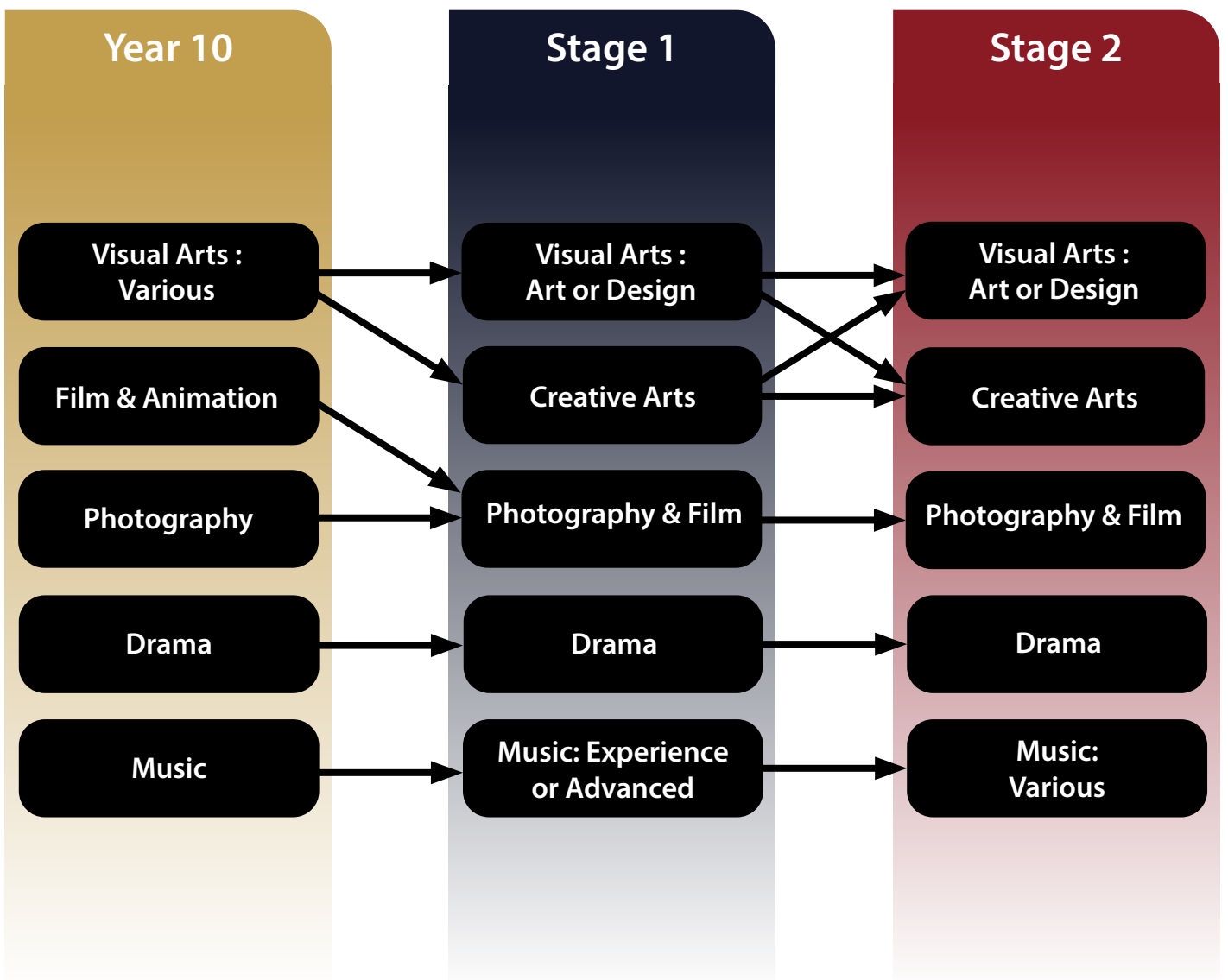
- Examination (30%)

**Cost**

No additional costs anticipated.



# 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 mosaics
- Jewellery
- Making art inspired by food
- Art show curation

### Cost

No additional costs anticipated.

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
- Art show curation

### Cost

No additional costs anticipated.

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
- Art show curation

### Cost

No additional costs anticipated.

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 as per the Drawing and Painting A descriptor, 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
- Art show curation

### Cost

No additional costs anticipated.

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 showcased 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

## Cost

No additional costs anticipated.

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)
- Design process: investigating, designing/refining, creating and reflecting

## Cost

No additional costs anticipated.

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 to an audience.

### Content

- Creating theatre
- Workshopping
- Character development
- Performance

### Cost

No additional costs anticipated.

Year 10

## Drama (Improvisation)

Elective

Semester 2

### Subject Description

In this unit, students will undergo training in the art of improvisation. Lessons focus on skills to give students the building blocks required to be a successful improviser. Improvisation is an excellent skill for acting, writing, collaboration, confidence, expanding creativity and bringing more laughter and play into your life. Students will also learn some Theatre Sports and challenge each other in competitions. The unit will culminate with a performance created through improvisation workshops.

### Content

- Improvisation
- Collaboration
- Theatre sports
- Workshopping
- Creating
- Performing

### Cost

No additional costs anticipated.

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 band. Students may or may not learn an instrument but must be prepared to undertake the study of one while in this course. Students will plan and prepare material to perform in a series of concerts held throughout the semester.

Students further develop knowledge, understanding and skills in a range of musical contexts through the study of Australian music and musicianship using online learning tools.

### 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

### Cost

No additional costs anticipated.

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

### Cost

No additional costs anticipated.

Year 10

## Creative Arts (Musical)

Elective

Semester 1

### Subject Description

In this subject, students will take control of the behind-the-scenes part of our next musical by building, painting and creating the various musical sets, props and costumes. Traditionally students have volunteered to help out with some of these areas under guided direction, but now they will have the opportunity to work with production personnel and take some ownership of the design and construction process.

Students will be given the choice and flexibility to be involved in one or more areas of pre-production. They can build upon their skills in woodwork and construction, concept art and development, painting, crafting, clothing design and sewing. Students can choose to focus on a single area of interest or move across areas multiple areas if they desire. They will use the design process of responding to a design brief (the needs of the musical), investigating ideas, creating, refining and reflecting.

### Content

Students will be involved in at least one of the following areas:

- Set design and painting
- Woodwork and construction
- Prop design and crafting
- Costume design and sewing

### Cost

No additional costs anticipated.

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%)

### Cost

No additional costs anticipated.

While there are no necessary costs students may choose to purchase their own art supplies for specific purposes.



## 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%)

### Cost

No additional costs anticipated.

While there are no necessary costs students may choose to purchase their own art supplies for specific purposes.

## Stage 1

# Photography & Film

(Digital Communication Solutions)

20 Credits (10 each)

Semester 1 & 2

### Subject Description

In Photography and Film, 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's 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%)

### Cost

No additional costs anticipated.

## 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, Film-maker 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
- Stanislavski

### Assessment

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

### Cost

A Drama Camp to the Adelaide Festival and Fringe may occur if a suitable schedule of shows can be established. The cost for this camp is approximately \$275, including tickets to performances.

## Stage 1

# Music Experience

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

### Cost

No additional costs anticipated.

## Stage 1

# Music Advanced

20 Credits (10 each)

Semester 1 & 2

### Subject Description

Stage 1 Music Advanced is a 20 credit subject and 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

### Cost

No additional costs anticipated.

## 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

School Based Assessment

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

External Assessment

- Visual study (30%)

### Cost

No additional costs anticipated.

While there are no necessary costs students may choose to purchase their own art supplies for specific purposes.

## 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

School Based Assessment

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

External Assessment

- Practical skills folio (30%)

### Cost

No additional costs anticipated.

While there are no necessary costs students may choose to purchase their own art supplies for specific purposes.

## Stage 2

# Photography & Film

(Digital Communication Solutions)

20 credits

Full Year

### Subject Description

In Stage 2 Photography and Film, 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's 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

School Based Assessment

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

External Assessment

- Resources Study - Resource Investigation and Issues Exploration (30%)

### Cost

No additional costs anticipated.

## 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

School Based Assessment

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

External Assessment

- Creative presentation (30%)

### Cost

A Drama Camp to the Adelaide Festival and Fringe may occur if a suitable schedule of shows can be established. The cost for this camp is approximately \$275, including tickets to performances.

## Stage 2

# Music Exploration

20 Credits

Full Year

### Subject Description

Music Explorations emphasises learning through exploring and experimenting with music. Through exploration of musical styles and influences, the elements of music, and how music is made, students process and synthesise the key learning that has taken place.

Students 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

School Based Assessment

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

External Assessment

- One creative connections task (30%)

### Cost

No additional costs anticipated.

## Stage 2

# Music Performance Ensemble

10 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

School Based 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%)

### Cost

No additional costs anticipated.

## 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

School Based Assessment

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

External Assessment

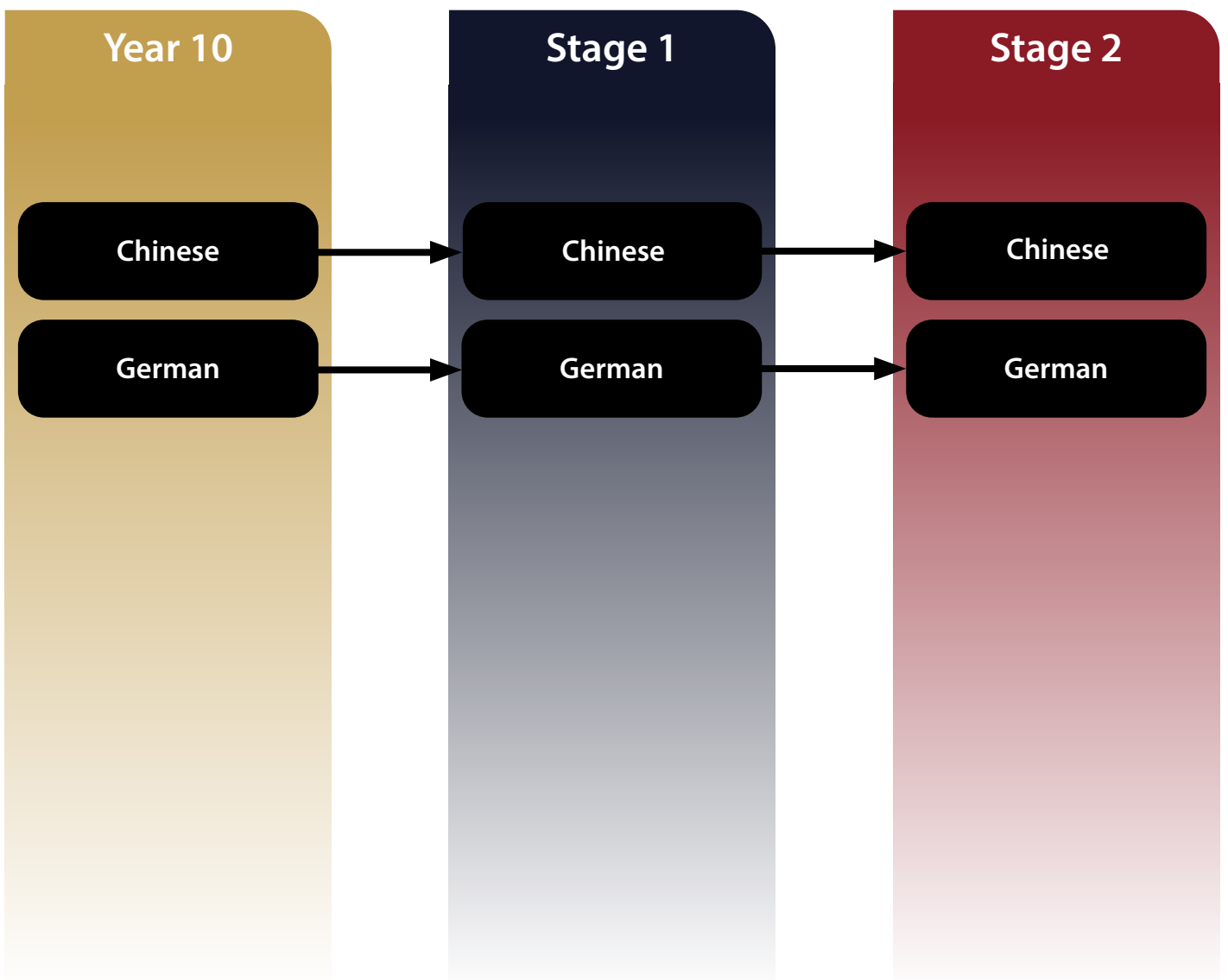
- Performance and Portfolio (written or oral) (30%)

### Cost

No additional costs anticipated.



# 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

### Cost

No additional costs anticipated.

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 will 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

### Cost

No additional costs anticipated.



## 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%)

### Cost

No additional costs anticipated.

## 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%)

### Cost

No additional costs anticipated.

## 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 both Semester 1 and 2 of 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

School Based Assessment

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

External Assessment (30%)

- Oral examination
- Written examination

### Cost

A Chinese workbook will be available for an approximate cost of \$80 and a revision guide will be available for an approximate cost of \$50.

## 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 both Semester 1 and 2 of 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

School Based Assessment

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

External Assessment (30%)

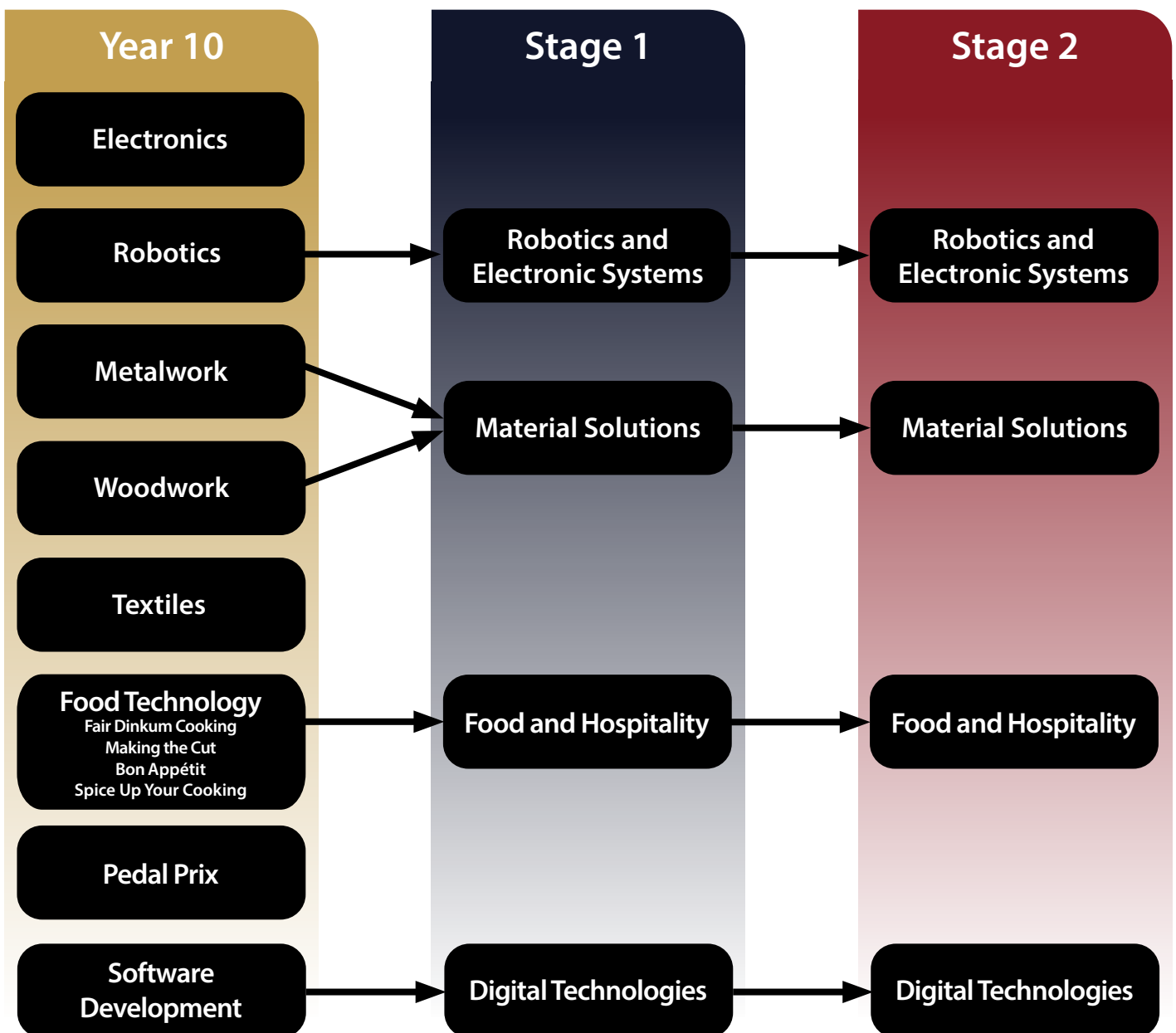
- Oral examination
- Written examination

### Cost

A German workbook will be available for an approximate cost of \$80 and a revision guide will be available for an approximate cost of \$50.



# 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

### Cost

No additional costs anticipated.

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 interface, 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

### Cost

No additional costs anticipated.

Year 10

# Robotics

Elective

Semester 1

## Subject Description

Students undertake an engineering inquiry, based on the technology curriculum around the annual VEX Robotics competition. A group of students will then represent the College at the competition in Adelaide.

## Content

- Problem identification
- Research
- Game Strategy
- Experimentation
- Development
- Evaluation

## Cost

There will be an opportunity to complete in the VEX Robotics challenge in Adelaide. Anticipated cost will be under \$100.

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 stressed.

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 (Manual Metal Arc Welding) 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

## Cost

No additional costs anticipated.

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, as well as Computed Aided Design (CAD). 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

## Cost

No additional costs anticipated.

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

## Cost

No additional costs anticipated.

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

### Cost

No additional costs anticipated.

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

### Cost

No additional costs anticipated.

Year 10

## Bon Appétit

Elective

One Semester

### Subject Description

In this elective, students work collaboratively to cook their way through Europe. They will learn about food choices as well as food origins within European culture.

Students will engage in research and investigation tasks to examine these concepts. In addition, students will be able to select, prepare, and design a diverse range of foods from a variety of European countries.

### Content

- Induction to the kitchen, hygiene and safety
- Practicals
- Practical Report reflecting on a practical
- Food Design Task

### Cost

No additional costs anticipated.

Year 10

## Spice Up Your Cooking

Elective

One Semester

### Subject Description

Students will work collaboratively to cook their way through Asia. They will plan, devise, produce and evaluate dishes from a variety of Asian countries. Students will learn about the cultural origins of Asian food and the impact of Asian food culture in Australia.

### Content

- Induction to the kitchen, hygiene and safety
- Practicals
- Practical Report reflecting on a practical
- Food Design Task

### Cost

No additional costs anticipated.



Year 10

# Pedal Prix

Elective

One Semester

## Subject Description

This course will include elements from the Health and Physical Education Curriculum, as well as the Technology curriculum.

Students will undertake a weekly training in the trikes and work on improving personal fitness targets.

The rest of the course will revolve around trike maintenance, including normal bike maintenance, shell repairs, painting and graphic design.

## Content

- Healthy benefits of physical activity
- Challenge and adventure activities
- Explain how products evolve
- Investigate materials
- Look at how technologies can be combined to make solutions

## Cost

If students attend races, there will be accommodation and food costs as decided by parents. Students are expected to attend races with parents. In some cases there may also be a small entry fee on race days of \$5 to \$10.

Races are held throughout the year in Mount Gambier, Murray Bridge, Adelaide and Taillem Bend.

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%)

## Cost

There will be an opportunity for an excursion to Adelaide to compete in the First Technology Challenge. Anticipated cost will be under \$100.

## 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%)

### Cost

No additional costs anticipated.

## 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 exploring further 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%)

### Cost

No additional costs anticipated.

## Stage 1

# Digital Technologies

20 Credits (10 each)

Semester 1 & 2

### Subject Description

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

### Content

- Programming
- Advanced programming
- Data analytics
- Exploring innovations.

### Assessment

- Assessment Type 1: Project Skills
- Assessment Type 2: Digital Solution 1, 2, 3

### Cost

No additional costs anticipated.

## 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

School Based Assessment

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

External Assessment

- Resource investigation (30%)

### Cost

There will be an opportunity to complete in the First Technology Challenge in Adelaide. Anticipated cost will be under \$100.

## 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%)

### Cost

No additional costs anticipated.

## 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 and trends in the industry.
- Economic and environmental influences eg. the changing role of fast food.
- Political and legal influences eg. food hygiene legislation.
- Sociocultural influences eg. the changing nature of Australian cuisine.
- Technological influences eg. current technological advances in the industry.

### Assessment

School Based Assessment

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

External Assessment

- Investigation (30%)

### Cost

No additional costs anticipated.

**Subject Description**

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

**Content**

- Computational thinking
- Design and programming
- Data analytics
- Iterative project development.

**Assessment**

School Based Assessment

- Project Skills 1 - 4 (50%)
- Collaborative Project (20%)

External Assessment

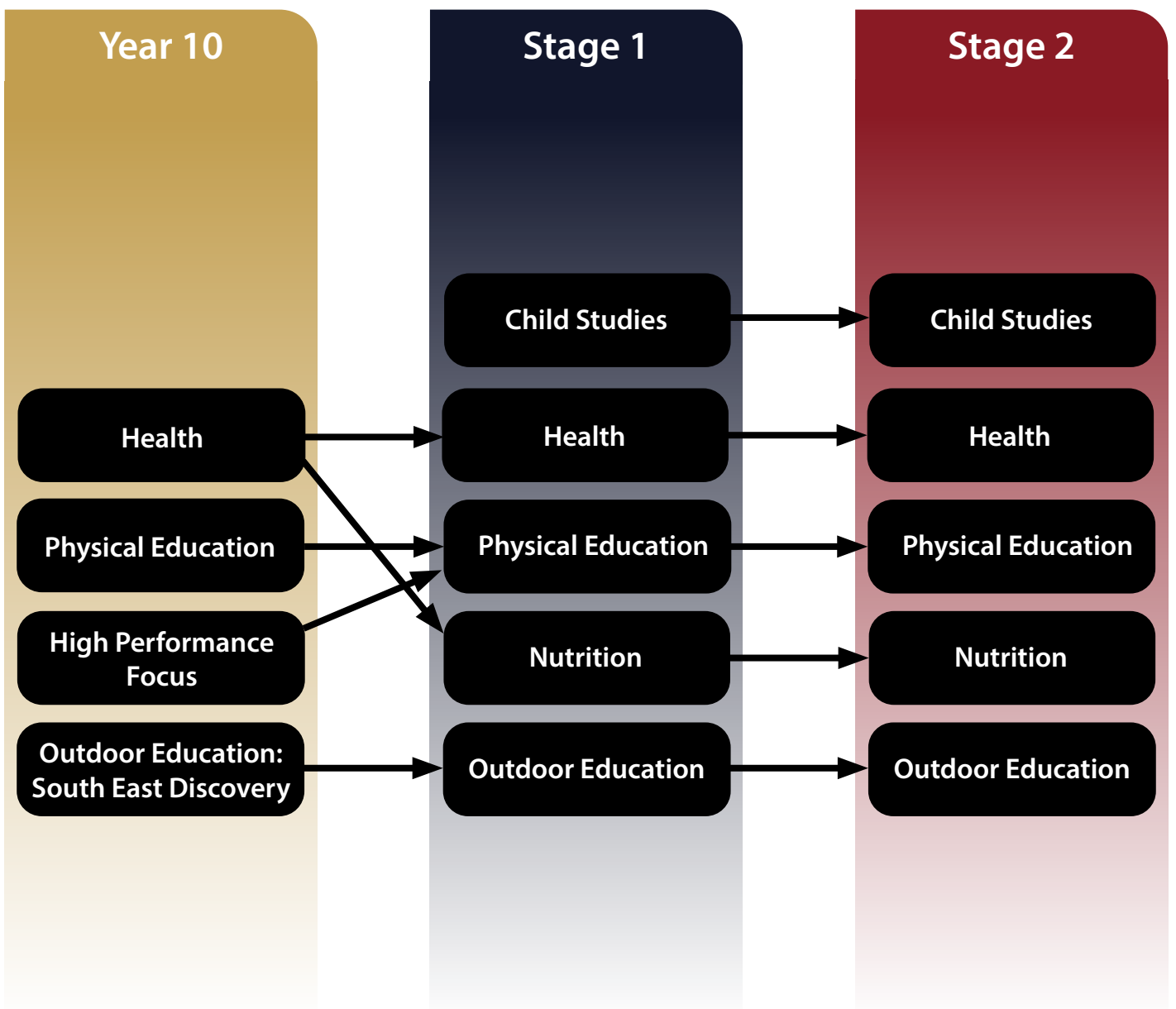
- Individual digital solution (30%)

**Cost**

No additional costs anticipated.



# Health and Physical Education



Year 10

## Health

Compulsory Subject

Semester 1 & 2

### Subject Description

Health 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.

### Content

- Health Literacy
- Community Health Promotion
- Sexual Health and Relationships
- Child Safe Curriculum

### Cost

No additional costs anticipated.

Year 10

## Physical Education

Compulsory Subject

Semester 1 & 2

### Subject Description

Students learn to apply more specialised movement skills, strategies and concepts in different movement 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

- Athletics
- Net & Wall Games
- Rhythmic & Expressive Movement
- Target Games
- Invasion Games

### Cost

No additional costs anticipated.

Year 10

## High Performance Focus

Choice

One Semester

### Subject Description

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

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 lead to greater movement confidence and competence. Physical activities can include sports, theme-based games, fitness and recreational activities.

### Content

- Biomechanics
- Improvement cycles
- Skill acquisition
- Energy systems

### Cost

No additional costs anticipated.

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.

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.

### Content

- Human impact
- Sustainability
- Navigation
- Environmental engagement

### 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%)
- Investigation (30%)

### Cost

No additional costs anticipated.

## 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

- Issues Response (30%)
- Group Activity (30%)
- Investigation (40%)

### Cost

No additional costs anticipated.

## 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 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%)

### Cost

No additional costs anticipated.

## Stage 1

# Nutrition

10 Credits

One Semester

### Subject Description

Good nutrition is integral to a healthy and active life, and it is important that accurate information on nutrition is made available to individuals and communities. Students of Nutrition are presented with up-to-date scientific information on the role of nutrients in the body as well as on social and environmental issues related to nutrition.

Students integrate scientific knowledge and skills gained in their study of nutrition and apply them to designing and carrying out investigations that explore the links between food, health, and diet-related diseases. 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 lifecycle
- 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
- Water

### Assessment

- Investigations Folio (50%)
- Skills and Applications Tasks (50%)

### Cost

No additional costs anticipated.

## 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 report (40%)
- Experiences in Natural Environments (60%)

These experiences includes two camps/journeys

### Cost

Previous Years Cost (2024) \$200

The variables include student numbers, type of camp (aquatic/land based), access to instructors.

## 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.

### Recommended Prerequisite

- Stage 1 Child Studies

### Content

- Investigating and critical analysis
- Problem-solving
- Practical application
- Collaborating
- Evaluating

### Assessment

School Based Assessment (70%)

- Practical Tasks
  - Group Tasks
- External Assessment (30%)
- Individual Investigation

### Cost

No additional costs anticipated.

## Stage 2

# Health

20 Credits

Full Year

### 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.

### Recommended Prerequisite

- Stage 1 Health

### 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

- Issues Response (40%)
- Group Activity (30%)
- Investigation (30%)

### Cost

No additional costs anticipated.

## 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.

### Recommended Prerequisite

- Stage 1 Physical Education

### Content

- Biomechanics
- Skill acquisition
- Exercise physiology
- Sports psychology

### Assessment

School Based Assessment (70%)

- Diagnostics
- Performance improvement

External Assessment (30%)

- Group dynamics

### Cost

Recommended study guide (\$70)

## 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.

### Recommended Prerequisite

- Stage 1 Nutrition

### Content

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

### Assessment

School Based Assessment (70%)

- Investigations Folio
- Skills and Applications Tasks

External Assessment (30%)

- External Assessment

### Cost

No additional costs anticipated.

## 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

School Based Assessment (70%)

- About natural environments
- Experiences in natural environments

External Assessment (30%)

- Connections with natural environments

### Cost

Costs dependent on number of students in the class, location of camp(s), and need for buses. Previous years cost (2024) \$250.



# Cross-Curricula

Year 10

Exploring Identities  
and Futures

Stage 1

Community Studies

Workplace Practices

Stage 2

Activating Identities  
and Futures

OR

Research Project

Community Studies

Workplace Practices



Year 10

## Exploring Identities and Futures

Compulsory

Semester 1 or 2

### Subject Description

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

EIF prepares students for their SACE (South Australian Certificate of Education) journey and the knowledge, skills, and capabilities required to be thriving learners. As an introduction to the SACE, students will be empowered to take ownership of where their pathway leads, exploring interests, work, travel and/or further learning.

### Content

- Develop agency by exploring their identity, interests, strengths, skills, capabilities and or values; and making choices about their learning
- Demonstrate self-efficacy through planning and implementing actions to develop their capabilities and connecting with future aspirations
- Apply self-regulation skills by contributing to activities to achieve goals, seeking feedback, and making decisions
- Develop their communication skills through interaction, collaboration, sharing evidence of their learning progress and developing connections with others.

### Assessment

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

### Cost

No additional costs anticipated.

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) designing and applying special effect make-up, photographing pet portraits, designing a website, making a film, 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%)

### Cost

No additional costs anticipated.

## Stage 1

# Workplace Practices

10 Credits

Semester 1

### 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 (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%)

### Cost

No additional costs anticipated.

## 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

School Based Assessment

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

External Assessment

- Evaluation or review (30%)

### Cost

No additional costs anticipated.



## 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

School Based Assessment – Contract of Work (70%)

- Development of contract
- Folio
- Presentation

External Assessment (30%)

- Reflection

### Cost

No additional costs anticipated.

## Stage 2

# Workplace Practices

20 Credits

Full Year

### 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

School Based Assessment

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

External Assessment

- Investigation (30%)

### Cost

No additional costs anticipated.

# Activating Identities and Futures

10 Credits

One Semester

## Subject Description

Compulsory for all Year 11 students. All students need to achieve a 'C' grade or better to complete their SACE requirements.

Activating Identities and Futures engages students to take greater ownership and agency over their learning as they select relevant strategies to explore, create and/or plan to progress an area of personal interest towards a learning output. Students develop the skills to 'learn how to learn' and strategies to 'know what to do when you don't know what to do'. Students explore ideas related to an area of personal interest through a process of self-directed inquiry. They draw on knowledge, skills and capabilities developed throughout their education that they can apply in this new context and select relevant strategies to progress the learning to a resolution

## Content

- Explore ideas related to an area of personal interest through a process of self-directed inquiry
- Apply knowledge, skills and capabilities to a new context
- Select relevant strategies to progress the learning to a resolution

## Assessment

School Based Assessment

- Portfolio (35%)
- Progress Checks (35%)

External Assessment

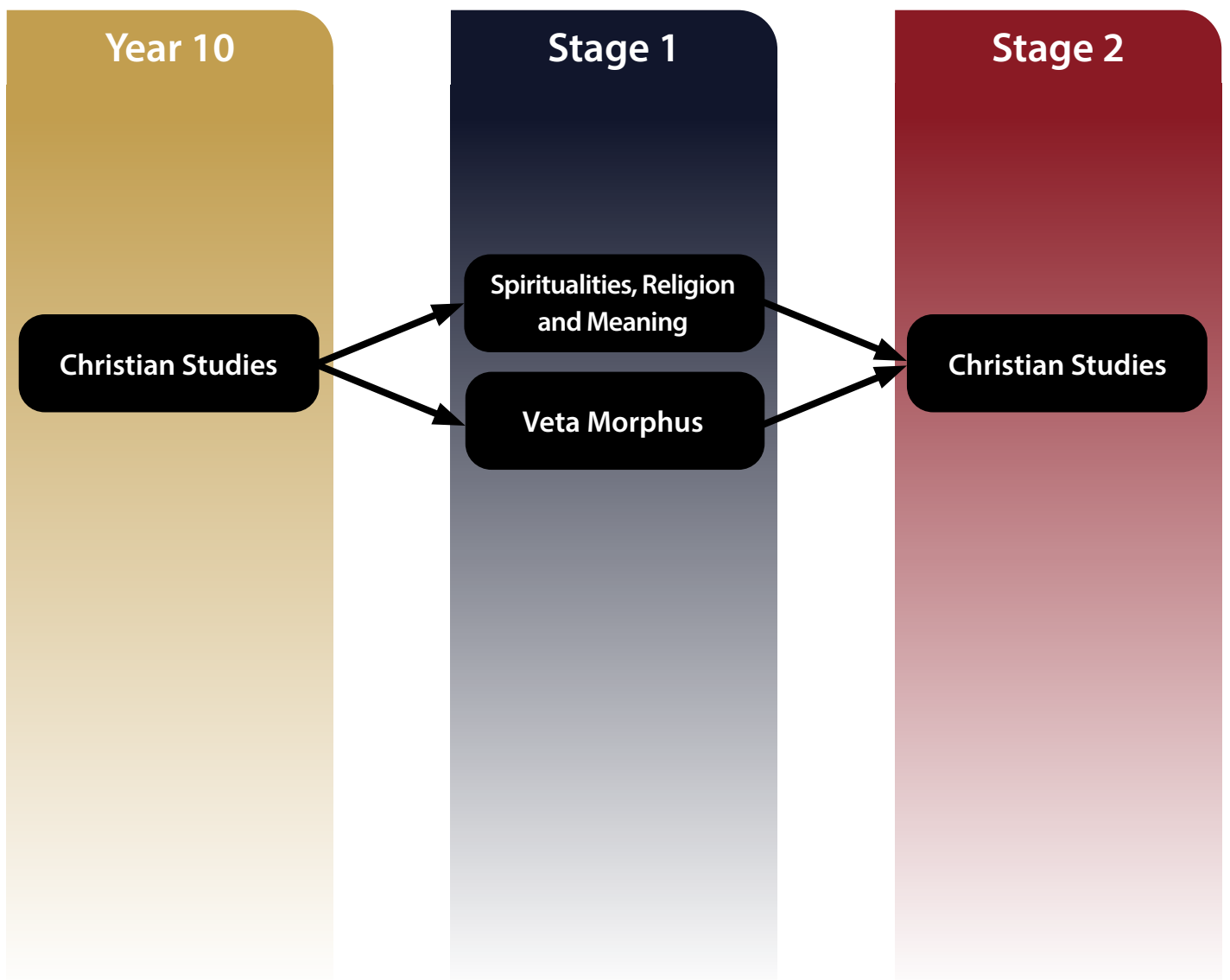
- Appraisal (30%)

## Cost

No additional costs anticipated.



# Christian Studies



Year 10

# Christian Studies

Compulsory Subject

One Semester

## 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.

## Cost

No additional costs anticipated.

Stage 1

# Spiritualities, 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
- 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%

## Cost

No additional costs anticipated.

Year 11

# Veta Morphus

Up to 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.

## Cost

The cost of this course (\$2100) is currently fully subsidised by the College. Students can expect to pay \$40 travel costs per retreat for 3 retreats.

Late submission of work may also attract fees as per the student manual.

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

## Cost

No additional costs anticipated.

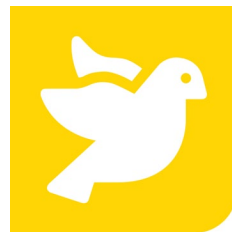
St Martins Lutheran College provides a positive learning environment in a vibrant community. We are a caring Christian school and our community embraces the following values:



### 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 (NIV)***



### 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.

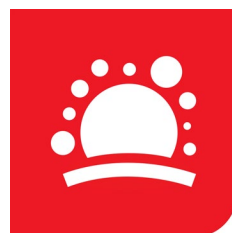
*But grow in the grace and knowledge of our Lord and Saviour Jesus Christ. **2 Peter 3:18***



### 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***



**St Martins** Lutheran College

**3 St Martins Drive  
Mount Gambier, SA 5290**

(08) 8725 1430

[www.stmartins.sa.edu.au](http://www.stmartins.sa.edu.au)

[office@stmartins.sa.edu.au](mailto:office@stmartins.sa.edu.au)