



**Mary MacKillop College**  
Kensington

**2026**

**Curriculum Handbook**

**Years 10, 11 and 12**







# Our Vision

To be an outstanding Catholic girls' school that is known for excellence in education and leadership for girls, pastoral care and academic results.

This excellence is brought to fruition through holistic, inspiring and enabling education.

At Mary MacKillop College students have the 'Courage to lead'.

# Our Values

St Mary of the Cross MacKillop was:

- a woman of faith and courage.
- a woman of strength and perseverance.
- a woman of compassion and unfailing love.

It is these values that our school community lives by; demonstrated in our work ethic, communication, celebrations and actions.

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Courage to lead

FROM THE

# Principal



Dear Families

The 2026 Curriculum Handbook is the result of senior leaders and teachers reflecting on what has been offered in the past, our current provision, the subjects our girls value as they forge their future pathways and the subjects that we have identified as giving MacKillop girls the knowledge, skills and experiences which will allow them to confidently take their place in a complex world. The subject selection process is a key feature in any secondary school and has its own special place in the school calendar.

For each year that students progress through secondary school, they are able to make more subject choices. Each year I would hope they are a little more informed as to how they see their future pathway, guided by what they enjoy doing and where they are drawn to.

While university and career information is important, an often overlooked aspect is what students enjoy doing outside school, what interests them and what types of careers will be in demand in the future.

I invite you, as parents, to sit down with your daughters and read through this document and discuss the subject offerings for 2026. Think about possible career options and the study that this may require.

The College staff are here to support you and your daughter's discernment. They are experienced in this process and are aware that it can be challenging. It is also an exciting part of your daughter's MacKillop journey.

**Sonia Nelson**  
Principal



# THE CURRICULUM

At Mary MacKillop College we encourage learning for life. Our curriculum aims to provide diverse, engaging and innovative learning experiences that equip girls for success in a changing world. We offer a wide range of opportunities for girls within the context of an excellent academic education, complimented by our Pastoral Care Program and faith formation.

The 2026 Curriculum Handbook has been designed to provide you with a complete overview of the curriculum offerings for the Senior School. Our curriculum offerings are based on the Australian Curriculum in Middle School, and the South Australian Certificate of Education (SACE) in the Senior School. A section of this handbook explains our Flexible Learning options which incorporate Vocational Education & Training (VET) and Community Learning Opportunities. Our Religious Education program from 7-12 is based on the Crossways Framework, which has been developed by Catholic Education South Australia (CESA).

The Mary MacKillop College Learning Framework reflects our values and identity, enabling success for all learners. Our holistic approach to learning ensures that each student has the structures and capacity to challenge themselves within a highly supportive environment.



We know that in a rapidly changing society, 21st Century learners need to be confident with technology, global in their thinking, problems solvers, work collaboratively and be ready to adapt to all situations.

These are reflected in the Australian Curriculum and SACE capabilities embedded throughout the curriculum which include:

- Literacy and Numeracy
- Information and Communication Technology
- Critical and Creative Thinking
- Personal and Social
- Ethical Understanding
- Inter-cultural Understanding

Developing critical and creative thinkers prepared for diverse and emerging career pathways including a focus on Science, Technology, Engineering, Arts and Mathematics (STEAM) has been fostered by collaborations with Catholic Education South Australia, UniSA, the Adelaide University, Flinders University and many other industry organisations. These collaborations have enabled us to provide dynamic and innovative STEAM projects and enrichment initiatives for our girls to become involved in and we encourage our Senior girls to step into these opportunities.

This comprehensive learning journey is further developed as students transition into the South Australian Certificate of Education (SACE) in Years 11 and 12. Our aim is to provide students with the opportunity to make informed decisions about their learning pathway beyond school. This process begins with subject selections in the Senior School.

To assist students and their families with their Senior School subject selections we will:

- Hold subject information sessions for students.
- Provide information evenings for parents and students to support our Senior secondary students in selecting the most appropriate areas of study that relate to their areas of interest and proposed career pathways
- Provide each student and their family an opportunity to meet with a course counsellor to help design their course pathway.
- Encourage each student to check their subjects with their Pastoral Care Teacher and seek any advice from current subject teachers, SACE Coordinator, Future Pathways Coordinator or Leaders of Learning.
- Have students enter their subject preferences with the Edval online facility.

# SUBJECT SELECTION

## Subject Selection Overview

Mary MacKillop students are empowered through our curriculum to make informed choices about who they become as people, learners and leaders in the world, both today and into the future.

The Curriculum Handbook is intended to assist students with the subject selection process and provide information about the diverse range of subject offerings at Mary MacKillop College.

It is recommended that students read through the Handbook thoroughly. The course descriptions and assessment details of each subject offered will support students to make their decisions. If students need further clarification on any aspects of the subjects, they should speak with the Leaders of Learning.

Students will receive a Subject Selection Form to complete this process. The form will enable them to reflect on their current academic achievements and plan their future pathways, based on their career aspirations. The Subject Selection Form also acts as a portal for subject recommendations in the senior learning areas of English, Mathematics and Science. It is important that students who plan to study subjects in these learning areas, obtain a teacher recommendation.

When choosing subjects students need to consider:

- their ability to manage the academic content of the subject;
- how much satisfaction and enjoyment they experience from the subject as they are more likely to do well in subjects they enjoy;
- their proven performance in related subjects in the past;
- what their previous academic school reports have shown.

Students should also:

- talk to their previous teachers as they know them best and can advise them on their capabilities and give recommendations;
- talk to parents, family, friends, and employers in the areas that they are interested in.

## SACE Information Evening & Subject Selection

The SACE Information & Subject Selection Evening is held early in Term 3 for students in Years 10 & 11.

Students and families attend a presentation outlining the requirements of the SACE, the subject selection and counselling process and the steps involved to assist students in making informed decisions regarding their 2026 subjects.

## Subject Counselling

Students, along with one parent/guardian, will have the opportunity to meet with a subject counsellor at the Subject Counselling session. Students will confirm their subjects with the counsellor and then complete their online Edval Choice Form.

Students are strongly advised to consult the Curriculum Handbook and make use of the many resources available at the College. They are also encouraged to have conversations with teachers, parents and students currently studying the subject, before making their subject choices prior to the Counselling Sessions.

## The Subject Selection Process

The Director of Teaching & Learning and SACE Co-ordinator will facilitate the subject selection process for students in Years 9, 10 and 11.

1. Years 10 & 11 students attend the SACE Information & Subject Selection Evening.
2. All students complete their Subject Selection Form.
3. Years 9, 10 & 11 students attend the Subject Counselling session for discussion and confirmation of subject selection.
4. All students are required to submit subject choices online via Edval Choice.
5. All students are required to submit their completed Subject Selection Form with the printed Edval Choice Form.
6. During Term 4, the timetable construction begins and additional subject counselling may take place where required

# The SACE

## THE SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION

### What is the SACE?

The South Australian Certificate of Education (SACE) is an internationally recognised qualification for life. The SACE is designed to help you to develop capabilities and provide you with skills and knowledge to live, work, and participate successfully in an ever-changing society.

The SACE provides students with the flexibility to choose subjects that reflects their 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 students' skills, knowledge, and personal capabilities throughout the year. Some subjects will have an end-of-year exam worth a maximum of 30% of the overall grade.

### Achieving SACE

The SACE certificate is based on two stages of achievement adding up to 200 credits.

- Stage 1 (Usually completed in Year 11) apart from the Exploring Identities and Futures subject, which Mary MacKillop College students complete in Year 10.
- Stage 2 (Usually completed in Year 12)

Each subject or course successfully completed earns 'credits' towards the SACE, with a minimum of 200 credits required for students to gain the certificate. A 10-credit subject is usually one semester of study, and a 20-credit subject is usually over two semesters. Students will receive a grade from A to E for each subject (A+ to E- at Stage 2).

SACE Compulsory subjects are:

- Exploring Identities and Futures (10 credits at Stage 1) – Previously PLP
- Activating Identities and Futures (10 credits at Stage 2) – Previously Research Project
- Literacy – 20 credits from a range of English subjects
- Numeracy – 10 credits from a range of Mathematics subjects
- other Stage 2 subjects totalling 60 credits

To achieve the SACE, students must complete these compulsory requirements with a C grade or higher at Stage 1, and a C- grade or higher at Stage 2.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses of a student's choice (such as vocational education and training (VET) or community learning).

Students who successfully complete all requirements will be awarded the SACE Certificate.



# The SACE

## THE SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION

### What is assumed knowledge?

Background knowledge in a SACE Stage 1 or Stage 2 subject, or an identified skill, that will enhance a student's understanding of the content of a given undergraduate course.

### What are prerequisites?

Prerequisites are SACE Stage 2 subjects (or equivalent) in which a student must achieve a minimum grade of C- (or equivalent) to be eligible for selection into a course.

### What are Recognised Studies?

Recognised Studies are subjects or learning, other than SACE subjects, that can count towards an ATAR. Recognised Studies can include Diploma subjects, university subjects, or VET awards. Studies must have the approval of the SACE Board to count towards the SACE, and approval from the universities to count towards an ATAR.

### What if I do more than one type of Recognised Studies?

More than one type of Recognised Studies can be used in the 30-credit flexible option of an ATAR calculation. However, Recognised Studies can only contribute a maximum of 20 credits to an ATAR. So, if students complete more than one type of Recognised Studies, depending on the credit value of each type, SATAC will either use 20 credits from one type, or 10 credits each from two types – whichever gives the student the best outcome.

### What is a valid pair?

A valid pair is formed when two 10 credit TAS from the same subject area used instead a 20 credit TAS in the calculation of an ATAR.

### What are counting restrictions?

Counting restrictions are used where it is desirable to limit the number of credits that can count towards the ATAR in a specific subject area. This is to ensure students study a broad range of subjects.

### What is a precluded combination?

Two subjects form a precluded combination if they have a significant overlap in content. They cannot both count towards your ATAR.

### What is scaling?

Scaling is a mathematical process that provides a basis for comparing performance in different SACE Stage 2 subjects which have different objectives, content and assessment processes. Raw scores obtained for subjects are scaled to ensure they are comparable before they are totalled to produce the university aggregate.

### What is a selection rank?

A selection rank determines a student's competitiveness relative to other applicants for the same course. The selection rank can be based on the ATAR, or it might be altered by adjustment factors or other selection criteria relevant for the course.

### What are adjustment factors?

Adjustment factors are extra points used in combination with a students' university aggregate to determine a course selection rank.

### Further information

Students are encouraged to speak with the SACE Coordinator for assistance in understanding the requirements of the SACE.

Students can also visit the SACE website at: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

# ATAR

## THE AUSTRALIAN TERTIARY ADMISSION RANK

### What is an ATAR?

The Australian Tertiary Admission Rank (ATAR) is a rank given to secondary students on a range from 0 to 99.95.

- The ATAR shows how a student performed in their studies compared to other students completing an Australian Year 12 program. SATAC calculates the ATAR from their university aggregate.

Tertiary institutions use the ATAR to select students for their courses. Course selection can be competitive. This happens when courses have more applicants than places available. To qualify for an ATAR, students need a university aggregate. SATAC calculates the university aggregate by combining the scaled scores from their best 90 credits of Tertiary Admission Subject (TAS).

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

- a Qualify for the SACE
  - b Follow the rules for precluded combinations
  - c Follow the rules for counting restrictions
  - d Complete at least 90 credits of study in Tertiary Admission Subjects (TAS) and Recognised Studies at Stage 2\*
  - e Of the 90 credits of study at least 60 credits of study must be from 20 credit TAS or valid pairs.
- \*90 credits of TAS must be completed in a maximum of three attempts which can be in non-consecutive years.*

#### How to calculate an ATAR

To calculate an ATAR from a students' university aggregate, SATAC (South Australian Tertiary Admissions Centre) looks at the percentage of students who achieved the same aggregate, or better. SATAC then assigns a percentile rank (between 0 and 100) for each university aggregate achieved.

For example:

- You get an aggregate of 78.00 out of 90.00
- 10% of students also get 78.00 out of 90.00 or better
- The aggregate of 78.00 now corresponds to rank of 90.00 (100 minus 10).

#### The ATAR is a Rank - not a Score

SATAC calculates ATAR every year for students who qualify for a university aggregate. The group of students who qualify for an aggregate in a given year is called the cohort.

- The next step is looking at where the cohort sits compared to the entire population of students across Australia who are in the same age group.
- Each year the cohort may differ from other years in that it may represent a smaller or larger percentage of the population who are in the same age group. The percentage from the given year is the participation rate.
- SATAC calculates the participation rate using population statistics from the Australian Bureau of Statistics and measure these against the size of the cohort.
- SATAC adjusts the percentile rank to take account of the participation rate and where individual students sit relative to the entire population.

#### The result is the ATAR (Australian Tertiary Admissions Rank).

So, if a student achieves an ATAR of 95.00 it shows that they performed as well as, or better than, 95% of the population.

# ATAR & SATAC

## South Australian TERTIARY ADMISSIONS CENTRE

**It is important to remember that the ATAR is a rank, not a score.** It compares overall performance across the group, rather than individual performance in specific subjects. Its purpose is to select students for tertiary courses.

Your ATAR is calculated from your University aggregate				
The ATAR is a rank that tertiary institutions use to select students for their courses. To get an ATAR from your University aggregate, SATAC looks at where your aggregate sits compared to other students.				
You need 90 Tertiary Admissions Subject (TAS) credits to calculate an aggregate				
20	20	20	+	30
3 x 20 = 60 TAS credits				Flexible Option
<ul style="list-style-type: none"><li>• A valid pair of 10 credit subjects can be counted in lieu of a 20 credit TAS</li><li>• The University aggregate calculation is subject to counting restrictions and precluded combinations</li></ul>			<p>The best outcome from a combination of approved options to the value of 30 credits</p> <ul style="list-style-type: none"><li>• 20 credit TAS</li><li>• 1/2 20 credit TAS*</li><li>• 10 credit TAS*</li><li>• Recognised Studies **</li></ul> <p><b>Note:</b> *one or more may be used **Maximum 20 credits of Recognised Studies can be counted</p>	
The university aggregate is the best possible outcome from these options				

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## SATAC Information

SATAC is the South Australian Tertiary Admissions Centre. SATAC calculates the ATAR (Australian Tertiary Admission Rank) for SACE. They also process and assess applications for tertiary study in South Australia and the Northern Territory for the following institutions.

- Charles Darwin University - [www.cdu.edu.au](http://www.cdu.edu.au)
- Flinders University - [www.flinders.edu.au](http://www.flinders.edu.au)
- The University of Adelaide - [www.adelaide.edu.au](http://www.adelaide.edu.au)
- University of South Australia - [www.unisa.edu.au](http://www.unisa.edu.au)
- SAIBT- [www.saibt.sa.edu.au](http://www.saibt.sa.edu.au)
- Tabor Institute of Higher Education - [www.tabor.edu.au](http://www.tabor.edu.au)
- Torrens University Australia - [www.torrens.edu.au](http://www.torrens.edu.au)
- TAFE SA - [www.tafesa.edu.au](http://www.tafesa.edu.au)

### 2026 SATAC Guide *(only available online)*

The SATAC Guide contains information about applying for tertiary study in South Australia and the Northern Territory.

Please use the Guide as a tool to help you make informed choices about your future studies.

### SATAC Tertiary Entrance Booklet *(only available online)*

The Tertiary Entrance booklet (TEB) provides information about tertiary entrance requirements for South Australian Certificate of Education (SACE).

It is designed to assist years 10, 11 and 12 students to make subject choices which will maximise their opportunities for tertiary study.





# FUTURE PATHWAYS

## Vocational Education & Training

Vocational Education and Training (VET) enables students to acquire skills and knowledge for work through a nationally recognised industry developed training package or accredited course. VET is delivered, assessed and accredited by Registered Training Organisations (RTO's)

Undertaking VET may benefit students' exploration of a variety of career pathways. Studying VET as part of the SACE gives students a head start on a qualification, which is a great way to fast track progress towards a rewarding career, while also developing independence and time-management skills.

Studying Vocational Education & Learning (VET) or micro-credentials as part of SACE enables students to get a head-start on industry recognised qualifications.

### VET Recognition in the SACE

The SACE enables students to include VET in their SACE studies. They can gain recognition for up to 150 SACE credits at Stage 1 and/or Stage 2 for successfully completed VET. A student will earn 10 SACE Credits for the successful completion of 70 nominal hours of VET, up to the maximum number of credits allocated to each qualification. A student will earn 5 SACE credits for the successful completion of 35 nominal hours of VET. These recognition arrangements help students to complete or make significant progress toward completing industry recognised and accredited training whilst simultaneously undertaking the SACE. Students' VET achievements will be reported on their SACE Record of Achievement against the qualification(s) that they have successfully undertaken.

### Why a VET Course?

A VET Course might be a good choice if students have a clear idea about their career pathway and the course will give them skills and a qualification towards their goal. Students who are good at managing their time, staying organised and learning independently may consider undertaking a VET Course as part of their SACE.

### How do students apply for VET?

Students who are interested in undertaking a VET course need to contact the Future Pathways Coordinator for a discussion of possible options. If a suitable course is identified, students will then work with the Coordinator to enrol and begin study. VET courses incur additional costs above school fees.

### Mary MacKillop College Careers Website

Mary MacKillop College Careers website supports students to design, implement and manage a future focused career plan that includes lifelong and life-wide learning.

<https://www.mmccareers.com.au/>

### Community Learning

The SACE Board recognises that learning doesn't just happen in the classroom, but in all kinds of settings. SACE students can earn credits for community service or activities through Recognised Community-developed Programs or self-directed community learning.

### Community-Developed Programs

Many community organisations develop and accredit their own programs which can be recognised towards the SACE at either Stage 1 or Stage 2 level.

Examples include the Australian Music Examinations Board, The Duke of Edinburgh's International Award, and the SA Country Fire Service.

Students who have received an award or certificate from one of the organisations detailed in the recognised community-developed programs may be eligible for SACE credits.

Students can apply for recognition of a community-developed program by completing the application form and submitting the form to their school's SACE Coordinator.

*Please note: Recognition is not granted against Exploring Identities and Futures (at Stage 1), the literacy or numeracy requirements, Activating Identities and Futures (at Stage 2), or the requirement for 60 credits at C grade or better at Stage 2.*

### Self-directed Community Learning

SACE credit for Self-directed Community Learning may be gained through learning experiences and/or activities that are not formally accredited within the curriculum. Examples of this type of learning include officiating at a series of sporting events; performing in sport at an elite level; planning and coordinating community or recreational events; taking a leadership role in volunteer organisations; taking responsibility for the care of an older adult or person with a disability etc.

The process for students to have their Self-directed Community Learning considered for recognition as part of their SACE involves the student submitting a Self-directed Community Learning Application Form and attending an interview with a Community Learning Assessor. To meet the requirements for satisfactory achievement, the student must provide evidence that addresses the nature, scope, and level of complexity of their community learning. For more information, please refer to the SACE website.

*Please note: Recognition is not granted against Exploring Identities and Futures (at Stage 1), the literacy or numeracy requirements, Activating Identities and Futures (at Stage 2), or the requirement for 60 credits at C grade or better at Stage 2.*

# FUTURE PATHWAYS

## Post Secondary Pathways

The following websites may provide students with additional information about the Tertiary, Vocational Education and Training (VET) and employment sectors within South Australia and Australia.

### The SACE Board of SA

- <https://www.sace.edu.au>

### South Australian Tertiary Websites

- Flinders University - <https://www.flinders.edu.au>
- Torrens University - <https://www.torrens.edu.au>
- University of Adelaide - <https://www.adelaide.edu.au>
- University of South Australia - <https://www.unisa.edu.au>

### Tertiary Admission Centres

- SATAC SA & NT - <https://www.satac.edu.au>
- QTAC Queensland - <https://www.qtac.edu.au/home>
- TISC WA - <https://www.tisc.edu.au/static/home.tisc>
- UAC NSW & ACT - <https://www.uac.edu.au>
- UTAS Tasmania - <https://www.utas.edu.au>
- VTAC Victoria - <https://www.vtac.edu.au>

# INCLUSIVE & GIFTED EDUCATION

Mary MacKillop College provides a nurturing culture which fosters the gifts of all our students. By ensuring learning needs are catered for through a differentiated curriculum we endeavour to support the learning and wellbeing of each student. Inclusive and Gifted Education at Mary MacKillop College is founded in the Josephite Ethos and underpinned by the Catholic Education Strategic Plan and Legislative and policy frameworks: Disability Discrimination Act (DDA, 1992), Disability Standards for Education (2005) Catholic Education South Australia (CESA) Students with Disabilities Policy (2010) and Catholic Education South Australia (CESA) Gifted Education Strategy (2023).

The College acknowledges and recognises that some students may have additional learning needs. These needs may be related to their academic progress or outstanding natural abilities, cognitive aptitude, social/emotional needs, sensory / kinaesthetic needs, physical difficulties or talents. Identification of student's needs may be sought through: relevant reports or assessments made available (with written parent consent) by outside professionals and agencies. Teacher and school assessments including NAPLAN, PAT and AGAT testing along with anecdotal information and observations will support imputed identification processes.

Students identified under the Catholic Education South Australia (CESA) policy, Students with Disabilities (2010) and those with learning difficulties, complex profiles, identified giftedness will be provided with a Personalised Plan for Learning (PPL) as part of the Nationally Consistent Collection of Data (NCCD). A collaborative process with parents, carers and agencies will be encouraged for meeting student needs. College staff will liaise and work in partnership with parents, carers and agencies in the planning of support for students with additional needs. Teachers will provide a curriculum in which students can access and participate successfully. Case management will be provided for students considered 'at risk'. Teachers will provide learning approaches that recognise and build on student strengths.

Mary MacKillop College has a strong commitment to all students to ensure they are provided with opportunities to explore their full potential. This may comprise reasonable adjustments to the curriculum, modifications to the environment, flexible pedagogical practices, varied assessment methods, enrichment or acceleration opportunities. Our supportive structures ensure that every student is encouraged, valued and accepted and they are provided with opportunities to demonstrate their individual strengths and aspirations and have access to the curriculum to which they are entitled.

# LEARNING AREA

## Overview 2026

Learning Area	Year 7	Year 8	Year 9
The Arts	<ul style="list-style-type: none"> <li>• Art</li> <li>• Dance</li> <li>• Drama</li> <li>• Music</li> </ul>	<ul style="list-style-type: none"> <li>• Art</li> <li>• Dance</li> <li>• Dance Academy (<i>Audition</i>)</li> <li>• Drama</li> <li>• Music</li> </ul>	<ul style="list-style-type: none"> <li>• Art A / Art B</li> <li>• Dance</li> <li>• Dance Academy (<i>Audition</i>)</li> <li>• Drama</li> <li>• Music A &amp; B</li> </ul>
Business, Enterprise & Technology	<ul style="list-style-type: none"> <li>• Digital Technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Technologies - Digital &amp; Design</li> </ul>
Cross Disciplinary Studies		<ul style="list-style-type: none"> <li>• Project Based Learning</li> </ul>	
English	<ul style="list-style-type: none"> <li>• English</li> </ul>	<ul style="list-style-type: none"> <li>• English</li> </ul>	<ul style="list-style-type: none"> <li>• English</li> </ul>
Food & Fabric Technology	<ul style="list-style-type: none"> <li>• Food &amp; Fabric Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Food &amp; Fabric Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Global Cuisine &amp; Fabric Technology</li> <li>• Nutrition &amp; Textiles</li> </ul>
Health & Physical Education	<ul style="list-style-type: none"> <li>• Health &amp; Physical Education</li> <li>• PE Specialist Sport - Netball</li> </ul>	<ul style="list-style-type: none"> <li>• Health &amp; Physical Education</li> <li>• PE Specialist Sport - Netball or Soccer</li> </ul>	<ul style="list-style-type: none"> <li>• Health &amp; Physical Education</li> <li>• PE Specialist Sport- Netball or Soccer</li> </ul>
Humanities & Social Sciences	<ul style="list-style-type: none"> <li>• Humanities</li> </ul>	<ul style="list-style-type: none"> <li>• Humanities</li> </ul>	<ul style="list-style-type: none"> <li>• Geography</li> <li>• History</li> </ul>
Languages	<ul style="list-style-type: none"> <li>• Italian</li> </ul>	<ul style="list-style-type: none"> <li>• Italian</li> </ul>	<ul style="list-style-type: none"> <li>• Italian A &amp; B</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics</li> </ul>
Religious Education	<ul style="list-style-type: none"> <li>• Religious Education</li> </ul>	<ul style="list-style-type: none"> <li>• Religious Education</li> </ul>	<ul style="list-style-type: none"> <li>• Religious Education</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Science</li> </ul>	<ul style="list-style-type: none"> <li>• Science</li> </ul>	<ul style="list-style-type: none"> <li>• Science</li> </ul>



Year 10	Year 11 SACE Stage 1	Year 12 SACE Stage 2
<ul style="list-style-type: none"> <li>• Dance, Stage 1 (10 credits)</li> <li>• Drama</li> <li>• Music A / B</li> <li>• Music C Music Media</li> <li>• Visual Arts - Art A / Art B / Design</li> </ul>	<ul style="list-style-type: none"> <li>• Dance, Stage 2 (20 credits)</li> <li>• Drama (10 credits)</li> <li>• Music Advanced (2 x 10 credits)</li> <li>• Visual Arts - Art A &amp; B (2 x 10 credits)</li> <li>• Visual Arts - Design (10 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• Drama (20 credits)</li> <li>• Music Explorations (20 credits)</li> <li>• Music Performance Ensemble (10 credits)</li> <li>• Music Performance Solo (10 credits)</li> <li>• Visual Arts - Art / Design (20 credits)</li> </ul>
<ul style="list-style-type: none"> <li>• Technologies - Digital &amp; Design</li> </ul>	<ul style="list-style-type: none"> <li>• Business Innovation (10 credits)</li> <li>• Information Processing &amp; Publishing (10 credits)</li> <li>• Tourism (10 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• Business Innovation (20 credits)</li> <li>• Information Processing &amp; Publishing (20 credits)</li> <li>• Tourism (20 credits)</li> </ul>
<ul style="list-style-type: none"> <li>• Exploring Identities &amp; Futures Stage 1 (10 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• Activating Identities &amp; Futures Stage 2 (10 credits)</li> </ul>	
<ul style="list-style-type: none"> <li>• English</li> </ul>	<ul style="list-style-type: none"> <li>• English A &amp; B (2 x 10 credits)</li> <li>• Essential English A &amp; B (2 x 10 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• English (20 credits)</li> <li>• Essential English (20 credits)</li> <li>• English Literary Studies (20 credits)</li> </ul>
<ul style="list-style-type: none"> <li>• Catering &amp; Cafe Culture</li> <li>• Creative Culinary &amp; Textile Design</li> </ul>	<ul style="list-style-type: none"> <li>• Child Studies (10 credits)</li> <li>• Food &amp; Hospitality (10 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• Child Studies (20 credits)</li> <li>• Food &amp; Hospitality (20 credits)</li> </ul>
<ul style="list-style-type: none"> <li>• Health &amp; Wellbeing</li> <li>• Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>• Health &amp; Wellbeing (10 credits)</li> <li>• Physical Education A &amp; B (2 x 10 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• Health &amp; Wellbeing (20 credits)</li> <li>• Physical Education (20 credits)</li> </ul>
<ul style="list-style-type: none"> <li>• Geography</li> <li>• History</li> </ul>	<ul style="list-style-type: none"> <li>• Modern History (10 credits)</li> <li>• Women's Studies (10 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• Modern History (20 credits)</li> <li>• Women's Studies (20 credits)</li> </ul>
<ul style="list-style-type: none"> <li>• Italian (Year 10) S1</li> <li>• Italian Continuers (Stage 1) S2</li> </ul>	<ul style="list-style-type: none"> <li>• Italian Continuers , Stage 2 (20 credits)</li> </ul>	
<ul style="list-style-type: none"> <li>• Essential Mathematics</li> <li>• General Mathematics (Semester 2)</li> <li>• Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Essential Mathematics A &amp; B (2 x 10 credits)</li> <li>• General Mathematics A &amp; B (2 x 10 credits)</li> <li>• Mathematical Methods A, B, C (up to 3 x 10 credits)</li> <li>• Specialist Mathematics (10 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• Essential Mathematics (20 credits)</li> <li>• General Mathematics (20 credits)</li> <li>• Mathematical Methods (20 credits)</li> <li>• Specialist Mathematics (20 credits)</li> </ul>
<ul style="list-style-type: none"> <li>• Spiritualities, Religion and Meaning, Stage 1 (10 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• Spiritualities, Religion and Meaning (10 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• Spiritualities, Religion and Meaning (10 credits)</li> </ul>
<ul style="list-style-type: none"> <li>• Science</li> </ul>	<ul style="list-style-type: none"> <li>• Biology A &amp; B (2 x 10 credits)</li> <li>• Chemistry A &amp; B (2 x 10 credits)</li> <li>• Nutrition (10 credits)</li> <li>• Physics A &amp; B (2 x 10 credits)</li> <li>• Psychology (10 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• Biology (20 credits)</li> <li>• Chemistry (20 credits)</li> <li>• Nutrition (20 credits)</li> <li>• Physics (20 credits)</li> <li>• Psychology (20 credits)</li> </ul>

# YEAR 10

## Curriculum & Pastoral Care

Year 10 students study compulsory subjects including Spiritualities, Religion & Meaning, English, History, Mathematics, Science and they begin their SACE studies with the Stage 1 Exploring Identities and Futures.

Students will also select four semester elective subjects.

Year 10 Subjects	Semester	Full Year	SACE credits	Page
<b>RELIGIOUS EDUCATION</b>				
Spiritualities, Religion & Meaning (Stage 1)	Y		10	20
<b>THE ARTS</b>				
Dance A & B ( Stage 1)	Y	Y	10 / 20	22
Drama	Y			24
Music A & B	Y			26
Music C Music Media	Y			26
Visual Arts - Art A & Art B	Y			32
Visual Arts - Design	Y			32
<b>BUSINESS, ENTERPRISE &amp; TECHNOLOGY</b>				
Technologies - Digital & Design	Y			38
<b>CROSS-DISCIPLINARY STUDIES</b>				
Exploring Identities and Futures (Stage 1)	Y		10	44
<b>ENGLISH</b>				
English		Y		46
<b>FOOD &amp; FABRIC TECHNOLOGY</b>				
Catering & Cafe Culture	Y			50
Creative Culinary & Textile Design	Y			51

## Pastoral Care Overview

The Year 10 Pastoral Care program focuses on the wellbeing quality of Compassion.

Year 10 MacKillop students are supported and encouraged to investigate life outside of their own world. They select charities to support and develop ways in which they can raise funds and awareness to support their chosen field. In conjunction with the Retreat, Year 10 students have the opportunity to visit support centres throughout Adelaide hearing from a variety of people who show compassion to those in our community who need it.

Additional themes investigated in the Pastoral Care program include developing sustainable study habits, leadership formation and post school pathways. Students take part in My Future activities which are designed to expose them to a variety of post school opportunities and pathways.

Students also have the opportunity to visit our national capital in our MacKillop Discovers Canberra tour.

Year 10 Subjects	Semester	Full Year	SACE credits	Page
<b>HEALTH &amp; PHYSICAL EDUCATION</b>				
Health & Wellbeing	Y			56
Physical Education A & B	Y	Y		60-61
<b>HUMANITIES &amp; SOCIAL SCIENCES</b>				
Geography	Y			64
History	Y			66
<b>LANGUAGES</b>				
Italian <i>Semester 1</i>	Y			68
Italian Continuers (Stage 1) <i>Semester 2</i>	Y		10	69
<b>MATHEMATICS</b>				
Essential Mathematics ( <i>teacher recommendation</i> )		Y		71
Mathematics ( <i>teacher recommendation</i> )		Y		73
General Mathematics ( <i>teacher recommendation</i> ) <i>Semester 2</i>	Y			75
<b>SCIENCE</b>				
Science		Y		98



# YEAR 11

## Curriculum & Pastoral Care

Spiritualities, Religion & Meaning (10 credits) is a compulsory subject studied at Year 11 for all students. All other subjects chosen are elective semester subjects with a total of 12 subjects studied.

Students must ensure they select the appropriate subjects at Year 11 to ensure any prerequisite requirements are met for Stage 2 subjects.

### Requirements for completing the SACE

Stage 1 (Year 11) continues the SACE journey and students must meet the compulsory SACE requirements by achieving a minimum "C" grade in the following subjects:

- English (Literacy) (20 credits) Studied in Semester 1 & 2
- Mathematics (Numeracy) (10 credits) Studied in Semester 1
- Exploring Identities & Futures (10 credits) Stage 1, Studied in Year 10
- Activating Identities & Futures (10 credits) Stage 2, Studied in Year 11

Year 11 Subjects	Semester	Full Year	SACE Credits	Page
<b>RELIGIOUS EDUCATION</b>				
Spiritualities, Religion and Meaning	Y		10	21
<b>THE ARTS</b>				
Dance (Stage 2)		Y	20	22
Drama	Y		10	25
Music Advanced A & B	Y	Y	10 / 20	28
Visual Arts - Art A & Art B	Y	Y	10 / 20	34
Visual Arts - Design	Y		10	35
<b>BUSINESS, ENTERPRISE &amp; TECHNOLOGY</b>				
Business Innovation	Y		10	40
Information Processing & Publishing	Y		10	39
Tourism	Y		10	42
<b>CROSS-DISCIPLINARY STUDIES</b>				
Activating Identities & Futures (Stage 2)	Y		10	45
<b>ENGLISH</b>				
English		Y	2 x 10	47
Essential English		Y	2 x 10	47

## Pastoral Care Overview

The Year 11 Pastoral Care program focuses on the wellbeing quality of Persistence.

Year 11 MacKillop students are supported and encouraged to continue building and developing their ability to be persistent as they enter the final two years of their high school journey. They explore themes such as respectful relationships, navigating the SACE, career investigation, road safety awareness and leadership development.

Throughout the Pastoral Care program Year 11 students also have the opportunity to act as buddies and mentors to the Year 8 students. The two cohorts come together throughout the year to work on further strengthening connections across the school. The relationships formed with these buddies continue into the following year.

Year 11 Subjects	Semester	Full Year	SACE Credits	Page
<b>HEALTH &amp; PHYSICAL EDUCATION</b>				
<b>FOOD &amp; FABRIC TECHNOLOGY</b>				
Child Studies	Y		10	52
Food & Hospitality	Y		10	54
Health & Wellbeing	Y		10	57
Physical Education A & B	Y	Y	10 / 20	62
<b>HUMANITIES &amp; SOCIAL SCIENCES</b>				
Modern History	Y		10	66
Women's Studies	Y		10	65
<b>LANGUAGES</b>				
Italian - Continuers (Stage 2)		Y	20	69
<b>MATHEMATICS</b>				
Essential Mathematics A & B	Y		10 / 20	77
General Mathematics A & B	Y		10 / 20	79 / 81
Mathematical Methods A, B, C	Y		10 / 20 / 30	83 / 85 / 87
Specialist Mathematics	Y		10	89
<b>SCIENCE</b>				
Biology A & B	Y	Y	10 / 20	100
Chemistry A & B		Y	10 / 20	102
Nutrition	Y		10	104
Physics A & B	Y	Y	10 / 20	106
Psychology	Y		10	108

# YEAR 12

## Curriculum & Pastoral Care

Spiritualities, Religion & Meaning (10 credits) is a compulsory subject studied at Year 12 for all students.

### Requirements for completing the SACE

In order to be eligible for 2027 entry into any one of the three universities in South Australia, students must qualify for the South Australian Certificate of Education (SACE) and meet the requirements to obtain an ATAR. An ATAR is based on 90 Credits of Stage 2 study which includes 4 TAS 20 credit subjects.

To be awarded the SACE students completing Stage 2 in 2026 must:

- complete 200 credits of SACE subjects (or equivalent)
- achieve a minimum C grade in Stage 1 Exploring Identities and Futures, 20 credits of literacy and 10 credits of numeracy subjects
- achieve a minimum C- grade in Stage 2 Activating Identities and Futures (10 credits)
- achieve a minimum C- grade in an additional 60 credits at Stage 2 (3 x 20 credit subjects).

### Pastoral Care Overview

The Year 12 Pastoral Care program focuses on the wellbeing quality of being Self-assured.

Year 12 MacKillop students are supported and encouraged to continue building on their ability to be confident in themselves and their abilities in their final year at the College.

Students explore themes such as respectful relationships, post school pathways and options, and study and time management. They are also encouraged to reflect on their time at the College and to offer gratitude to those in the community who have made a difference in their lives.

Throughout the Pastoral Care program Year 12 students follow their buddy into Year 9. This mentor role provides the Year 12 student with an opportunity to show leadership and build on the connections formed in the previous year, as they support the younger student in her third year of high school.

Year 12 Subjects	Semester	Full Year	SACE Credits	Page
<b>RELIGIOUS EDUCATION</b>				
Spiritualities, Religion & Meaning		Y	10	21
<b>THE ARTS</b>				
Drama		Y	20	25
Music Explorations		Y	20	28
Music Performance Ensemble / Solo		Y	2 x 10	31
Visual Arts - Art / Design		Y	20	36



Year 12 Subjects	Semester	Full Year	SACE Credits	Page
<b>BUSINESS, ENTERPRISE &amp; TECHNOLOGY</b>				
Business Innovation		Y	20	41
Information Processing & Publishing		Y	20	39
Tourism		Y	20	43
<b>ENGLISH</b>				
English		Y	20	48
Essential English		Y	20	49
English Literary Studies		Y	20	49
<b>FOOD &amp; FABRIC TECHNOLOGY</b>				
Child Studies		Y	20	53
Food & Hospitality		Y	20	55
<b>HEALTH &amp; PHYSICAL EDUCATION</b>				
Health & Wellbeing		Y	20	58
Physical Education		Y	20	63
<b>HUMANITIES &amp; SOCIAL SCIENCES</b>				
Modern History		Y	20	67
Women's Studies		Y	20	65
<b>MATHEMATICS</b>				
Essential Mathematics		Y	20	91
General Mathematics		Y	20	93
Mathematical Methods		Y	20	95
Specialist Mathematics		Y	20	97
<b>SCIENCE</b>				
Biology		Y	20	101
Chemistry		Y	20	103
Nutrition		Y	20	105
Physics		Y	20	107
Psychology		Y	20	109

# Religious Education

## SUBJECT FLOWCHART

## YEAR 10

Spiritualities, Religion & Meaning  
Stage 1

### Year 7

Religious Education  
Compulsory

### Year 8

Religious Education  
Compulsory

### Year 9

Religious Education  
Compulsory

### Year 10

Stage 1 Spiritualities, Religion and Meaning  
Compulsory, Semester

### Year 11

Stage 1 Spiritualities, Religion and Meaning  
Compulsory, Semester

### Year 12

Stage 2 Spiritualities, Religion and Meaning  
Compulsory, Full Year

SACE Credits

10 Credits

Prerequisites

Year 9 Religious Education

### Course Description

In Spiritualities, Religion & Meaning students develop and demonstrate their understanding of the influence of spiritual and/or religious perspectives on a local, national, or global community, by engaging with one or more images, artefacts, texts, documentaries, or feature films.

They collaborate with others to develop, apply, and reflect on their understanding of some spiritual and/or religious principles that underpin social justice actions within the school or broader community; and they investigate a contemporary issue linked to one of the big ideas below.

The six big ideas frame learning in this subject by inviting inquiry into spiritual and /or religious perspectives in context. Students will study one or two big ideas.

- Growth, belonging and flourishing
- Community, justice and diversity
- Story, visions and futures
- Spiritualities, religions and ultimate questions
- Life, the universe and integral ecology
- Evil and suffering

Topics include:

- Understanding Aboriginal and Torres Strait Islander Spirituality
- Solidarity for justice prioritising the poor and marginalised
- Made in the Image of God (MITIOG) Human Sexuality: an understanding of how to live with sexual integrity and the implications of sexual behaviour.

### Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Representations
- Connections
- Issues investigation

**Attendance and participation in the Year 10 Retreat is compulsory.**

# YEAR 11

## Spiritualities, Religion & Meaning Stage 1

SACE Credits	10 credits
Prerequisites	Stage 1 Spiritualities, Religion and Meaning (Year 10 course)

### Course Description

In Spiritualities, Religion and Meaning students are provided with an additional opportunity to further develop and demonstrate their understanding of the influence of spiritual and/or religious perspectives on a local, national, or global community, by engaging with one or more images, artefacts, texts, documentaries, or feature films.

They continue to collaborate with others to develop, apply, and reflect on their understanding of some spiritual and/or religious principles that underpin social justice actions within the school or broader community; and they investigate a contemporary issue linked to one of the big ideas below.

The six big ideas frame learning in this subject by inviting inquiry into spiritual and /or religious perspectives in context. Students will study one or two big ideas.

- Growth, belonging and flourishing
- Community, justice and diversity
- Story, visions and futures
- Spiritualities, religions and ultimate questions
- Life, the universe and integral ecology
- Evil and suffering

Topics include:

- Religion, faith and spirituality: finding ultimate meaning through Religion and/or spirituality
- Morality and ethics: the issues of injustices for refugees and ethical consumerism
- Made in the Image of God (MITIOG) Human Sexuality: an understanding of how to live with sexual integrity and the implications of sexual behaviour.

### Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Representations
- Connections
- Issues investigation

**Attendance and participation in the Year 11 Retreat is compulsory.**

# YEAR 12

## Spiritualities, Religion & Meaning Stage 2

SACE Credits	10 Credits
Prerequisites	Stage 1 Spiritualities, Religion & Meaning

### Course Description

In Spiritualities, Religion and Meaning students explore key beliefs, values and practices of one or more spiritualities or religions. They engage with the topic individually and in collaboration with others, through imaginative exploration, research, dialogue, open questioning, and empathetic listening.

They 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. Students will individually explore and evaluate an existing initiative related to a local, national, or global issue related to a big idea of their choice, considering spiritual and/or religious perspectives.

The following six big ideas frame learning in this subject by inviting inquiry into spiritual and /or religious perspectives in context. Students will study one or two big ideas.

- Growth, belonging and flourishing
- Community, justice and diversity
- Story, visions and futures
- Spiritualities, religions and ultimate questions
- Life, the universe and integral ecology
- Evil and suffering

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

#### School-based Assessment

- Reflective analysis: 40%
- Connective task: 30%

#### External Assessment

- Transformative action: 30%

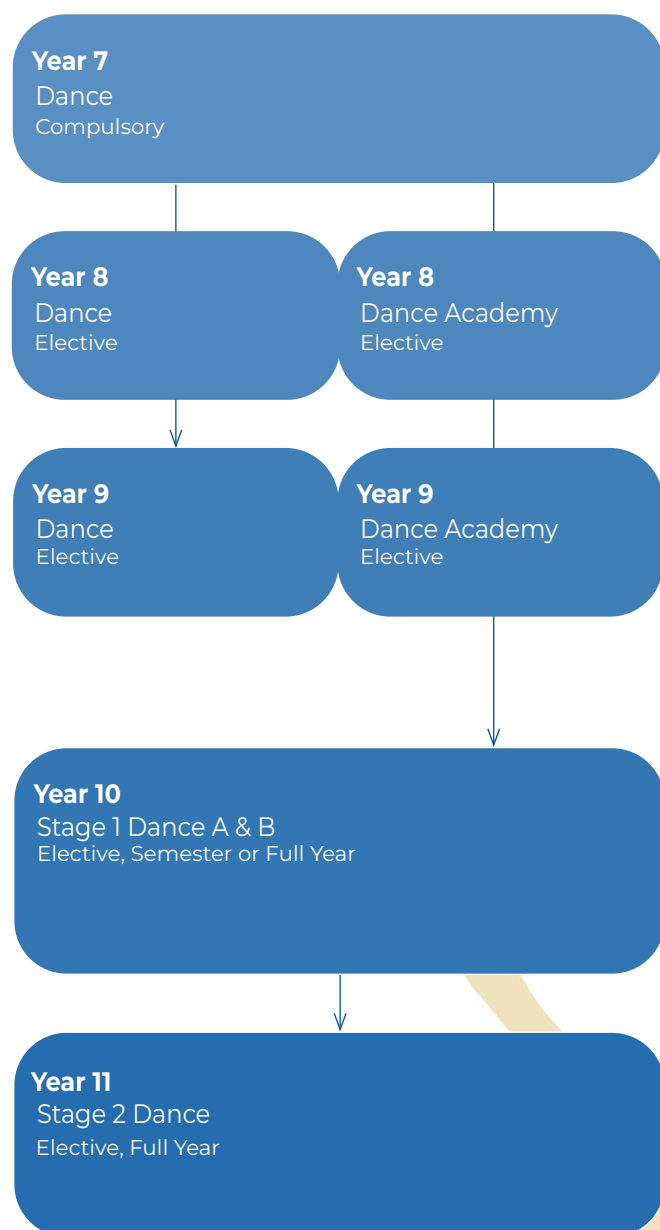
**Attendance and participation in the Year 12 Retreat is compulsory.**

# The Arts - Dance

## SUBJECT FLOWCHART

## YEAR 10

Dance A & B, Stage 1



SACE credits

10 or 20 Credits

Prerequisites

Year 9 Dance Academy

### Course Description

This course will allow students to continue to develop knowledge and understanding of dance skills, dance elements, structural devices, production elements, and safe dance practice. Students apply technical and expressive dance skills in performance, communicate choreographic intent to an audience through composition, reflect on their own creative works as an artist and investigate dance in global contexts.

Students will focus on three main areas of study:

- Understanding dance
- Creating dance
- Responding to dance

The practical components will consist of a performance highlighting choreography and performance skill. The theoretical section will include an investigation into dance practice and performance from specific cultures and tasks reflecting on the students' creative development as a dancer or choreographer.

### Assessment

Students demonstrate evidence of their learning through the following assessments:

- Skills development: 30%
- Creative explorations: 50%
- Dance contexts: 20%

The 10 credit course (one semester) includes one assessment in each of these areas.

The 20 credit course (full year) includes two assessments.

*Note: A full year of Stage 1 Dance studied in Year 10, is the pre-requisite for studying Stage 2 Dance in Year 11.*

# YEAR 11

## Dance, Stage 2

SACE Credits	20 credits
Prerequisites	Dance A & B, Stage 1 <i>studied in Year 10</i>

### Course Description

This course will further enhance knowledge and understanding of dance through the development of practical movement skills, choreographic exploration and performance. Students develop aesthetic and kinaesthetic intelligence, using the body as an instrument for the expression and communication of ideas. Working both independently and collaboratively, students experience a range of dance genres and consider the role of dance in different cultural contexts.

Stage 2 Dance consists of three areas of study

- Understanding dance
- Creating dance
- Responding to dance.

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

#### School-based Assessment

- Performance portfolio: 40%
- Dance contexts: 30%

#### External Assessment

- Skills development portfolio: 30%





# The Arts - Drama

## SUBJECT FLOWCHART

## YEAR 10

### Drama

#### Year 7

Drama  
Compulsory

#### Year 8

Drama  
Elective

#### Year 9

Drama  
Elective

#### Year 10

Drama  
Elective, Semester

#### Year 11

Stage 1 Drama  
Elective, Semester

#### Year 12

Stage 2 Drama  
Elective, Full Year

#### Prerequisites

Year 9 Drama is preferred.

#### Course Description

This course encourages students to develop a practical understanding of the elements of drama and how they can be utilised to engage and communicate meaning. Ensemble skills are developed as students participate collaboratively and creatively in the planning, rehearsal and performance of devised and scripted drama.

Students use movement, voice, language and characterisation to explore roles, relationships and situations. They analyse different viewpoints through critical reviews of their own performances and the work of others.

The course content includes:

- Dramatic presentation
- Production process
- Improvisation
- Characterisation
- Performance: devised and scripted
- Critical analysis

#### Assessment

The assessment for this course involves individual and collaborative work.

Students will be assessed on their understanding of the theory and practical topics. Assessments may be based on skill development, performance, collaborative tasks, reflective and analytical skills through written responses.

# YEAR 11

## Drama

SACE Credits	10 credits
Prerequisites	Year 10 Drama

### Course Description

This course will further develop knowledge and understanding of dramatic elements and how they can be utilised to engage and communicate meaning. Ensemble skills are developed as students participate collaboratively and creatively in the planning, rehearsal and performance of devised and scripted drama. They use movement, voice, language and characterisation to explore roles, relationships and situations. Students analyse different viewpoints through critical reviews of their own performances and the work of professional artists.

Stage 1 Drama consists of the following three areas of study:

- Company and performance
- Understanding and responding to Drama
- Drama and technology

In Drama, students develop their creativity, collaboration, critical thinking and communication skills. Students adopt roles from dramatic fields of theatre. Drama is active and participatory, involving the process of imagining, developing and creating original narratives, viewpoints and artistic products.

### Assessment

Students demonstrate evidence of their learning through the following assessments:

- Performance: 40%
- Responding to Drama: 30%
- Creative synthesis: 30%

The course includes one assessment in each of these areas.

# YEAR 12

## Drama

SACE Credits	20 Credits
Prerequisites	Stage 1 Drama

### Course Description

This course fosters creativity, collaboration, critical thinking and communication skills. Students refine ethical and intercultural understanding skills as they learn and develop as practising dramatic artists. They use movement, voice, language and characterisation to explore roles, relationships and situations. Students analyse different viewpoints through critical reviews of their own performances and the work of professional artists.

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

- Company and production
- Exploration and vision

In Drama, students develop their capacity as creative thinkers and meaningful storytellers, learning highly transferable life skills, including problem-solving, collaboration, informed risk-taking, creativity, innovation, and applied entrepreneurial skills. Through focused practical and theoretical study, students collaborate to present a range of meaningful viewpoints, refining aesthetic understanding to demonstrate their knowledge in innovative and engaging ways.

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

#### *School-based Assessment*

- Group Production: 40%
- Evaluation & Creativity: 30%

#### *External Assessment*

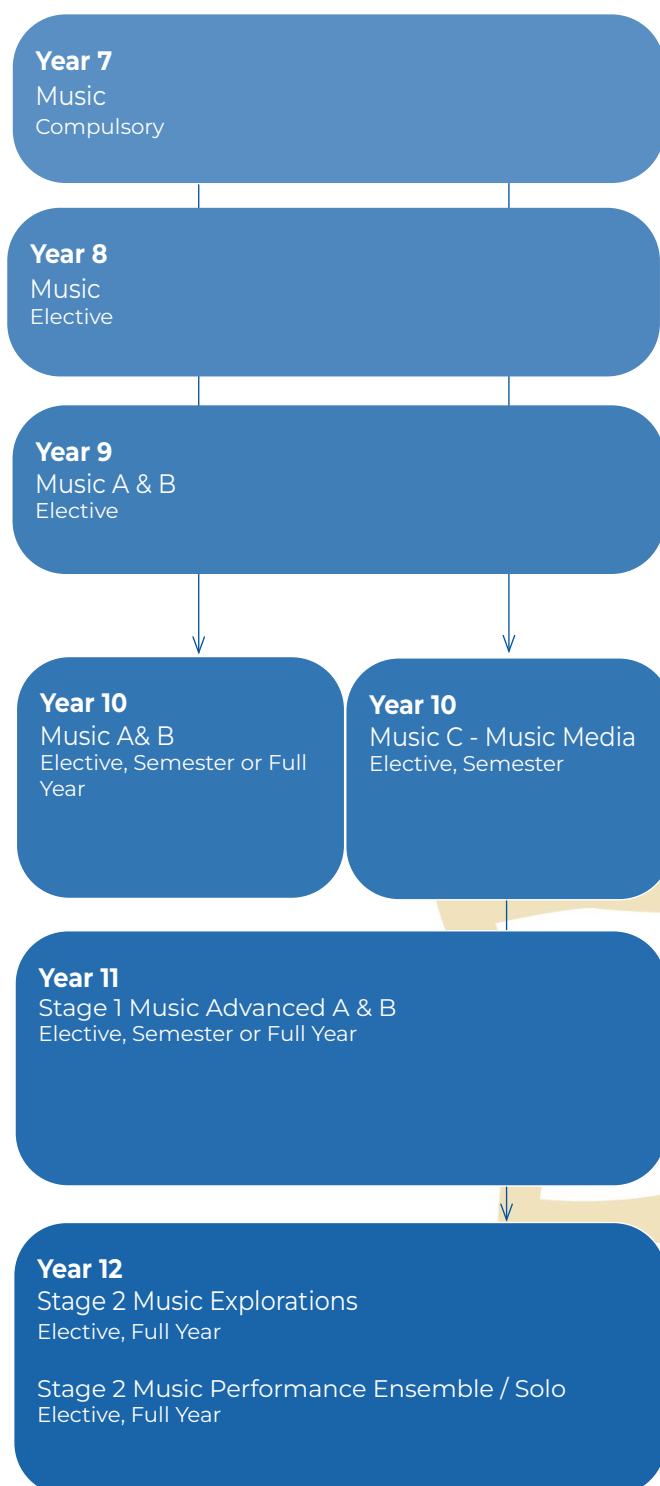
- Creative Presentation: 30%

# The Arts - Music

## SUBJECT FLOWCHART

## YEAR 10

### Music A



#### Prerequisites

Year 9 Music

#### Course Description

This course is designed to extend the students' existing knowledge of music and is differentiated to suit. Areas of music covered include:

- Theoretical knowledge – minimum Grade 3 AMEB or above
- Aural recognition and ear training – Auralia software
- Ensemble performance – class band
- Solo performance – individual performance
- Music technology – GarageBand, Mixcraft and Sibelius
- History of music – Early jazz styles performers
- Composition and music creation

Students specialise in a particular instrument or voice and they must be enrolled in private tuition. They will improve literacy in musical notation.

Skills and concepts introduced include:

- Reading and decoding musical notation at Grade 3 AMEB level
- Applying theoretical knowledge to specific instruments and circumstances
- Teamwork and listening to self and others in an ensemble
- Stage presence and performance strategies
- Analysing elements of sound
- Creative improvisation and composition
- Historical contexts – performers of various jazz eras
- Music technology and song writing

Learning is individualised according to student ability to read and write music notation and their practical level of expertise. Students should be at a Grade 2 AMEB minimum practical level and working toward Grade 3 AMEB.

#### Assessment

Written tests, research assignments, compositional tasks and practical assessment tasks demonstrating level of competencies. Students perform a solo to the class each term for assessment to the equivalent of two songs.

# YEAR 10

## Music B

### Prerequisites

Year 10 Music A

### Course Description

This course is designed to extend the student's existing knowledge of music and is differentiated to suit. Areas of music covered include:

- Theoretical knowledge – minimum Grade 3 AMEB or above
- Aural recognition and ear training – Auralia software
- Ensemble performance – class band
- Solo performance – individual performance
- Music technology – GarageBand, Mixcraft and Sibelius
- History of music – Romantic and Impressionist styles
- Composition and music arranging

Skills and concepts introduced include:

- Reading and decoding musical notation at Grade 3 AMEB level
- Applying theoretical knowledge to specific instruments and circumstances
- Teamwork and listening to self and others in an ensemble
- Stage presence and performance strategies
- Analysing elements of sound
- Creative improvisation and composition
- Historical contexts – Romantic and Impressionist styles
- Music technology - arranging in Sibelius

Learning is individualised according to fluency and accuracy in reading and writing music notation at Grade 3 AMEB or above. It is expected in the Music B course that students are working toward Grade 4 AMEB practical level.

### Assessment

Written tests, research assignments, compositional tasks and practical assessment tasks. Students perform a solo to the class each term for assessment.

# YEAR 10

## Music C -Music Media

### Prerequisites

Year 8 or 9 Music or a genuine interest in music technology and the media.

### Course Description

This is a technology based course designed for students who prefer to listen to music and manipulate and match digital music to images as part of a performance medium. Areas of music covered include:

- Live sound mixing
- Digital recording and sound manipulation
- Matching sound and music to action
- The role of music in the media: radio, film, theatre, animation
- Music in society and its role in popular culture.

Topics include:

- Buck Rogers - Radio Play
- War of the Worlds - Album by Jeff Lynne
- Harry Potter & the Philosopher's Stone
- Shrek
- Other movies / animation of choice

Skills and concepts introduced include:

- Music technology - Mixcraft
- Analysing elements of sound
- Creative improvisation and composition
- Role playing
- Sound effects for actions
- Video sound editing
- Manipulation of digital audio
- Mixing down to mp3 or other audio formats
- Historical contexts - music styles
- Identification of musical elements

Learning is both individual and collaborative and involves self-directed learning and teacher lead instruction. The majority of the course is computer based work using the music technology computers and software such as Mixcraft or GarageBand.

### Assessment

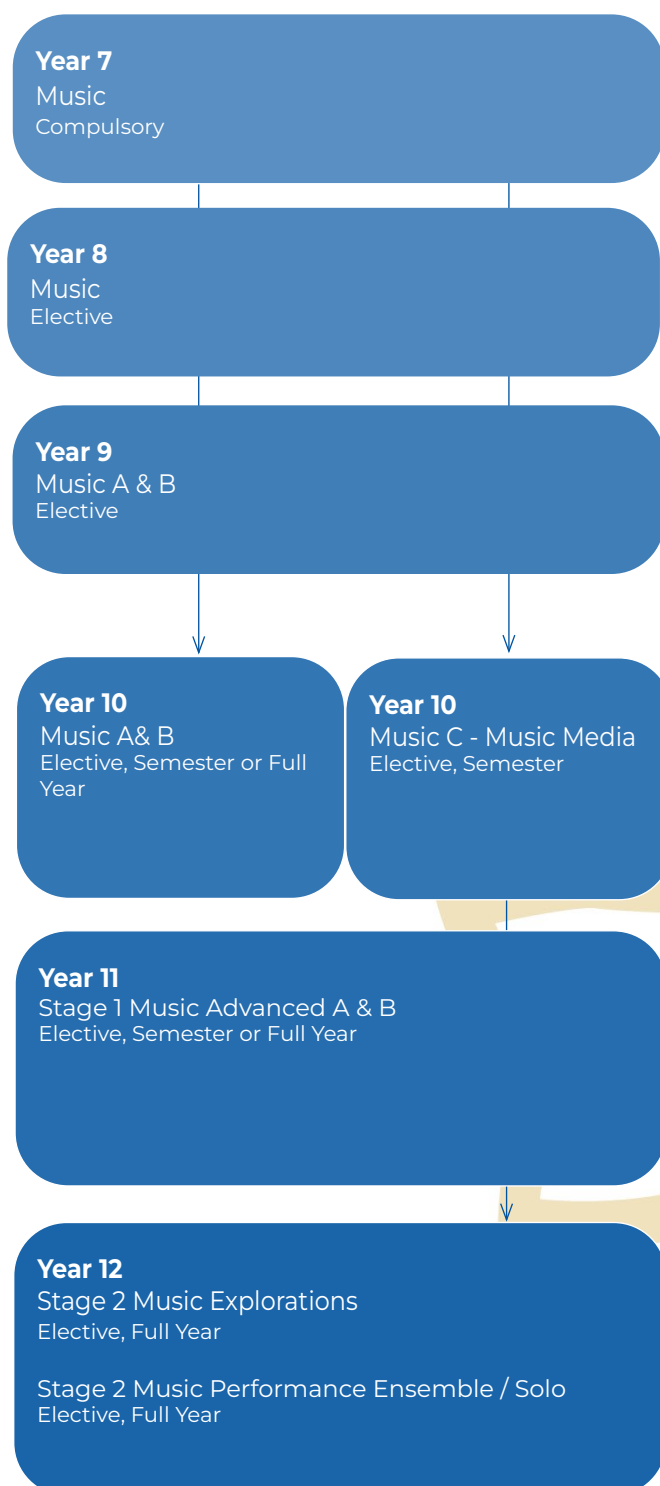
Written responses, research assignments, compositional tasks and practical presentations of works.

# The Arts - Music

## SUBJECT FLOWCHART

## YEAR 11

### Music Advanced A & B



#### SACE Credits

2 x 10 credits

#### Prerequisites

Year 10 Music combined with instrumental or vocal tuition

### Course Description

The course consists of the following strands:

#### *Understanding Music*

This includes the development of:

- Musical literacy: Modern Harmony
- Musical elements in music
- How music is created
- Analysing musical styles
- Aural skills.

#### *Creating Music*

This includes the development of:

- Application of musical elements
- Performance skills
- Music arranging
- Music composition.

#### *Responding to Music*

This includes the development of:

- Reflecting on music performed
- Reflecting on music composed
- Appraising and refining music
- Discussion of musical structure
- Musical score analysis.

NOTE: Students are required to have private music tuition and in partnership with their tutor and music teacher, will work toward refining their performance skills.

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

#### *Creative Works*

- Solo performance: 20%
- Ensemble performance: 20%
- Arranging and composition: 20%

#### *Musical Literacy*

- Aural recognition / identification: 10%
- Theoretical concepts: 20%
- Reflection and analysis of creative works: 10%



# YEAR 12

## Music Explorations

SACE Credits	20 Credits
Prerequisites	Stage 1 Music Advanced A & B

### Course Description

Students explore and experiment with musical styles, influences and/or techniques, as they develop their understanding of music. This is applied as they explore how others create, present, and/or produce music, and experiment with their own creations.

The course consists of the following strands:

#### *Understanding Music*

Students demonstrate their understanding of music through:

- Creative exploration and application
- Reflection of musical influences
- Use of techniques and/or productions.

#### *Creating Music*

Students think creatively apply techniques and technologies to:

- Create and present imaginative music for a range of purposes and contexts through the inspiration of the music of others
- Write a collection of songs based on ideas and inspiration by exploring and analysing existing songs of famous songwriters.
- Re-create musical genres and specific stylistic and musical techniques identifiable with the genre.

#### *Responding to Music*

Students engage critically and creatively with music by:

- Responding to their own and others' performances
- Developing and extending their understanding of how patterns and structures contribute to musical form
- Learning how responding and evaluating music helps refine their own musical thinking and allows informed choices in their experimentation and creating.

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

#### *School-based Assessment*

- Musical literacy: 30%

Students complete three tasks:

1. Students create a 32-48 bar original song with lyrics using stylistically appropriate notation and accompanied by a composer's statement.
2. An analysis and discussion of style, technique and musical elements of two versions of one work
3. A reflection and/or critique of one or more works presented in a live music performance.

Together, the musical literacy tasks should be to a maximum of 12 minutes if presented orally, 2,000 words if written, or the equivalent in multi-modal form.

- Explorations: 40%

Students provide evidence of their learning in a portfolio that comprises of a presentation of a set of short performances, compositions, and/or other musical products of between 8-10 minutes duration to a live audience that is then recorded.

Accompanying the portfolio is a commentary of 1,000 words if written, 6 minutes if oral, or the equivalent multi-modal form on the processes of exploration and experimentation that they have used, and their key findings.

#### *External Assessment*

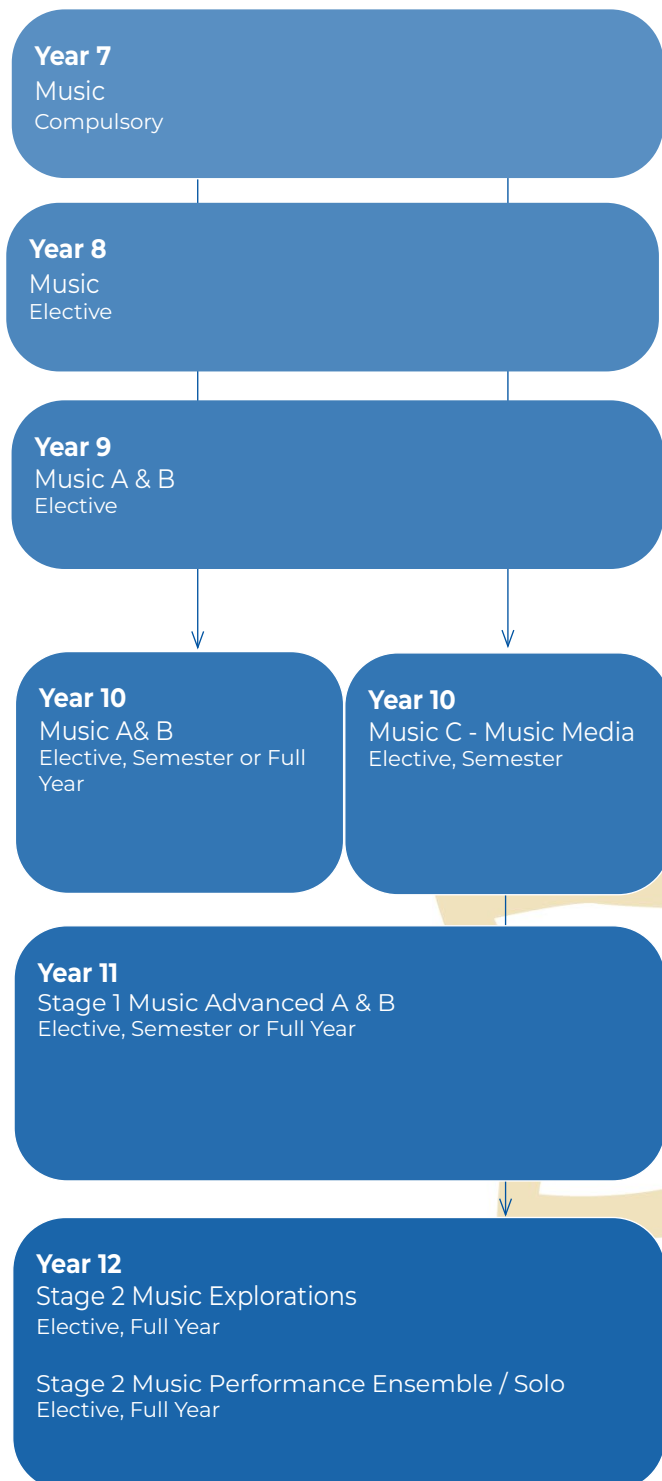
- Creative connections: 30%

Students present and perform a final creative work of between 6-8 minutes, which is then recorded. Alternately students may produce a creative work that is a composition or arrangement of between 3-4 minutes that is pre-recorded in digital audio format.

Students engage in a discussion of that work in oral or multi-modal form, to a maximum of 7 minutes or equivalent that critiques and reflects on their creative work and discusses the connections and influences of others used as inspiration.

# The Arts - Music

## SUBJECT FLOWCHART



# YEAR 12

## Music Performance Ensemble / Solo

SACE Credits	10 Credits each
Prerequisites	Stage 1 Music Advanced A & B or refined performance skills on an instrument or voice

### Course Description

Students extend their musical literacy skills through discussing key musical elements of the repertoire, and interpreting creative works. Students express their musical ideas through performing, critiquing, and evaluating their own performances.

Students prepare 18-24 minutes of music for the three assessments.

The course consists of the following strands.

#### *Understanding Music*

Students apply their understanding of the musical elements of their repertoire to express their musical ideas and think creatively and critically about ensemble and/or solo music performance.

#### *Creating Music*

Students apply and extend their practical music making skills through performing works in an ensemble, for instrument and/or voice. They apply their musical understanding, skills, and techniques in refining and performing music.

#### *Responding to Music*

Students engage critically and creatively with music, and strengthen their musical literacy, through critiquing and evaluating their own performances in an ensemble or as a soloist, interpreting the creative works that they perform, and expressing their musical ideas.

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

#### *School-based Assessment*

- Performance: 30%

Ensemble or solo performance to a live audience of 6-8 minutes in duration. All performances are recorded.

- Performance and discussion: 40%

Ensemble or solo performance to a live audience of 6-8 minutes in duration. All performances are recorded.

In the ensemble, individual evidence of their contribution is provided through part-testing of 2 minutes duration.

Discussion of up to 4 minutes orally, or 800 words if written, demonstrating understanding of musicianship of the music presented and critique of their strategies employed in both rehearsal and performance.

#### *External Assessment*

- Performance portfolio: 30%

Students present an ensemble or solo performance portfolio of a live performance of 6-8 minutes of a musical work or works. All performances are recorded.

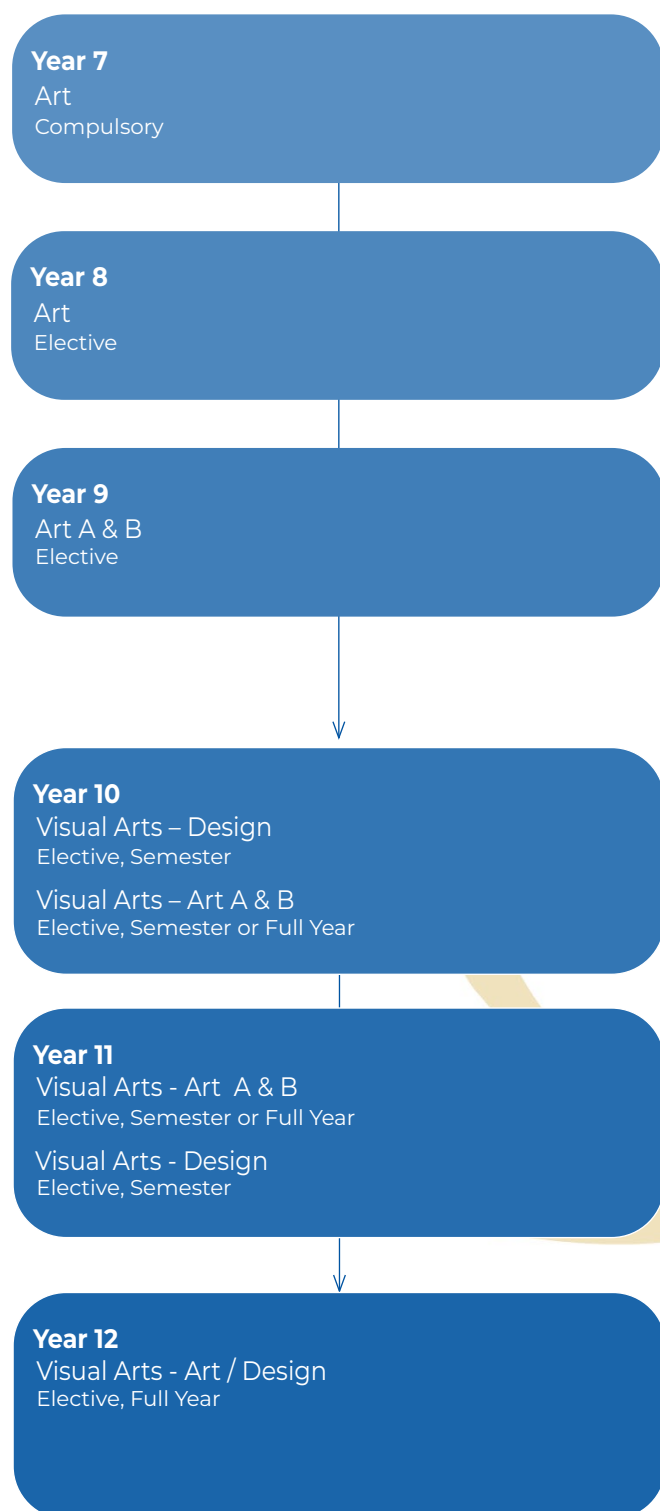
Students also present an individual discussion of up to 3 minutes orally, or 500 word written or multi-modal equivalent as an individual evaluation of their learning journey.

# The Arts - Visual Arts

## SUBJECT FLOWCHART

## YEAR 10

### Visual Arts - Art A



#### Prerequisites

One semester of Year 9 Art is recommended.

#### Course Description

Students develop and confidently apply a variety of practical and problem solving skills. Students will learn to critique and evaluate their own artworks. They will gain an understanding and appreciation of historical and contemporary artwork.

Research and investigative skills along with interactive demonstrations, project work, class discussions and a variety of oral and written activities ensure students have several opportunities to achieve. Students work both independently and collaboratively in the following areas:

#### Art Practical

- Women in art: mixed media
- Magnified imagery: painting
- Stop-motion animation

#### Art Theory - Research & Analysis

European Art history - 19th & 20th Century Art

- Impressionism
- Post-impressionism
- Fauvism

#### Assessment

The assessment for this course includes a variety of practical and written tasks, both formative and summative.

Students will be assessed on their understanding of the theory and practical topics.

The focus is on:

- Exploring and responding
- Developing practices and skills
- Creating and making
- Presenting

Assessment components include:

- Practical: drawing, painting, photography and animation
- Theory: assignments - research, analysis and evaluation

#### Pathways

Course leads to Year 10 Visual Arts - Art B or Stage 1 Visual Arts - Art and/or Design.

# YEAR 10

## Visual Arts - Art B

### Prerequisites

One semester of Year 9 Art is recommended.

### Course Description

Students continue to develop and confidently apply a variety of practical and problem solving skills. A written record of progress and technique is expected, as well as a personal evaluation of the finished product. Students will learn to critique and appraise their own artworks, as well as historical artworks.

Research and investigative skills along with interactive demonstrations, project work, class discussions and a variety of oral and written activities enable students to have many opportunities to achieve. Students will gain an understanding of still life work, composition, drawing and painting.

#### *Art Practical*

- Still life: drawing & painting
- Expressionist oil pastel study
- Surrealism: photography, collage & drawing

#### *Art Theory - Research & Analysis*

European Art history – 20th Century Art

- Cubism
- Expressionism
- Surrealism

### Assessment

The assessment for this course includes a variety of practical and written tasks, both formative and summative.

Students will be assessed on their understanding of the theory and practical topics.

The focus is on:

- Exploring and responding
- Developing practices and skills
- Creating and making
- Presenting

Assessment components include:

- Practical: drawing, painting, photography and collage
- Theory: assignments - research, analysis and evaluation

### Pathways

Course leads to Stage 1 Visual Arts - Art and/or Design.

# YEAR 10

## Visual Arts - Design

### Prerequisites

One semester of Year 9 Art is recommended.

### Course Description

Students develop a variety of drawing and design skills and learn to critique, analyse and evaluate their own work and the work of contemporary designers. Students will confidently apply the design process to their ideas and problem solve to reach a final solution. Students will acquire an understanding of aesthetics and the relationship between form and function with knowledge of art and design principles.

Research and investigative skills along with interactive demonstrations, project work, class discussions and a variety of oral and written activities ensure students have many opportunities to achieve.

#### *Design Practical*

- 2D and 3D fashion design
- Graphic design
- ICT - Photoshop & Illustrator

#### *Design Theory - Research & Analysis*

- Contemporary Australian fashion design and designers
- European design history and advertising

### Assessment

The assessment for this course includes a variety of practical and written tasks, both formative and summative.

Students will be assessed on their understanding of the theory and practical topics. The focus is on:

- Exploring and responding
- Developing practices and skills
- Creating and making
- Presenting

Assessment components include:

- Practical: drawing and design
- Theory: assignments, research and analysis

### Pathways

Course leads to Stage 1 Visual Arts - Art and/or Design.



# The Arts - Visual Arts

## SUBJECT FLOWCHART

## YEAR 11

### Visual Arts - Art A & B

#### Year 7

Art  
Compulsory

#### Year 8

Art  
Elective

#### Year 9

Art A & B  
Elective

#### Year 10

Visual Arts – Design  
Elective, Semester  
  
Visual Arts – Art A & B  
Elective, Semester or Full Year

#### Year 11

Visual Arts - Art A & B  
Elective, Semester or Full Year  
  
Visual Arts - Design  
Elective, Semester

#### Year 12

Visual Arts - Art / Design  
Elective, Full Year

SACE Credits

2 x 10 credits

Prerequisites

One semester of Year 10 Art/  
Design is recommended

### Course Description

Students express ideas through developmental practical work using drawings, sketches, diagrams, models, photographs and/or audio visual techniques leading to resolved pieces of artwork. Art includes the development of ideas, research, analysis and experimentation with media, techniques, resolution and production.

Each semester comprises the following layout:

#### *Folio:*

Practical development on a teacher directed theme.

#### *Visual Study:*

Practical development on an Art related research topic.

#### *Practical:*

Final practical artwork accompanied by a practitioner's statement.

#### *Semester 1 - Art A topics include:*

- Folio – portraiture
- Visual study – drawing and painting
- Practical and practitioner's statement – a final practical artwork and written evaluation.

#### *Semester 2 - Art B topics include:*

- Folio – mixed media
- Visual study
- Practical and practitioner's statement – a final practical artwork and written evaluation

The following three areas of study are covered:

- Visual thinking
- Practical resolution
- Visual Arts in context

# YEAR 11

## Visual Arts - Design

### Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Folio: 40%
- Practical: 30%
- Visual study: 30%

SACE Credits	10 credits
Prerequisites	One semester of Year 10 Art/ Design is recommended

### Course Description

Students express ideas through developmental practical work using drawings, sketches, diagrams, models, photographs and/or audio visual techniques leading to resolved pieces of artwork. Students will acquire an understanding of aesthetics and the relationship between form and function. Design includes the development of the design process: define a problem, idea generation, research, evaluate, communicate and present.

Topics include:

*Folio:*

Design: product or interior

*Practical and practitioner's statement:*

A final practical artwork and written statement

*Visual Study:*

Architecture

The following three areas of study are covered:

- Visual thinking
- Practical resolution
- Visual Arts in context

### Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Folio: 40%
- Practical: 30%
- Visual study: 30%



# The Arts - Visual Arts

## SUBJECT FLOWCHART

## YEAR 12

Visual Arts - Art / Design

### Year 7

Art  
Compulsory

### Year 8

Art  
Elective

### Year 9

Art A & B  
Elective

### Year 10

Visual Arts – Design  
Elective, Semester

Visual Arts – Art A & B  
Elective, Semester or Full Year

### Year 11

Visual Arts - Art A & B  
Elective, Semester or Full Year

Visual Arts - Design  
Elective, Semester

### Year 12

Visual Arts - Art / Design  
Elective, Full Year

SACE Credits

20 Credits

Prerequisites

One semester of Stage 1 Visual Arts

### Course Description

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

The following areas of study are covered:

- Visual thinking
- Practical resolution
- Visual arts in context

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

#### School-based Assessment

- Folio: 40%
- Practical: 30%

#### External Assessment

- Visual study: 30%





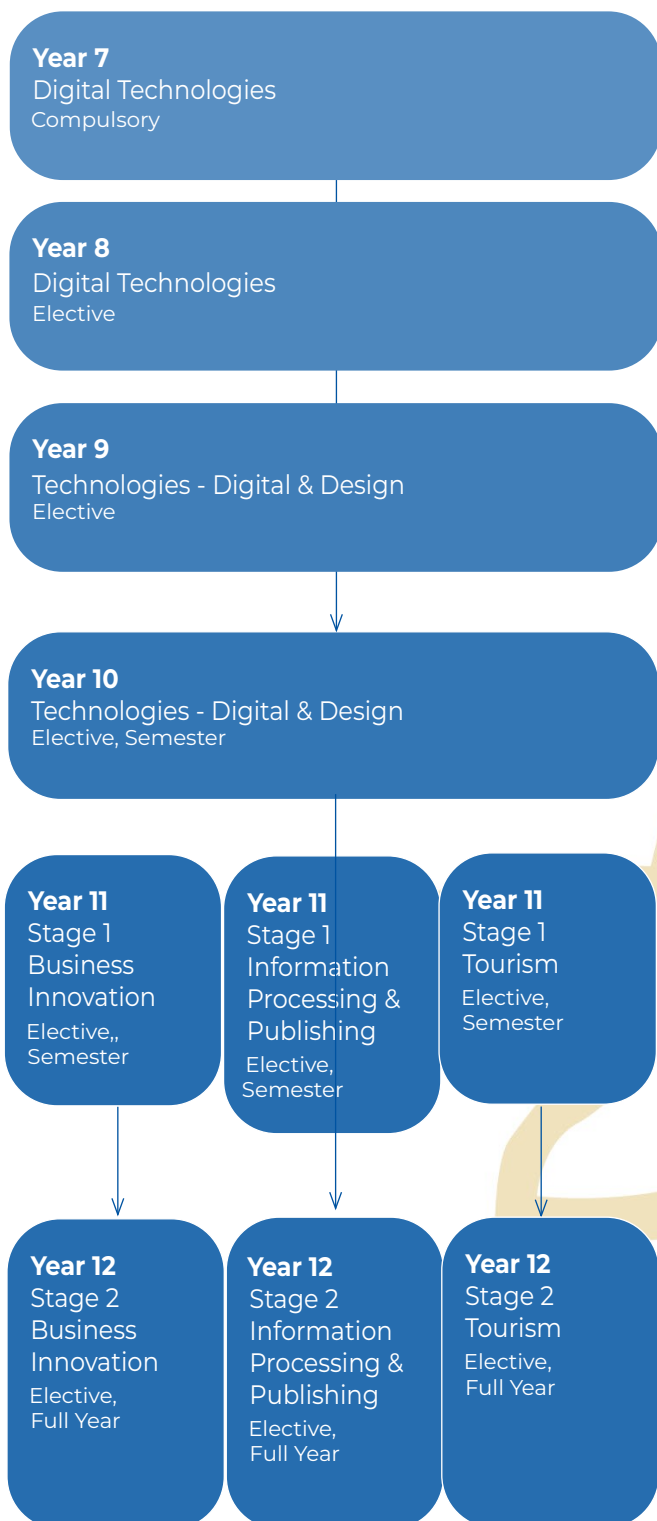
# Business, Enterprise & Technology

## - Information Processing & Publishing

### SUBJECT FLOWCHART

## YEAR 10

Technologies - Digital & Design



Prerequisites	None
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### Course Description

Students learn about, and work with, traditional and emerging technologies that shape the world we live in.

They are introduced to problem solving capabilities that can be applied to a range of situations. Students use hardware and software to control and manage data.

They consider the design and development of the product and use diverse systems to create innovative solutions.

The course content includes topics such as:

- CAD (Computer Aided Design)
- Web design
- Programming

### Assessment

Includes assignments and skills application development tasks, independently and collaboratively using the design process of investigating, devising, producing and evaluating.



# YEAR 11

## Information Processing & Publishing

SACE Credits	10 credits
Prerequisites	Year 10 Digital Technologies

### Course Description

Information Processing and Publishing focuses on the application of practical skills to provide creative solutions to text based communication tasks.

Students create both hard copy and electronic text based publications, and evaluate the development process. They use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

Two focus areas are chosen from:

- Business documents
- Personal publishing
- Digital presentations

A 10 credit subject may consist of one or two topics.

### Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Practical skills
- Product and documentation
- Issues analysis

# YEAR 12

## Information Processing & Publishing

SACE Credits	20 Credits
Prerequisites	Stage 1 Information Processing & Publishing

### Course Description

Students investigate the use of technology to design and implement information processing solutions. They develop solutions to text based problems in information processing and publishing using imagination and creativity to make choices on the appropriate computer hardware and software for communicating in a range of contexts. They use the design process to apply problem solving, critical thinking and decision making skills.

Two focus areas are chosen from the four focus areas which are:

- Desktop publishing
- Electronic publishing
- Personal documents
- Business documents

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

#### *School-based Assessment*

- Practical skills: 40%
- Issues analysis: 30%

#### *External Assessment*

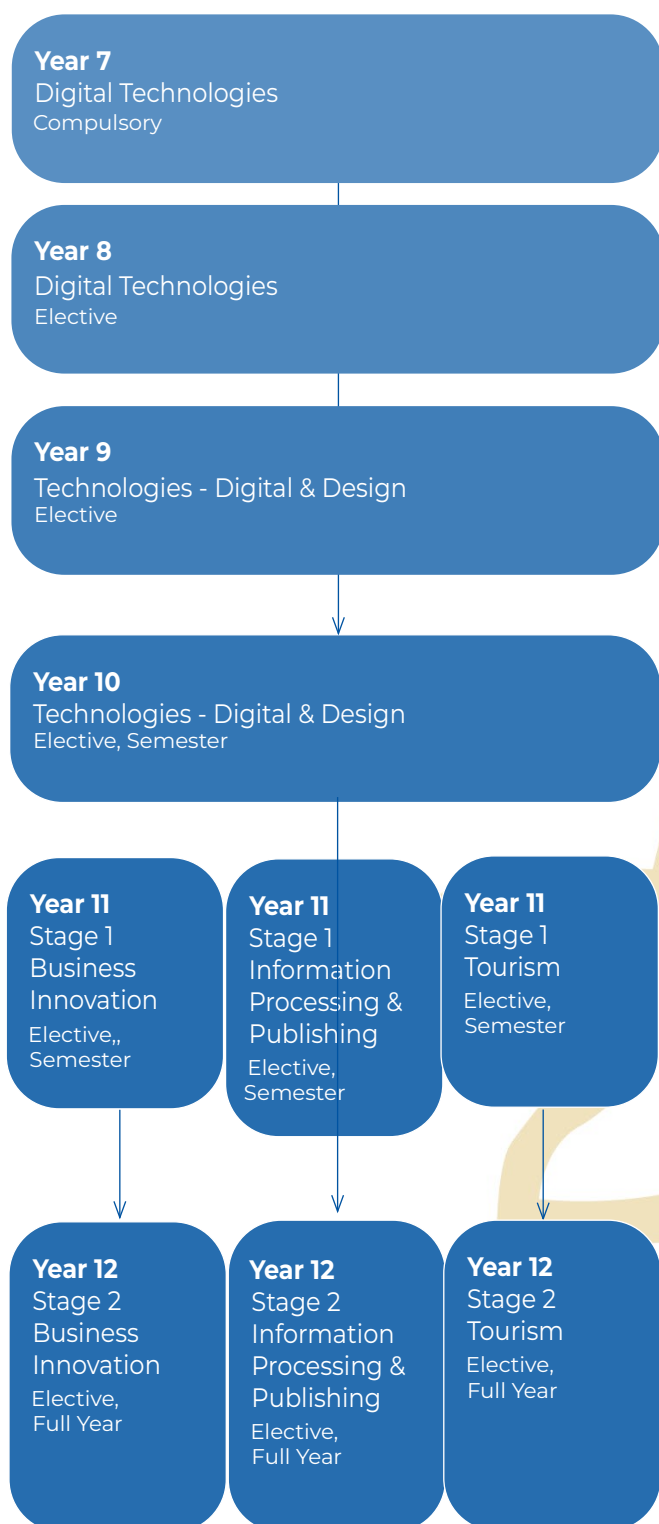
- Product and documentation: 30%

# Business, Enterprise & Technology - Business Innovation

## SUBJECT FLOWCHART

## YEAR 11

### Business Innovation



SACE Credits	10 credits
Prerequisites	None

### Course Description

Business Innovation allows students to develop the knowledge, skills, and understandings to engage in business contexts in the modern world.

Students consider the opportunities and challenges associated with start-up and existing businesses in the modern, connected world. They consider how digital and emerging technologies may present opportunities to enhance business models and analyse the responsibilities and impact of proposed business models on global and local communities.

Two contexts are studied:

- Start-up business
- Existing business

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

- Business skills
- Business pitch and evaluation

# YEAR 12

## Business Innovation

SACE Credits	20 Credits
Prerequisites	Stage 1 Business Innovation

### Course Description

Students 'learn through doing' in Stage 2 Business Innovation, using design thinking and project management strategies in business contexts to explore problems and generate possible solutions to meet customer needs, using a customer-focused approach. They learn in an environment in which a human-centred approach is strengthened. Creativity and business intelligence is applied to develop and evaluate business models and plans.

Students will analyse and evaluate both opportunities and challenges posed by emerging technologies to business, applying communication and collaboration skills to generate ideas and encourage innovation. Integral to this is the opportunity for students to analyse and evaluate social, economic, environmental, and/or ethical impacts of global and local businesses.

Students explore at least two of the following contexts:

- Designing business
- Sustaining business
- Transforming business

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

#### *School-based Assessment*

- Business skills: 40%
- Business model: 30%

#### *External Assessment*

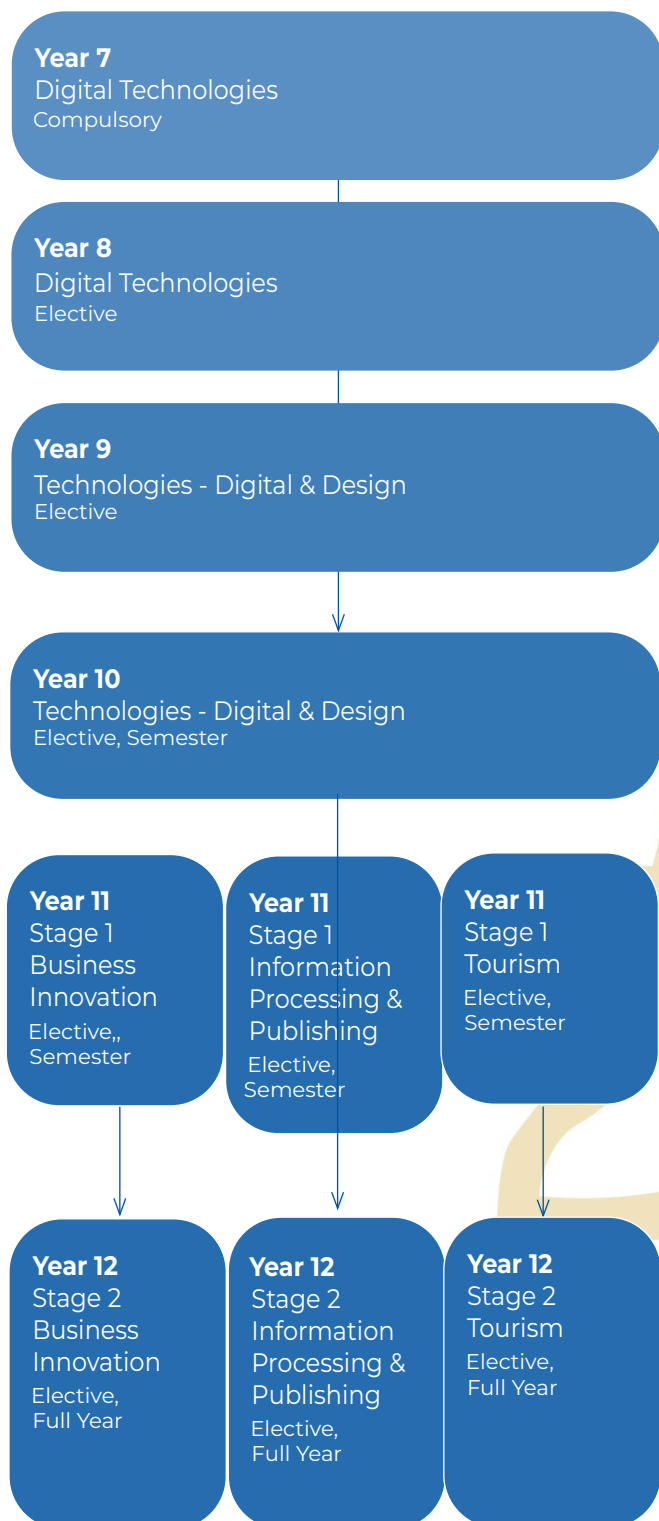
- Business plan and pitch: 30%

# Business, Enterprise & Technology - Tourism

## SUBJECT FLOWCHART

## YEAR 11

### Tourism



SACE Credits	10 credits
Prerequisites	None

### Course Description

Students develop an understanding of the nature of tourists, tourism, and the tourism industry. They investigate local, national, and global tourism and explore tourism as a business and sustainable industry. Students also gain an understanding of the economic, sociocultural and environmental impacts of tourism. Students will investigate and analyse tourism trends, developments, or contemporary issues and communicate information about tourism for particular audiences and purposes.

Themes and topics are chosen from the list below:

Themes:

- Understanding the tourism industry
- Creating sustainable tourism

### Assessment

Evidence of learning is demonstrated in the following assessment types:

- Case study
- Sources analysis
- Practical activity
- Investigation

There will be an examination at the end of the semester.

# YEAR 12

## Tourism

SACE Credits	20 Credits
Prerequisites	Stage 1 Tourism is recommended

### Course Description

In Stage 2 Tourism, students develop an understanding of the nature of tourists, tourism and the tourism industry. They investigate local, national and global tourism, and explore tourism as a business. They will study and apply tourism concepts and models, including sustainable tourism and cultural sustainability.

Students will develop this understanding by investigating, analysing and evaluating viewpoints and information about tourism trends, developments and/or contemporary issues. They will gain an understanding of the complex economic, sociocultural and environmental impacts of tourism.

The study of Tourism at Stage 2 requires the study of three topics:

- The impacts of tourism
- Special interest tourism
- Responsible tourism

### Assessment

#### *School-based Assessment*

- Folio: 20%
- Practical activity: 25%
- Investigation: 25%

#### *External Assessment*

- Examination: 30%



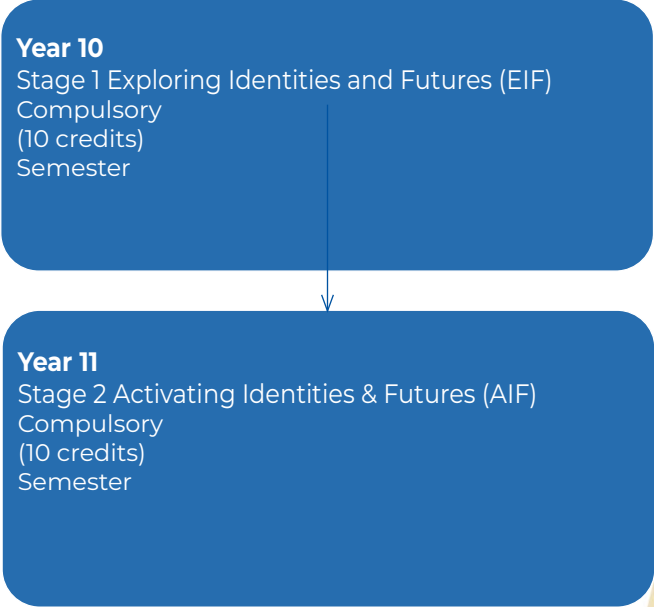
# Cross-Disciplinary Studies

## SUBJECT FLOWCHART

## YEAR 10

Exploring Identities & Futures

SACE Credits	10 credits
Note	Students must complete 10 credits of Stage 1 EIF with a C grade or better for SACE compulsory credits.



### Course Description

This compulsory Stage 1 subject enables students to develop a pathway to thrive by understanding who they are and who they want to become, and by building skills for lifelong learning. Assessment Type 1 supports students in learning more about themselves and their place in the world, helping them to explore and deepen their sense of identity, belonging and connection. Assessment Type 2 fosters students' agency, self-efficacy, self-regulation and reflective practice through project-based learning.

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

The subject serves as a foundation for initiating and preparing students for their SACE journey, equipping them with the knowledge, skills and capabilities needed to adapt, grow and succeed in a changing world.

### Assessment

- Assessment Type 1: Exploring me and who I want to be (40%)
- Assessment Type 2: Taking action and showcasing my capabilities (60%)

# YEAR 11

## Activating Identities & Futures

SACE Credits	10 Credits
Note	Students must complete 10 credits of Stage 2 AIF with a C- grade or better for SACE compulsory credits.

*The AIF replaces the Research Project.*

### Course Description

This compulsory Stage 2 SACE subject encourages students to take greater ownership and agency over their learning by developing the ability to 'learn how to learn' and to 'know what to do' when they don't know what to do. This approach prepares students to navigate the challenges and opportunities they will encounter throughout their lives.

Students begin by exploring ideas related to a personal area of interest to set a Learning Goal. Through a process of self-directed inquiry, they apply the knowledge, skills and capabilities developed throughout their education to a new context. They select appropriate strategies to progress their learning and refine their outcomes by synthesising perspectives, seeking and responding to feedback, managing time and resources strategically, and exercising discerning judgement. Metacognition and reflective practice are used throughout to continually evaluate and improve their approach, culminating in a final Output of Learning.

### Assessment

#### *School-based Assessment*

- Portfolio: 35%
- Progress Checks: 35%

#### *External Assessment*

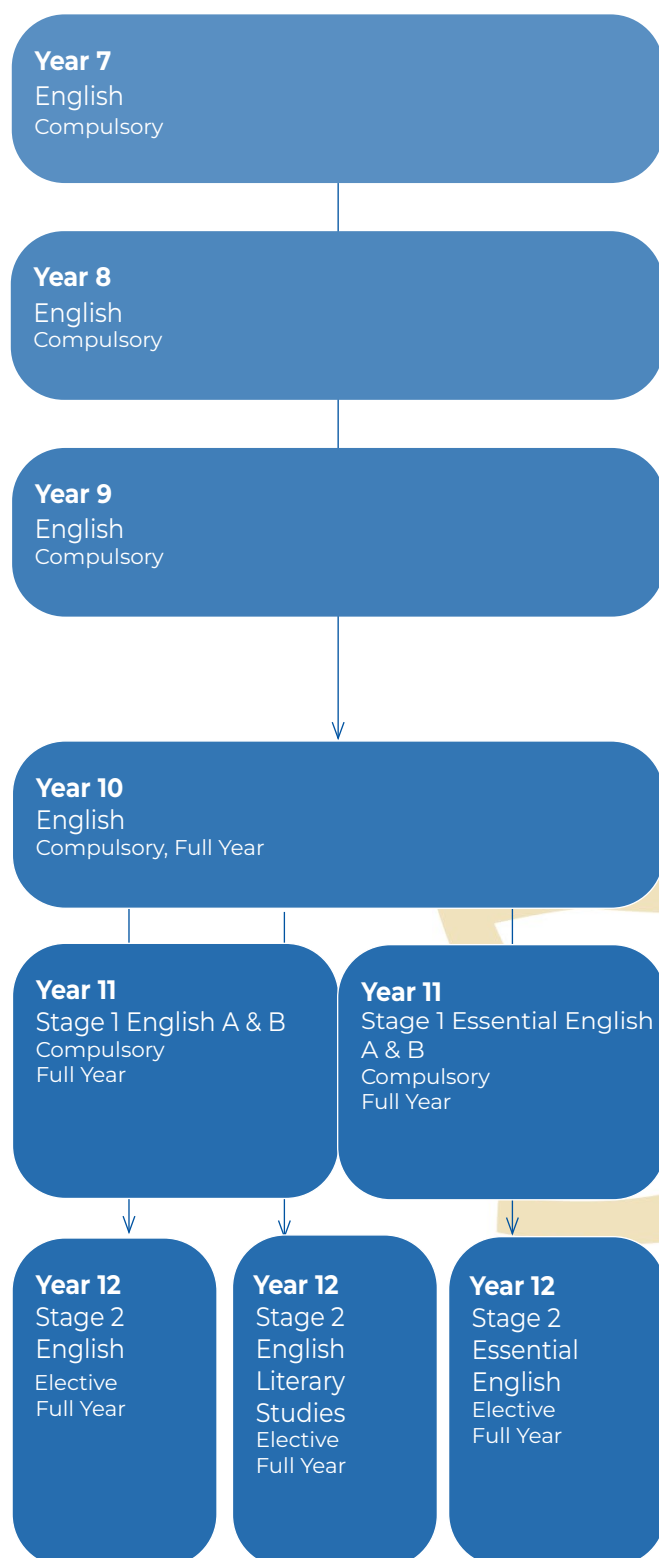
- Appraisal: 30%

# English

## SUBJECT FLOWCHART

## YEAR 10

English



Prerequisites

Year 9 English

### Course Description

The Year 10 English curriculum is built around three interrelated strands:

#### Literature

- Understanding, appreciating, responding to, analysing and creating literary texts

#### Language

- Knowing about the English language

#### Literacy

- Expanding the repertoire of English usage

#### Students

- Engage with a variety of texts
- Listen to, read, interpret, evaluate and perform a range of spoken, written and multi-modal texts
- Explore a variety of genres
- Engage with text structures and language features and create a range of imaginative, informative and persuasive texts
- Develop their literacy skills through regular grammar, spelling and critical reading based activities

### Assessment

Each semester students produce a Study Portfolio which is assessed according to the National Achievement Standards.

The portfolio includes:

- Responses to texts
- Independent reading responses
- Created text responses
- Oral task responses

# YEAR 11

## English

SACE Credits	2 x 10 credits
Prerequisites	Year 10 English
Note	<i>Students who select Stage 2 Literary Studies for 2026 during subject selection in Term 3, will undertake an Examination in Semester 2.</i>

### Course Description

Stage 1 English caters for students with a range of learning styles and interests. Students critically and creatively engage with a variety of types of texts, including novels, film, media, poetry and drama texts.

During the course students:

- Read and respond to novels, poems, plays, films and various media texts
- Explore conventions, language techniques and stylistic features in the context of their reading, viewing and writing
- Write a range of forms for a variety of purposes and audiences
- Present at least two oral presentations
- Undertake two inter-textual studies based on related texts

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

- Responding to Texts
- Creating Texts
- Inter-textual Study

# YEAR 11

## Essential English

SACE Credits	2 x 10 credits
Prerequisites	Year 10 English
Note	<i>Entry into this course is by invitation only and by negotiation with a senior English teacher.</i>

### Course Description

Stage 1 Essential English is designed for students who are seeking to meet the SACE literacy requirement. Catering to students who wish to improve their proficiency in English and in their English language skills, this course has an emphasis on communication, comprehension, analysis and text creation.

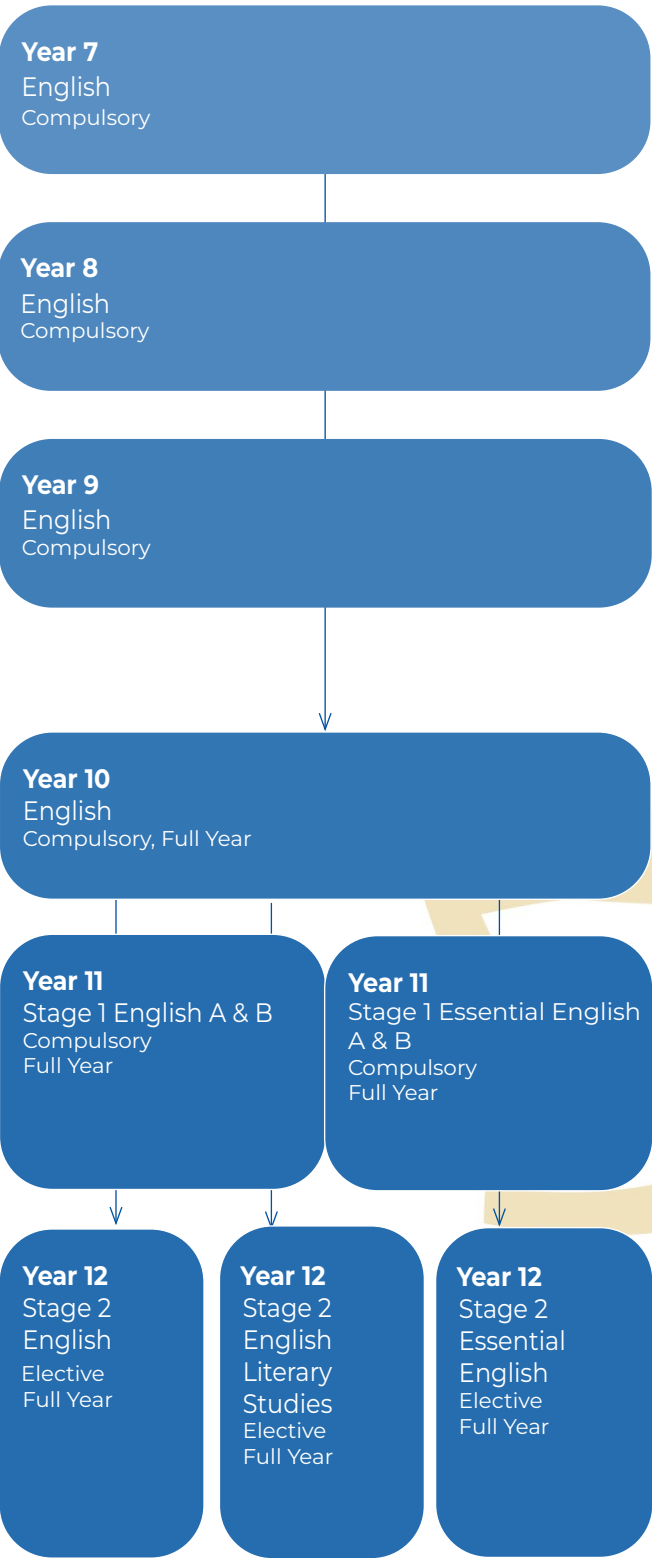
During the course students:

- Read and respond to novels, poems, plays, films and various media texts
- Explore conventions, language techniques and stylistic features in the context of their reading, viewing and writing
- Write a range of forms for a variety of purposes and audiences
- Present at least two oral presentations

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

- Responding to Texts
- Creating Texts



SACE Credits	20 Credits
Prerequisites	Recommended B grade or higher in Stage 1 English A & B

Course Description

In Stage 2 English, students read and view a range of texts, compare and analyse the relationships between language and stylistic features, text types, and contexts. Students also recognise and analyse the language and stylistic features and conventions of text types in literary and everyday texts and how this influences interpretation. Through close study of texts, students explore relationships between content and perspectives and the text and its context.

In the study of English, students extend their experience of language and explore their ideas through their own creation of texts, and reading and viewing the texts of others.

Students complete:

- Three responses to texts (poetry, film and media - one of which is an oral presentation)
- Four created texts (one of which is a writer's statement and an oral or multi-modal presentation)
- One comparative analysis (independently selected texts)

Assessment

Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment

- Responding to Texts: 30%
- Creating Texts: 40%

External Assessment

- Comparative analysis: 30%



# YEAR 12

## Essential English

SACE Credits	20 Credits
Prerequisites	Recommended C grade in Stage 1 Essential English A & B, or Stage 1 English A & B. Teacher recommendation.

### Course Description

Stage 2 Essential English enables students to achieve the literacy requirement in the SACE.

In this subject, students respond to and create texts in, and for a range of personal, social, cultural, community and/or workplace contexts.

Students understand and interpret information, ideas and perspectives in texts and consider the ways in which language choices are used to create meaning.

Students complete:

- Three responses to texts (selected from a wide range of texts)
- Three created texts (including one advocacy text)
- One language study

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

#### *School-based Assessment*

- Responding to Texts: 30%
- Creating Texts: 40%

#### *External Assessment*

- Language study: 30%

# YEAR 12

## English Literary Studies

SACE Credits	20 Credits
Prerequisites	Recommended B grade or higher in Stage 1 English A & B.

### Course Description

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

English Literary Studies focuses on ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences, and contexts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions.

Students complete:

- Up to five responses to texts (including extended prose, film, poetry and drama studies, and one critical perspectives response)
- Two created texts (including one transformative text)
- Two tasks for the text study (one comparative study and one critical reading).

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

#### *School-based Assessment*

- Responding to Texts: 50%
- Creating Texts: 20%

#### *External Assessment*

##### Text Study

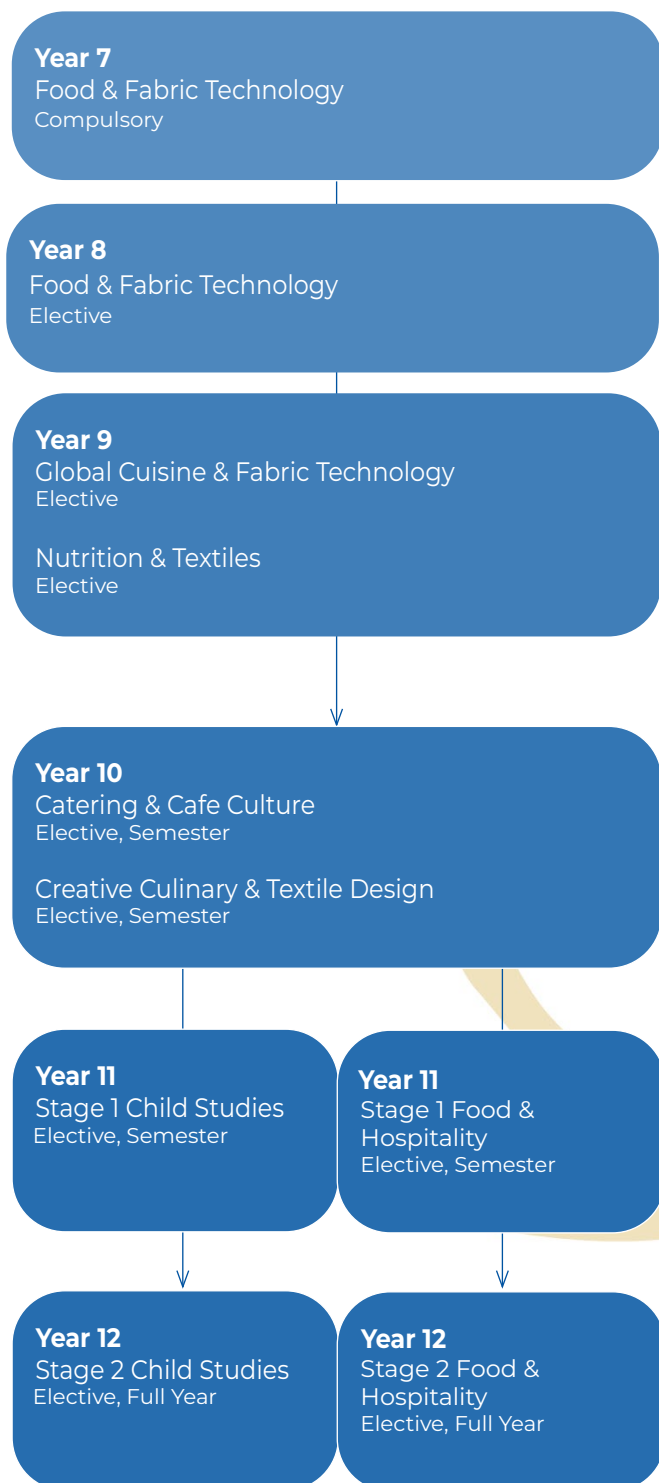
- Comparative Text Study: 15%
- Critical reading (Examination): 15%

# Food & Fabric Technology

## SUBJECT FLOWCHART

## YEAR 10

### Catering & Cafe Culture



#### Prerequisites

Year 9 Global Cuisine & Fabric Technology or Year 9 Nutrition & Textiles

#### Course Description

In Catering & Café Culture, students are given the opportunity to develop their knowledge of food preparation through planning and preparing a range of food items with a significant focus on the Food and Hospitality industry. Students will learn about kitchen operations and safety, menu planning and preparation, and develop a wide range of cooking skills and techniques building upon their existing knowledge.

In addition, students will complete the barista course which has been designed to explore our Australian coffee culture whilst providing students with the foundational skills and knowledge necessary to become a coffee professional.

The course will culminate in students running 'MacKillop Café' catering food and beverages to the College community and providing a valuable opportunity for the development of skills and knowledge within a real-life context.

Skills and concepts covered include:

- Development of skills in commercial food preparation
- Knife skills and precision cuts
- Soups, stocks and sauces
- Methods of cookery (poaching, frying, baking, braising)
- Desserts and patisserie
- Coffee culture and barista course

During this course students will be given opportunities to inquire, analyse, collaborate, design and reflect. They will develop practical skills in the effective management of time and resources.

#### Assessment

Assessment is based on the ACARA Design and Technologies strands of Knowledge and Understanding as well as Processes and Production skills.

Students will be assessed on their ability to successfully investigate, design, collaborate, create and evaluate through a variety of assignments, homework tasks and practical tasks.

# YEAR 10

## Creative Culinary & Textile Design

### Prerequisites

Year 9 Global Cuisine & Fabric Technology or Year 9 Nutrition & Textiles

### Course Description

Creative Culinary and Textile Design enables students to express themselves creatively through food, promoting critical thinking, decision-making and developing advanced food preparation skills. Students apply the skills and knowledge gained through a diverse range of individual and collaborative tasks, centred around creative food design, preparation and presentation.

Additionally, students work independently to plan, design and create a textiles project with a focus on sustainability and waste literacy. There will be opportunities for conceptual development and experimentation with traditional and non-traditional materials and processes, building upon their existing textiles knowledge and skills.

The textiles unit will culminate in students exhibiting their projects to the wider school community, aiming to educate about the ethical and environmental issues surrounding the fashion and clothing industry.

Skills and concepts covered include:

- Development of skills in creative food preparation
- Use of a range of kitchen techniques and technologies
- Cake decorating, desserts and patisserie
- Creative contemporary cuisine
- Ethical and sustainable fashion
- The Design Process
- Creation of an individual textiles project and folio



During this course students will be given opportunities to inquire, analyse, collaborate, design and reflect using project based learning principles. They will develop practical skills in the effective management of time and resources.

### Assessment

Assessment is based on the ACARA Design and Technologies strands of Knowledge and Understanding as well as Processes and Production skills. Students will be assessed on their ability to successfully investigate, design, collaborate, create and evaluate through a variety of assignments, homework tasks and practical tasks.



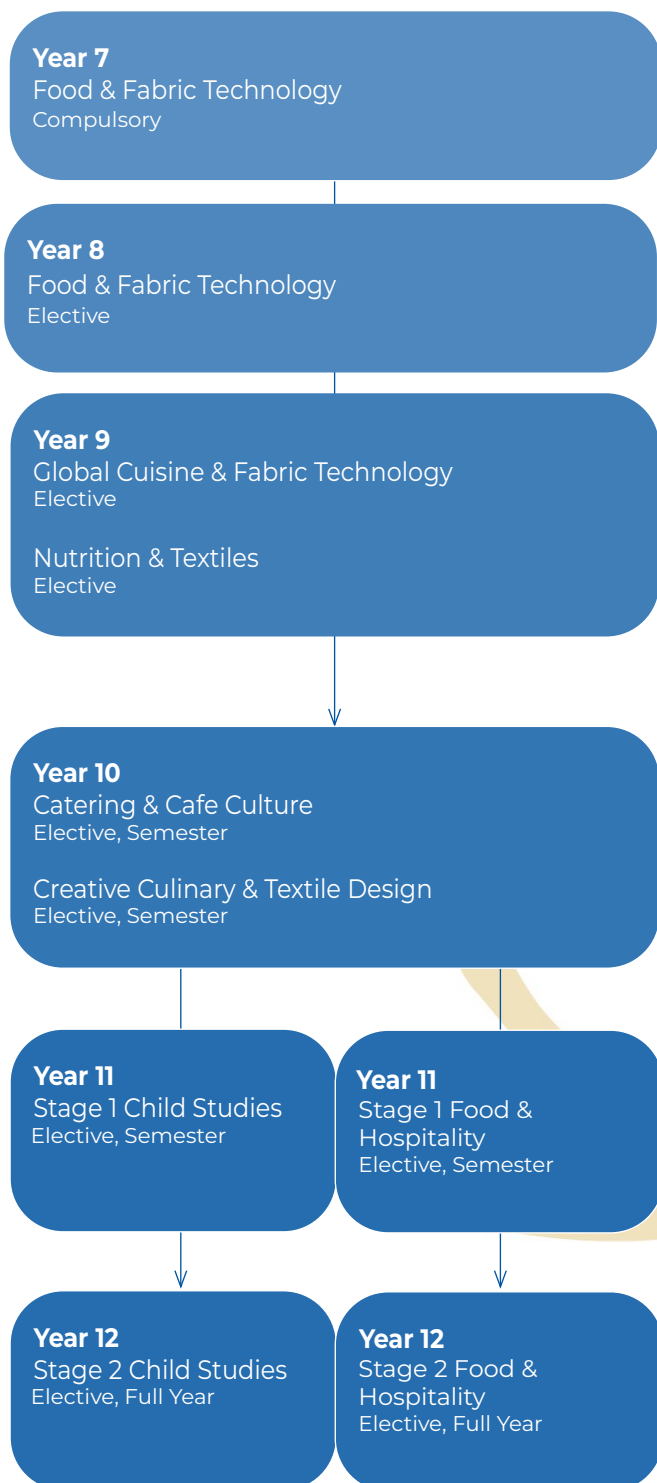
# Food & Fabric Technology

## - Child Studies

### SUBJECT FLOWCHART

### YEAR 11

#### Child Studies



SACE Credits	10 credits
Prerequisites	None

#### Course Description

Students examine the period of childhood from conception to eight years, and issues related to the growth, health and wellbeing of children. They investigate the diverse range of values and beliefs about childhood, examining the care of children, the nature of contemporary families and the changing roles of children in a technological society.

Students will examine the broad range of environmental, genetic and cultural factors that influence child development and wellbeing between 0-8 year of age.

Emphasis is on the principles underlying the physical, cognitive, emotional and social development of children.

Students will investigate topics within the three areas of study:

- The nature of childhood and the socialisation and development of children
- Children in wider society
- Children's rights and safety

#### Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Practical activity
- Group activity
- Investigation



# YEAR 12

## Child Studies

SACE Credits	20 Credits
Prerequisites	Stage 1 Child Studies

### Course Description

Child Studies focuses on children's growth and development from conception to eight years inclusive. Students examine attitudes and values about parenting and care giving and gain an understanding of the growth and development of children. Through the study of Stage 2 Child Studies, students develop a variety of research, management and practical skills.

Students study topics within the following five areas:

- Contemporary and future issues
- Economic and environmental influences
- Practical and legal influences
- Socio cultural influences
- Technological influences

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

#### *School-based Assessment*

- Practical activity: 50%
- Group activity: 20%

#### *External Assessment*

- Investigation: 30%





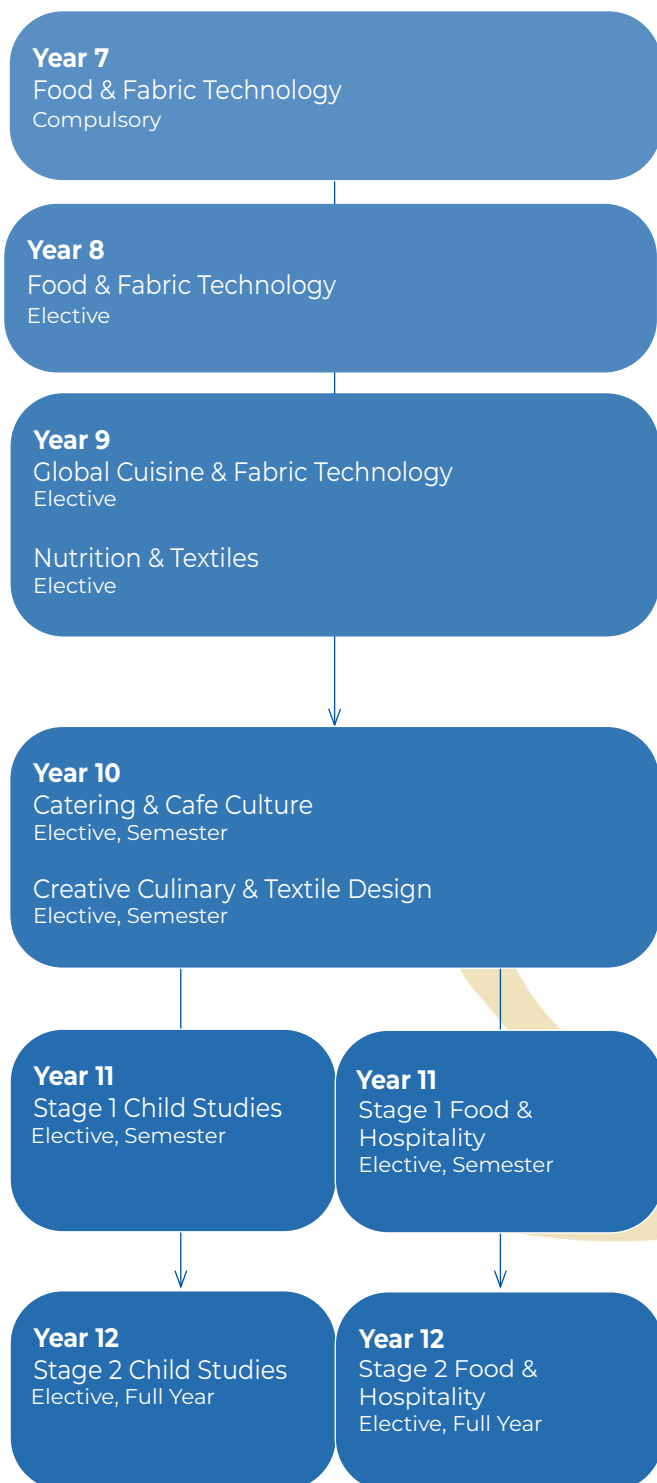
# Food & Fabric Technology

## - Food & Hospitality

### SUBJECT FLOWCHART

### YEAR 11

#### Food & Hospitality



SACE Credits

10 credits

Prerequisites

Year 10 Catering & Cafe Culture

#### Course Description

Students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality. Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

Students examine the factors that influence people's food choices and the health implications of these choices. They understand the diverse purposes of the hospitality industry in meeting the needs of local people and visitors.

Students study topics within one or more of the following areas of study:

- Food, the individual and the family
- Local and global issues in food and hospitality
- Trends in food and culture
- Food and safety
- Food and hospitality careers.

#### Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Practical activity
- Group activity
- Investigation

# YEAR 12

## Food & Hospitality

SACE Credits	20 Credits
Prerequisites	Stage 1 Food & Hospitality

### Course Description

In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality. Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate contemporary food and hospitality issues, trends and current management practices.

Students focus on the impact of the food and hospitality industry on Australian society and examine the contemporary and changing nature of the industry. Students develop relevant knowledge and skills as consumers and/or as industry workers.

Students study topics within the following five areas of study:

- Contemporary and future issues
- Economic and environmental influences
- Political and legal influences
- Socio cultural influences
- Technological influences

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

#### *School-based Assessment*

- Practical activity: 50%
- Group activity: 20%

#### *External Assessment*

- Investigation: 30%



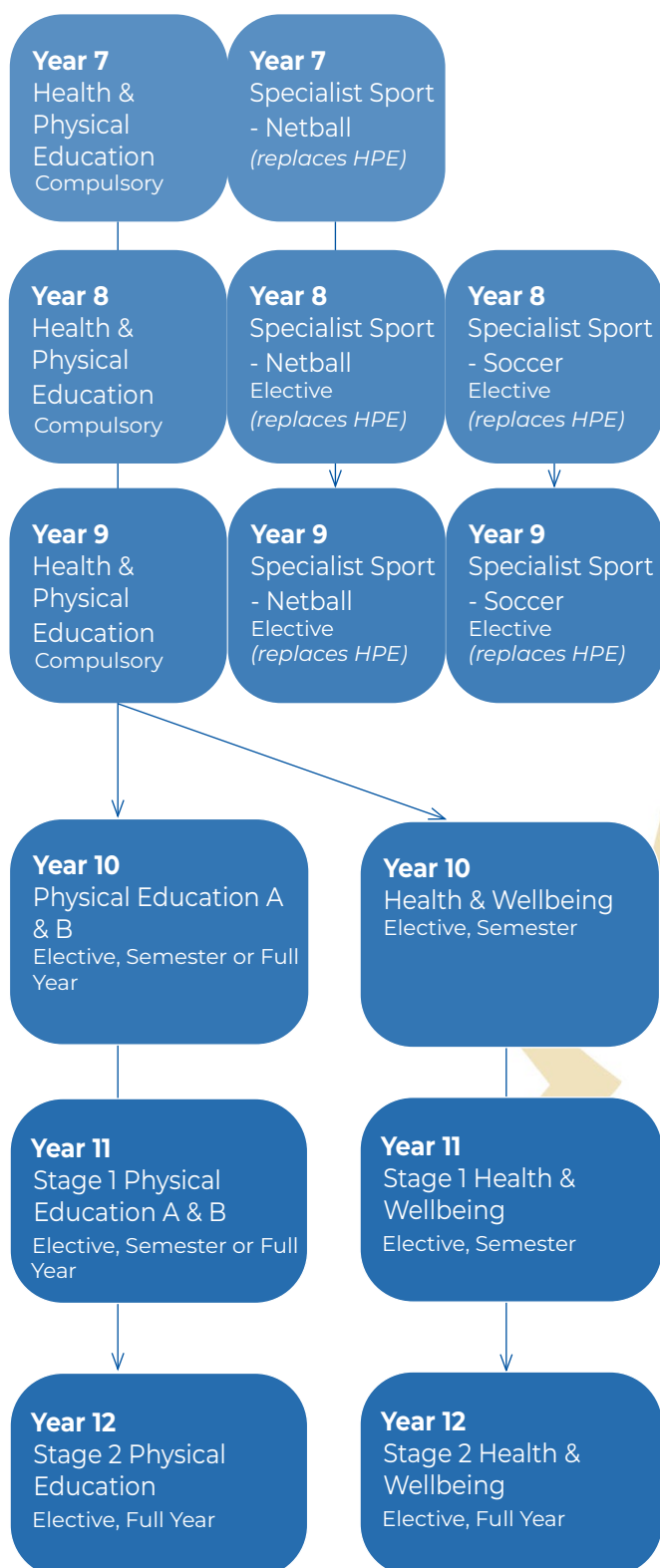
# Health & Physical Education

## - Health & Wellbeing

### SUBJECT FLOWCHART

### YEAR 10

#### Health & Wellbeing



#### Prerequisites

Year 9 Physical Education

#### Course Description

In this course, students focus on the health and wellbeing of individuals, communities and societies in their environments. They take a holistic approach in relation to healthy living and caring for themselves now and into the future. They consider the physical, emotional, social, cognitive and spiritual dimensions of wellbeing.

Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also investigate barriers to healthy lifestyles, participate in practical activities and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

#### Assessment

Assessments will include:

- Group activity and reflection
- Issues response
- Individual health goal task

Possible topics could include:

- First aid
- Holistic health
- Mental health and wellbeing with a focus on mindfulness

Students will participate in a full day first aid course as part of their assessment.

# YEAR 11

## Health & Wellbeing

SACE Credits	10 credits
Prerequisites	Year 10 Health & Wellbeing

### Course Description

Students develop the knowledge and skills required to explore and understand influences, and make decisions regarding health and wellbeing. They consider the role of health and wellbeing in different contexts and explore ways of promoting positive and sustainable outcomes for individuals, communities and global society.

Students explore and develop skills as agents and advocates for change and consider moral and ethical perspectives in a rapidly changing world. Students evaluate current trends and issues that impact health and wellbeing.

Students will undertake units of work linking to the following concepts:

#### *Health Literacy*

- Interpret and make decisions about health and wellbeing information and advice
- Express how they feel about certain issues
- Analyse research findings

#### *Health Determinants*

- Develop an understanding of what factors influence an individual's health
- Investigate health at an individual, local and global level
- Consider the relationship between wellbeing and health

#### *Social Equity*

- Develop an understanding of fairness and equality in society
- Recognise how social equity applies to the fair and equitable distribution of health resources and the availability and accessibility of health services and educational programs

#### *Health Promotion*

- Consider the role of health promotion in improving health outcomes
- Evaluate current health promoting initiatives
- Take personal actions to improve health outcomes

The following topics may be covered in the course:

1. Physical health - evaluating physically active lifestyles.
2. Social health - respecting diversity and social equity.
3. Mental health - investigation into impacts on mental health and work of community agencies.

#### *Assessment*

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Practical action: 60%
- Issue inquiry: 40%



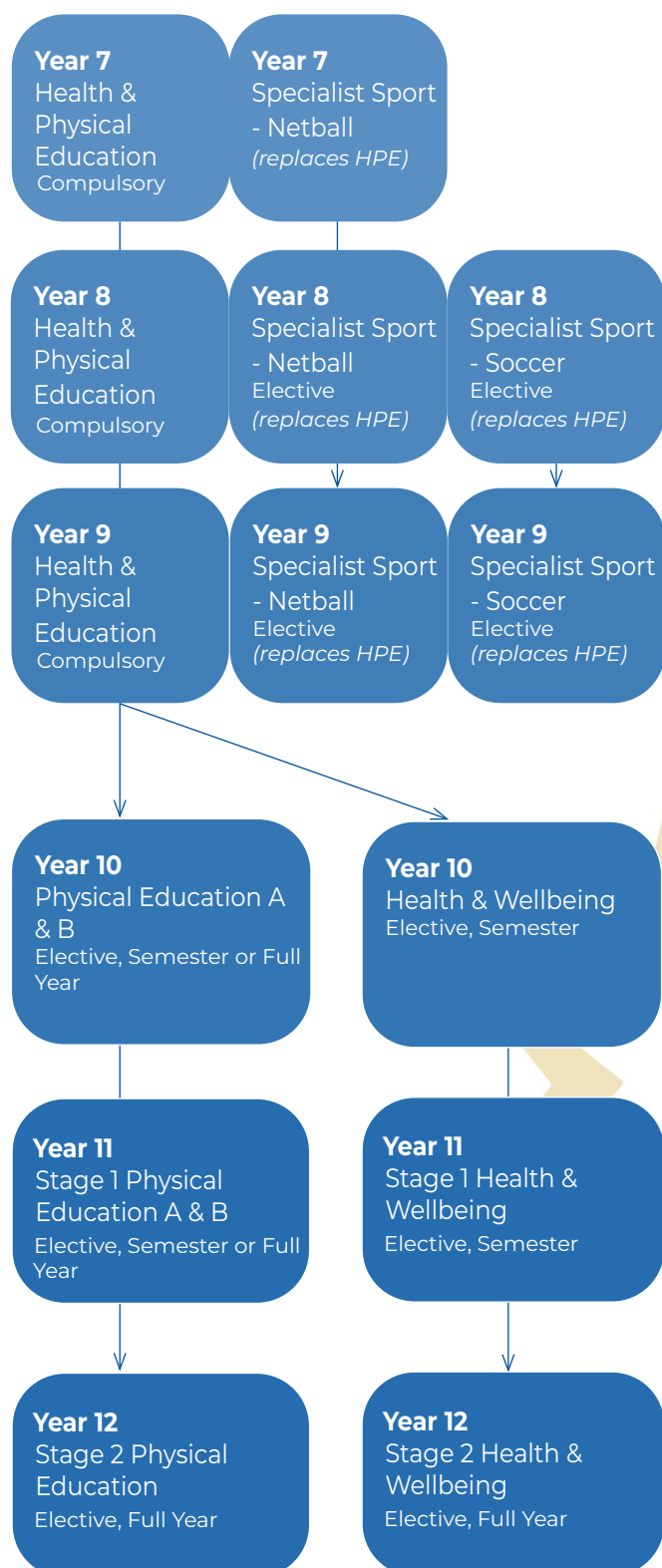
# Health & Physical Education

## - Health & Wellbeing

### SUBJECT FLOWCHART

## YEAR 12

### Health & Wellbeing



SACE Credits

20 Credits

Prerequisites

Stage 1 Health & Wellbeing

### Course Description

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

Students explore and develop skills as agents and advocates for change and consider moral and ethical perspectives in a rapidly changing world. Students evaluate current trends and issues that impact health and wellbeing. They reflect on personal and community actions to promote and improve sustainable outcomes for individuals, communities, and global society.

Students will undertake units of work linking to the following concepts

#### Health Literacy

- Interpret and make decisions about health and wellbeing information and advice
- Express how they feel about certain issues
- Analyse research findings

#### Health Determinants

- Develop an understanding of what factors influence an individual's health
- Investigate health at an individual, local and global level
- Consider the relationship between wellbeing and health



### *Social Equity*

- Develop an understanding of fairness and equality in society.
- Recognise how social equity applies to the fair and equitable distribution of health resources and the availability and accessibility of health services and educational programs

### *Health Promotion*

- Consider the role of health promotion in improving health outcomes
- Evaluate current health promoting initiatives
- Take personal actions to improve health outcome

### **Assessment**

Students demonstrate evidence of their learning through the following assessment types:

#### *School-based Assessment*

- Initiative: 40%
- Folio: 30%

#### *External Assessment*

- Inquiry: 30%

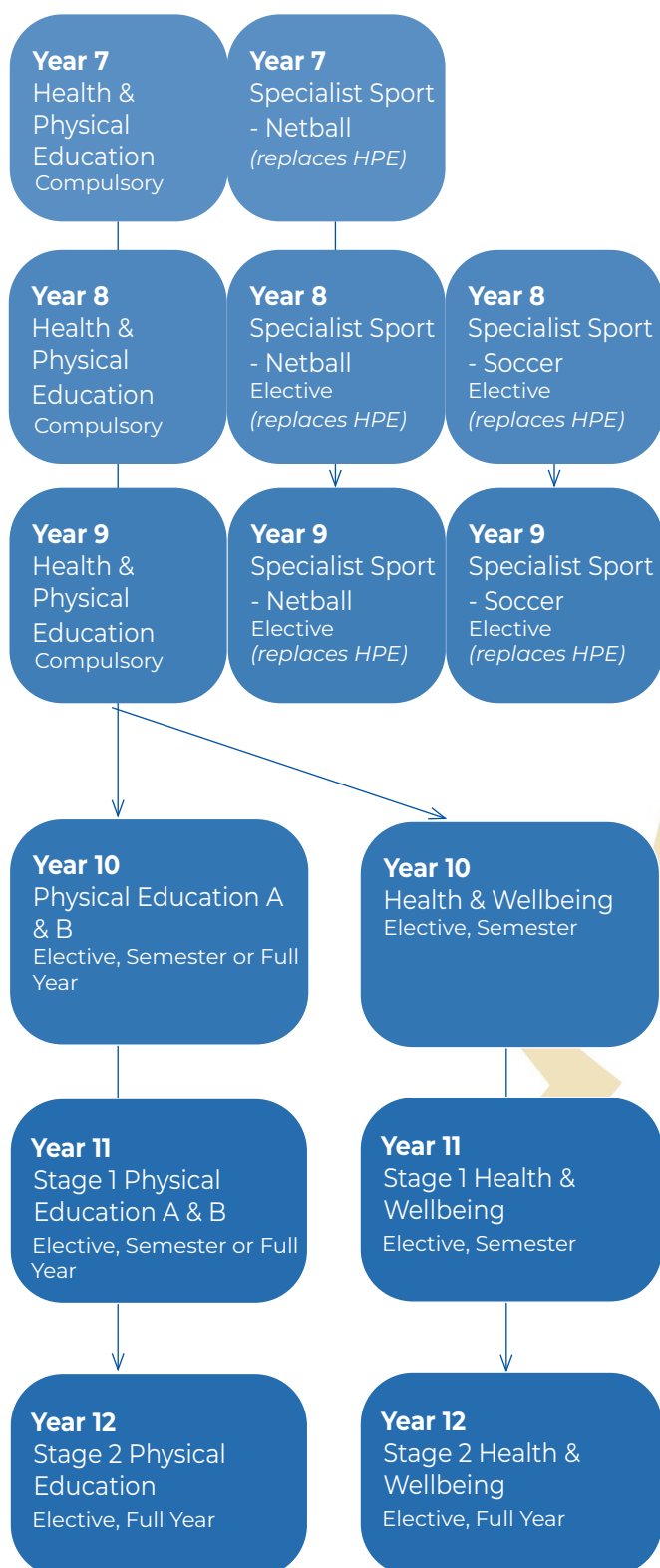
# Health & Physical Education

## - Physical Education

### SUBJECT FLOWCHART

### YEAR 10

#### Physical Education A



#### Prerequisites

Year 9 Physical Education

#### Course Description

This course enables students to further develop their practical skills and receive an introduction to the theoretical concepts studied in Stage 1 and Stage 2 Physical Education.

In practical lessons, focus is given to developing practical skills and tactical awareness in relevant sports. Activities may include volleyball, touch football and ultimate frisbee.

A large emphasis is also placed on the theoretical aspects of this subject. Students study bodies in motion (Biomechanics focus), basic exercise physiology, fitness and training methods.

It is recommended that at least one semester of Year 10 Physical Education is taken in preparation for Stage 1 Physical Education.

#### Assessment

Assessment components include:

- Practical: 60%  
Skills, game development and tactics
- Theory: 40%  
Assignments and tests

# YEAR 10

## Physical Education B

### Prerequisites

Year 9 Physical Education

### Course Description

This course enables students to further develop their practical skills and receive an introduction to the theoretical concepts studied in Stage 1 and Stage 2 Physical Education.

In practical lessons, focus is given to developing the tactical awareness and practical skills in relevant sports. Activities may include Lacrosse, European Handball and AFL.

A large emphasis is also placed on the theoretical aspects of this subject. Students study skill acquisition, sports nutrition and energy systems.

It is recommended that at least one semester of Year 10 Physical Education is taken in preparation for Stage 1 Physical Education.

### Assessment

Assessment components include:

- Practical: 60%  
Skills, game development and tactics
- Theory: 40%  
Assignments and tests

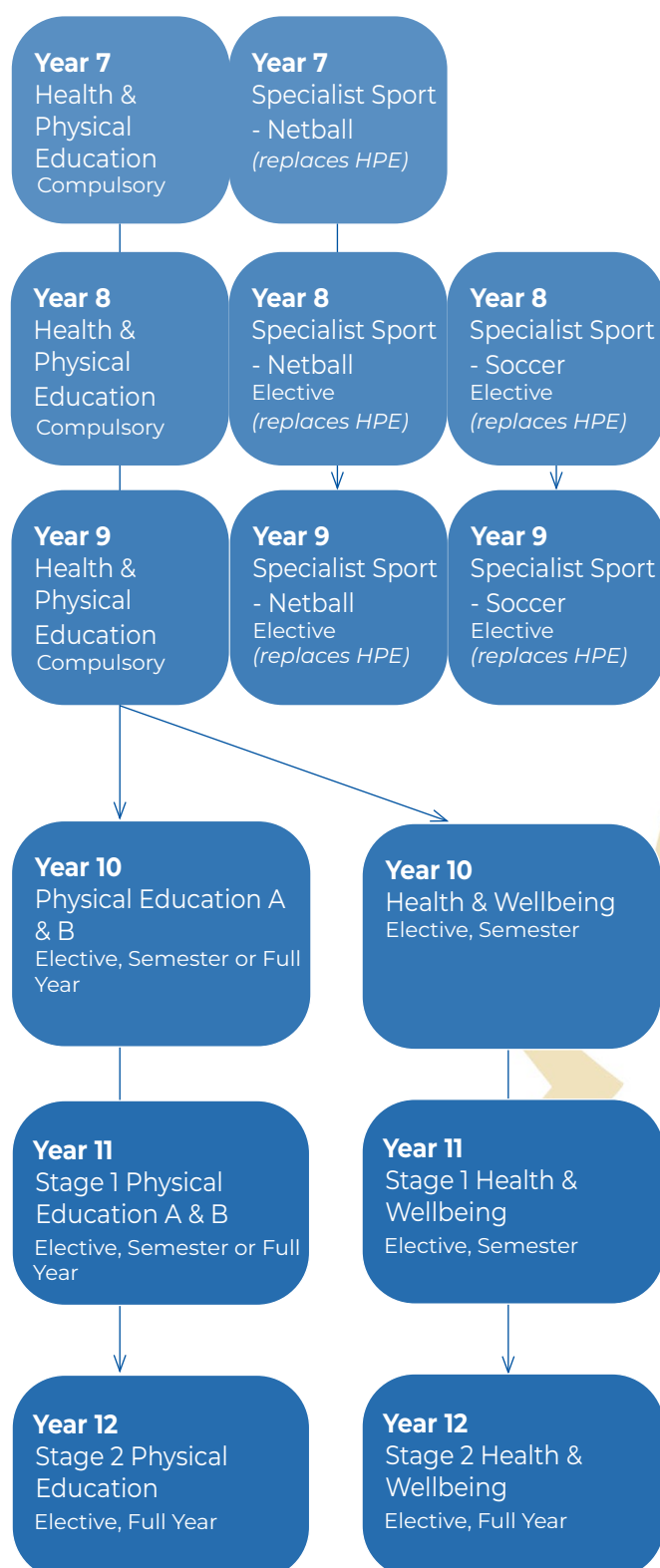
# Health & Physical Education

## - Physical Education

### SUBJECT FLOWCHART

### YEAR 11

#### Physical Education A & B



SACE Credits	10 or 20 credits
Prerequisites	Year 10 Physical Education

#### Course Description

Students gain an understanding of human functioning and physical activity. They take an active role in data collection through practical units to support theory topics.

Students explore their own and others physical capacities and analyse performance. They develop skills in communication, analysis, investigation and the ability to apply knowledge to practical situations.

Students will undertake units of work linking to the following concepts:

- Performance and participation improvement – analysing and improving affordances through data collection and evidence
- Collaboration and communication skills
- Movement concepts and strategies
- Biophysical – applied physiological (including fitness and training concepts, energy systems) or biomechanical factors
- Psychological – skill acquisition concepts (including factors affecting skill learning)
- Socio-cultural – equity and access opportunities (including barriers and enablers to participation and performance)

Practical focus areas relating to theory concepts may consist of:

- Badminton
- Table Tennis
- Netball/Fast5
- AFL
- Recreational activities

#### Assessment

Students demonstrate evidence of their learning through the following assessment types:

- Performance improvement: 50%
- Physical activity investigation: 50%

# YEAR 12

## Physical Education

SACE Credits	20 Credits
Prerequisites	One semester of Stage 1 Physical Education is recommended.

### Course Description

Students gain an understanding of human functioning and physical activity. They take an active role in data collection through practical units to support theory topics.

Students explore their own and others physical capacities and analyse performance. They develop skills in communication, analysis, investigation, and the ability to apply knowledge to practical situations.

Students will apply their understanding of movement concepts to evaluate aspects of their own and others' physical activity and implement strategies to improve their participation and/or performance in sport.

Students will undertake units of work linking to the following concepts:

- Performance and participation improvement – analysing and improving affordances through data collection and evidence
- Collaboration and communication skills
- Movement concepts and strategies
- Biophysical – applied physiological (including fitness and training concepts, energy systems) or biomechanical factors
- Psychological – skill acquisition concepts (including factors affecting skill learning)
- Group dynamics and coaching strategies

Practical focus area topics will cater to the different skills and interests of the students.

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

#### *School-based Assessment*

- Diagnostics task/s: 30%
- Self-improvement portfolio: 40%

#### *External Assessment*

- Group dynamics task: 30%



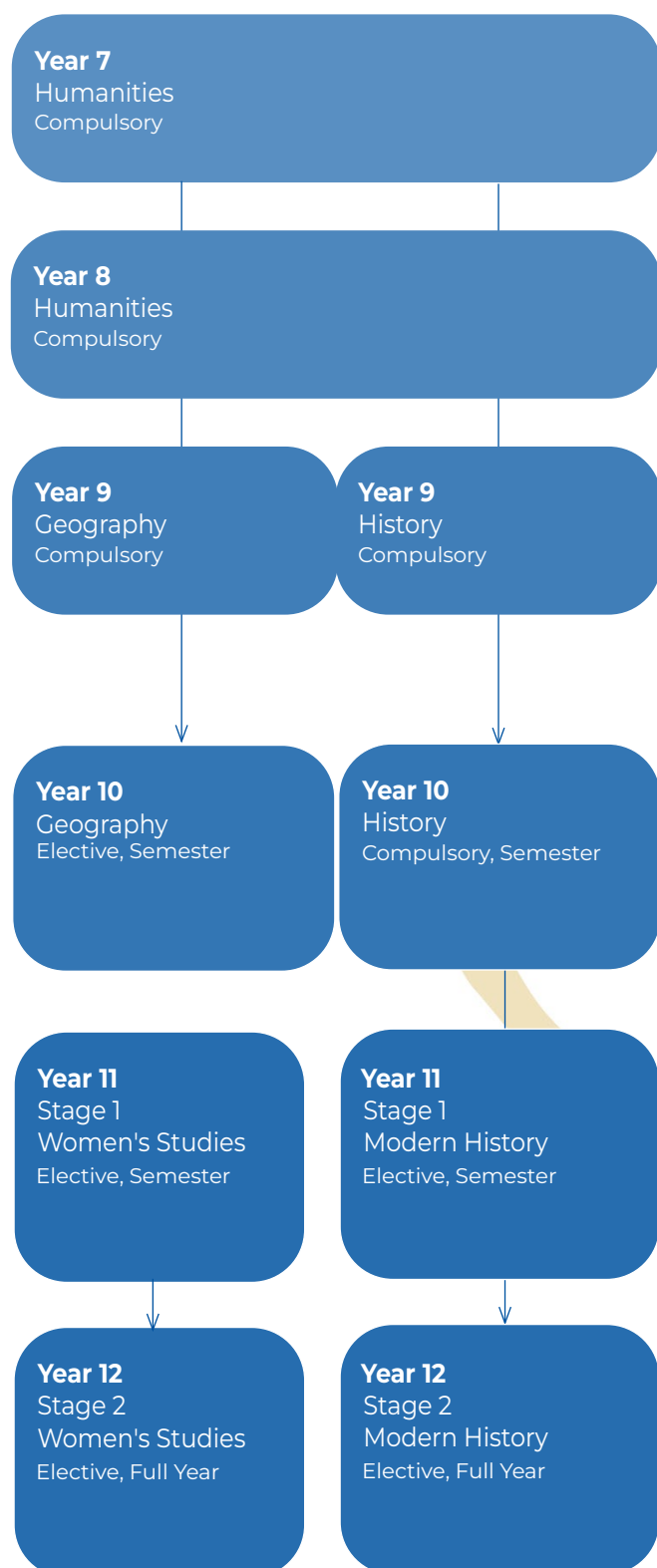
# Humanities & Social Sciences

## - Geography & Women's Studies

### SUBJECT FLOWCHART

### YEAR 10

#### Geography



#### Prerequisites

Year 9 Geography

#### Course Description

This course focuses on human activities and the environmental management that provides sustainability for future generations.

The course topics are:

#### *Environmental change & management*

- Explores the impact of climate change and emerging ideas and technologies designed to draw carbon out of our atmosphere;
- Looks at the importance of biodiversity in re-establishing environmental balance and the importance of re-imagining industrial food production practices;
- Builds awareness of the environmental impact society is having on Earth's oceans and waterways.

#### *Geographies of wellbeing*

- Has a focus on developing and improving human wellbeing globally through the examination of key issues around global health, wealth and education.

#### Assessment

Assessments will involve the analysis of sources, Geographical inquiry tasks and an end of semester test.

# YEAR 11

## Women's Studies

SACE Credits	10 credits
Prerequisites	Year 10 History is recommended

### Course Description

In Women's Studies, students look at the world from the perspective of women. They explore the diversity of women's experiences in contemporary society, examining situations and beliefs that are both dis-empowering and empowering to women.

Students analyse the diversity of gender representation for women in visual / cultural texts and investigate issues around gender inequality in the workplace.

The following areas of study are covered:

- The construction of gender
- Stereotyping and its perpetuation through cultural texts and influences
- Oppressive regimes that restrict the rights of women
- Gender inequality in the workplace

### Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Text analysis: 50%
- Group presentation: 25%
- Issues analysis: 25%

# YEAR 12

## Women's Studies

SACE Credits	20 Credits
Prerequisites	Stage 1 Women's Studies is recommended

### Course Description

Students will examine the meaning of gender and its construction, analysing the social implications of gender relations and how these differ across contexts, times and cultures.

They will investigate and evaluate ways in which various social structures, cultural practices and ways of thinking, can dis-empower women and seek to identify ways of affecting change to address gender bias.

These understandings are then applied to a number of Gendered Issue Studies such as how women are impacted by culture and society, lifestyle and choice, and the associated implications of these.

Students may also explore the impact of globalisation on women, the feminisation of poverty, the traffic of women's bodies and sex tourism. In addition to this, they may explore the contribution of women to various global environmental issues and the role of non-government organisations in addressing the different experiences of women around the globe.

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

#### *School-based Assessment*

- Text analysis: 20%
- Essay: 20%
- Folio: 30%

#### *External Assessment*

- Issues analysis: 30%

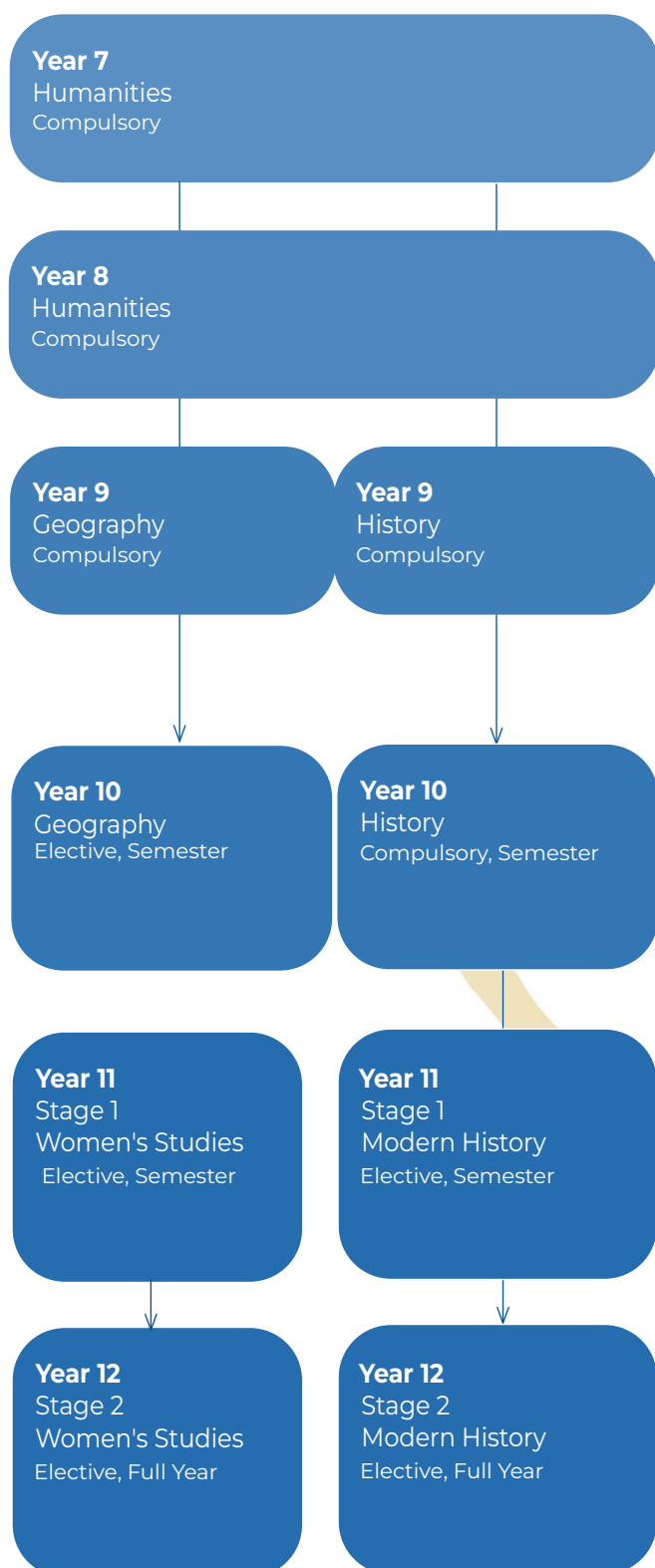
# Humanities & Social Sciences

## - History

### SUBJECT FLOWCHART

## YEAR 10

### History



#### Prerequisites

Year 9 History

#### Course Description

This course is a study of the history of the modern world and Australia from 1918 to the present.

Two topics will be covered:

- World War II: with emphasis on the Pacific War
- Building modern Australia: which explores significant post World War II waves of migration and campaigns for the rights and freedoms of First Nation Australians.

Historical skills will be developed with an increased emphasis on research, referencing and collaborative presentations.

#### Assessment

Assessments will involve source analysis, historical inquiry tasks and an end of semester test.

#### Pathways

Course leads to Stage 1 Modern History or Stage 1 Women's Studies.

# YEAR 11

## Modern History

SACE Credits	10 credits
Prerequisites	Year 10 History

### Course Description

The course explores changes in the world since 1750. Students will explore the impacts of these developments and investigate the way people, groups and institutions transformed societies.

“What if Hitler had never been born?”

“Who was Lenin and how did he re-create Russia?”

This course covers the topics:

- Revolution: Russian Revolution
- Elective: Nazi Germany Holocaust

### Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- 3 historical skills assessments: 70%
- 1 historical study assessment: 20%
- Examination: 10%

# YEAR 12

## Modern History

SACE Credits	20 Credits
Prerequisites	Stage 1 Modern History

### Course Description

The Modern History course gives students the opportunity to analyse a period, event, group of people, or phenomenon that has had an impact on World History after 1750. Students will build on their skills of historical inquiry formulated in previous years. Students are advised that good analytical and written communication skills are required for success in this subject.

*Modern Nations: Topic 3 Germany (1918-1943)*

Students will deepen their understanding of the Weimar Republic, Rise of Hitler, Totalitarian State, Germany's part in WW2, The Final Solution and Germany's defeat.

*The World since 1945: The changing world order (1945-) The Cold War*

Students will examine the origins of the superpower rivalry between the USA and the Soviet Union, the nature of the Cold War and the consequences of the Cold War.

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

*School-based Assessment*

- 5 historical skills assessments: 50%
- 1 historical study: 20%

*External Assessment*

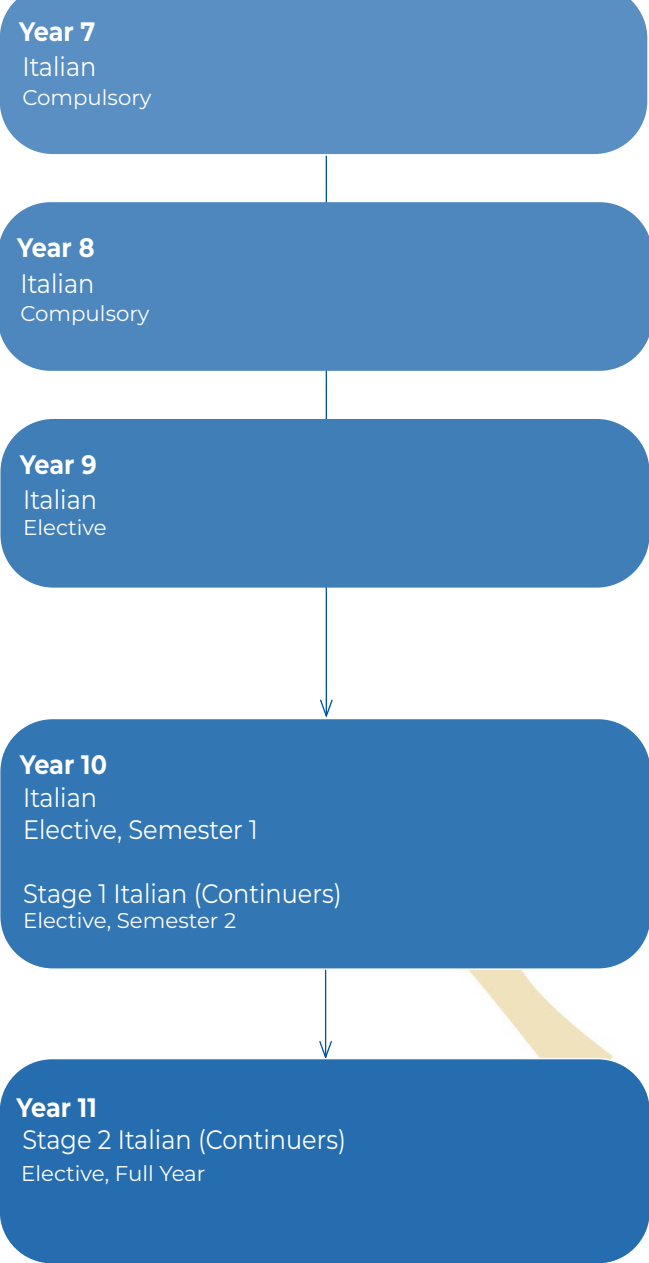
- Examination: 30%

# Languages

## SUBJECT FLOWCHART

## YEAR 10

Italian



Prerequisites	Year 9 Italian A & B
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### Course Description

Students will explore the migration phenomenon and its impact upon language and culture. A focus will be placed on the migration experiences of the Italian community in Australia.

They will further develop their skills of understanding, reading, writing, and speaking the language, as well as extend their grammatical skills.

Students will engage in independent, collaborative and co-operative learning practices to complete oral, aural and written activities. This will include interviewing a member of our community about his/her migration experience and the synthesis of this information for public presentation.

### Assessment

Students will be assessed regularly on their written, oral and aural comprehension skills through tests and assignments.

A timed assessment will be held at the end of the semester.



# YEAR 10

## Italian (Continuers) Stage 1

SACE Credits	10 credits
Prerequisites	Year 10 Italian , Semester 1

### Course Description

Students interact with others to share information, ideas, opinions and experiences. They create texts in Italian to express information, feelings, ideas and opinions. Students analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication. Students will complete an investigation based on a subtopic associated with 'The Italian Speaking Communities' or 'The Changing World' themes.

Stage 1 Italian Continuers consists of the following three themes and a number of prescribed topics and suggested subtopics:

- The Individual
- The Italian speaking communities
- The changing world

### Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through:

- Interaction
- Text production
- Text analysis
- Investigation

An examination will be held at the end of the semester.

# YEAR 11

## Italian (Continuers) Stage 2

SACE Credits	20 credits
Prerequisites	Year 10 Italian (S1) and Stage 1 Italian Continuers (studied in Year 10, S2)

### Course Description

Students interact with others to share information, ideas, opinions and experiences. They create texts in Italian to express information, feelings, ideas and opinions. Students analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication. They will complete an in-depth study based on a subtopic associated with 'The Italian Speaking Communities' or 'The Changing World' themes.

Stage 2 Italian Continuers consists of the following three themes as well as a number of prescribed topics and suggested subtopics:

- The Individual
- The Italian speaking communities
- The changing world

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

#### *School-based Assessment*

- Folio: 50%
- In-depth study: 20%

#### *External Assessment*

- Written and oral examination: 30%

# Mathematics

## SUBJECT FLOWCHART



# YEAR 10

## Essential Mathematics

Prerequisites	Year 9 Mathematics
Note	This subject is teacher recommended

### Course Description

This subject is designed to develop students' confidence with a range of mathematical concepts and relationships. Applications of Mathematics in the context of the real world are explored.

The following is studied from the six content strands:

#### Number

- Recognise the effect of approximations of real numbers in repeated calculations
- Use index laws in calculations involving positive exponents

#### Algebra

- Solve practical problems working with percentage, including profit and loss, discount and GST
- Calculate simple and compound interest
- Simplify algebraic expressions
- Substitute values into formulae
- Solve linear equations
- Find the gradient and equation of a line
- Graph linear relationships
- Solve linear simultaneous equations, using algebraic and graphical techniques, including using digital technology

#### Measurement

- Solve problems involving perimeter, area, surface area, volume and capacity
- Express numbers in scientific notation and apply in various contexts

#### Space

- Solve problems using Pythagoras' theorem and trigonometric ratios including those involving direction
- Interpret line graphs including speed, converting units and time series data

### Statistics

- Measure the centre and spread of data
- Construct and interpret box plots and use them to compare data sets
- Investigate relationships using scatterplots
- Investigate bivariate data using time

### Probability

- Solve problems involving the probabilities of compound events
- Model situations with two-way tables, tree diagrams and Venn diagrams

### Assessment

Assessment is continuous and based on topic tests, homework tasks, assignments and investigations.

### Pathways

Course leads to Stage 1 Essential Mathematics A.

# Mathematics

## SUBJECT FLOWCHART



# YEAR 10

## Mathematics

### Prerequisites

Year 9 Mathematics

### Course Description

This subject provides the foundation required for further studies in Mathematics. It is designed to develop students' confidence with a range of mathematical concepts and relationships. The course reinforces basic skills in algebra, arithmetic and problem solving.

The following is studied from the six content strands:

#### Number

- Recognise the effect of approximations of real numbers in repeated calculations

#### Algebra

- Simplify algebraic fractions
- Solve linear equations
- Find the gradient and equation of a line
- Graph linear relationships
- Solve problems involving parallel and perpendicular lines
- Calculate length and midpoint of line segments
- Solve linear simultaneous equations, using algebraic and graphical techniques, including using digital technology
- Solve linear inequalities and graph their solutions
- Simplify algebraic products and quotients using index laws
- Define rational and irrational numbers and perform operations with surds and fractional indices
- Expand binomial products and factorise quadratic expressions
- Solve quadratic equations using a variety of methods
- Describe, interpret and sketch parabolas
- Use simple and compound interest formulae to solve problems involving investments and loans, appreciation and depreciation

#### Measurement

- Solve problems involving perimeter, area, surface area, volume and capacity

#### Space

- Apply Pythagoras' theorem and trigonometric ratios to solve problems including those involving direction, and angles of elevation and depression
- Solve three dimensional problems involving right-angled triangles
- Use the unit circle to define trigonometric functions and graph them with and without digital technology

#### Statistics

- Measure the centre and spread of data
- Construct and interpret box plots and use them to compare data sets
- Calculate and interpret the mean and standard deviation of data and use these to compare data sets

#### Probability

- Describe and interpret situations involving conditional probability
- Apply conditional probability to solve problems involving compound events

### Assessment

Assessment is continuous and based on topic tests, homework tasks, assignments and investigations.

### Pathways

Course leads to Stage 1 Mathematical Methods A and C or Stage 1 General Mathematics A.



# Mathematics

## SUBJECT FLOWCHART



# YEAR 10

## General Mathematics

Prerequisites	S1 Year 10 Mathematics
Note	This subject is teacher recommended

### Course Description

This subject is designed to develop students' confidence with a range of mathematical concepts and relationships. Applications of Mathematics in the context of the real world are explored.

The content studied from the six content strands:

#### Number

- Recognise the effect of approximations of real numbers in repeated calculations
- Use index laws in calculations involving positive, negative and fractional exponents

#### Algebra

- Solve practical problems involving business calculations, including appreciation & depreciation
- Calculate simple and compound interest
- Simplify algebraic expressions
- Substitute values into formulae
- Solve linear equations
- Graph linear relationships
- Solve linear simultaneous equations, using algebraic and graphical techniques, including using digital technology

#### Measurement

- Solve problems involving perimeter, area, surface area, volume and capacity
- Express numbers in scientific notation and apply in various contexts

#### Space

- Solve problems using Pythagoras' theorem and trigonometric ratios including those involving direction
- Interpret line graphs including speed, converting units and time series data

#### Statistics

- Measure the centre and spread of data
- Construct and interpret box plots and use them to compare data sets
- Calculate and interpret the mean and standard deviation of data and use these to compare data sets

#### Probability

- Solve problems involving the probabilities of compound events
- Model situations with two-way tables, tree diagrams and Venn diagrams

### Assessment

Assessment is continuous and based on topic tests, homework tasks, assignments and investigations.

# Mathematics

## SUBJECT FLOWCHART



# YEAR 11

## Essential Mathematics A

SACE Credits	10 credits
Prerequisites	Year 10 Essential Mathematics
Note	<i>This subject is teacher recommended.</i>

### Course Description

Essential Mathematics offers students the opportunity to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. There is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

#### *Calculations, Time, and Ratio*

- Calculations
- Time and rates
- Ratio and scale

Students extend their proficiency with calculations required for everyday living.

#### *Earning and Spending*

- Earning
- Spending
- Budgeting

Students examine basic financial calculations in the context of their personal experiences and intended pathways.

#### *Geometry*

- Shapes
- Angle geometry
- Geometry and construction

Students observe and classify two and three dimensional figures according to their geometric properties.

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

- Skills and applications tasks: 50%
- Folio: 50%

# YEAR 11

## Essential Mathematics B

SACE Credits	10 credits
Prerequisites	Stage 1 Essential Mathematics A

### Course Description

Essential Mathematics offers students the opportunity to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. There is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

#### *Data in Context*

- Classifying data
- Reading and interpreting graphs
- Drawing graphs
- Summarising and interpreting data
- Comparing data sets

Students learn to read and critically interpret data presented to them in various forms.

#### *Measurement*

- Linear measurement
- Area measurement
- Mass
- Volume and capacity
- Power and energy

Students extend their skills in estimating, measuring, and calculating in practical situations.

#### *Investing*

- Simple interest
- Compound interest
- Investing for interest

Students investigate interest, term deposits, and the costs of credit, using current and relevant examples.

Students use electronic technology, where appropriate, to support both calculations and presentation of their work.

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

- Skills and applications tasks: 50%
- Folio: 50%

An examination will be held at the end of Semester 2.

# Mathematics

## SUBJECT FLOWCHART





# YEAR 11

## General Mathematics A

SACE Credits	10 credits
Prerequisites	Year 10 Mathematics

### Course Description

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

#### *Investing and borrowing*

- Investing in shares

Students discuss reasons for investing money and investigate using the share market as a vehicle for investment.

#### *Applications of Trigonometry*

- Right angled triangle geometry
- Area of triangles
- Solving problems with non-right angled triangles

This topic focuses on the calculations involved in triangle geometry and their many applications in practical contexts such as construction, surveying, design and navigation.

#### *Measurement*

- Application of measuring devices and units of measurement
- Perimeter and area of plane shapes
- Volume and surface area of solids
- Scale and rates

Students apply measurement techniques such as estimation, units of measurement, scientific notation, and measuring devices, and consider their accuracy.

#### *Statistical Investigation*

- The statistical investigation process
- Sampling and collecting data
- Classifying and organising data
- The shape, location and spread of distributions of numerical data
- Forming and supporting conjectures across two or more groups

Students investigate the collection of data and analysis of the data to form valid conjectures.

Students use electronic technology, where appropriate, to enable complex problems to be solved efficiently.

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

- Skills and applications tasks: 65%
- Mathematical investigation: 35%

An examination will be held at the end of Semester 1.

# Mathematics

## SUBJECT FLOWCHART



# YEAR 11

## General Mathematics B

SACE Credits	10 credits
Prerequisites	Stage 1 General Mathematics A or Stage 1 Mathematical Methods A

### Course Description

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

#### *Investment and Borrowing*

- Investing for interest
- Return on investment
- Costs of borrowing

Students discuss reasons for investing money and investigate using financial institutions as a vehicle for investment.

#### *Linear and Exponential Functions and their Graphs*

- Linear functions and graphs
- Exponential functions and graphs

Students study linear and exponential functions through a study of the various forms in which such relationships can be represented.

#### *Matrices and Networks*

- Matrix arithmetic and costing applications
- Networks

Students are introduced to the application of matrices and graph theory to solve problems in familiar contexts.

Students use electronic technology, where appropriate, to enable complex problems to be solved efficiently.

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

- Skills and applications tasks: 65%
- Mathematical investigation: 35%

An examination will be held at the end of Semester 2.

# Mathematics

## SUBJECT FLOWCHART



# YEAR 11

## Mathematical Methods A

SACE Credits	10 credits
Prerequisites	Year 10 Mathematics

### Course Description

Stage 1 Mathematical Methods A extends students' mathematical experience, and provides a variety of contexts for incorporating mathematical arguments and problem solving. The topics provide a blending of algebraic and geometric thinking. In this subject, there is a progression of content, applications, and level of sophistication and abstraction.

#### *Polynomials*

- Quadratic relationships

Students model real world situations from a range of contexts that have a quadratic relationship.

#### *Functions and Graphs*

- Lines and linear relationships
- Inverse relationships
- Relations
- Functions

Students are provided with the algebraic concepts and techniques required for a successful introduction to the study of calculus.

#### *Counting and Statistics*

- Discrete and continuous random data
- Samples and statistical measures
- Normal distributions

Students explore distributions and measures of spread, extending their knowledge of the measures of central tendency.

#### *Matrices*

- Matrix arithmetic

Students will represent information in a matrix form and perform arithmetic techniques with them.

Students use electronic technology, where appropriate, to enable complex problems to be solved efficiently.

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

- Skills and applications tasks: 80%
- Mathematical investigation: 20%

An examination will be held at the end of Semester 1.



# Mathematics

## SUBJECT FLOWCHART



# YEAR 11

## Mathematical Methods B

SACE Credits	10 credits
Prerequisites	Stage 1 Mathematical Methods A

### Course Description

Stage 1 Mathematical Methods B continues to extend students' mathematical experience, and further provides a variety of contexts for incorporating mathematical arguments and problem solving. The topics provide a blending of algebraic and geometric thinking. In this subject, there is a progression of content, applications, and level of sophistication and abstraction.

#### *Polynomials*

- Cubic and quartic polynomials

Students model real world situations from a range of contexts that have a cubic or quartic relationship.

#### *Growth and Decay*

- Indices and index laws
- Exponential functions
- Logarithmic functions

Students model growth and decay situations and will use their models to make predictions.

#### *Introduction to Differential Calculus*

- Rate of change
- The concept of a derivative
- Computations of derivatives
- Properties of derivatives
- Applications of derivatives

Students will develop and apply the concept of derivative.

Students use electronic technology, where appropriate, to enable complex problems to be solved efficiently.

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

- Skills and applications tasks: 80%
- Mathematical investigation: 20%

An examination will be held at the end of Semester 2.

# Mathematics

## SUBJECT FLOWCHART



# YEAR 11

## Mathematical Methods C

SACE Credits	10 credits
Prerequisites	Year 10 Mathematics
Note	Stage 1 Mathematical Methods C is studied in conjunction with Stage 1 Mathematical Methods A.

Students use electronic technology, where appropriate, to enable complex problems to be solved efficiently.

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

- Skills and applications tasks: 80%
- Mathematical investigation: 20%

An examination will be held at the end of Semester 1.

### Course Description

Stage 1 Mathematical Methods C extends students' mathematical experience, and provides a variety of contexts for incorporating mathematical arguments and problem solving. The topics provide a blending of algebraic and geometric thinking. In this subject, there is a progression of content, applications, and level of sophistication and abstraction.

#### *Trigonometry*

- Cosine and Sine rules
- Circular measure and radian measure
- Trigonometric functions

Students extend their understanding of trigonometry into non right angled triangles. They are introduced to the basic trigonometric functions, beginning with the unit circle. Radian measure of angles is introduced and the graphs of trigonometric functions are explored.

#### *Counting and Statistics*

- Counting

Students will explore counting techniques of permutations and combinations.

#### *Real and Complex Numbers*

- The number line
- Complex numbers
- Roots of equations

Students continue their study of numbers, including irrational numbers. They develop and operate with complex numbers, and use them to solve problems that cannot be solved with real numbers alone.

# Mathematics

## SUBJECT FLOWCHART



# YEAR 11

## Specialist Mathematics

SACE Credits	10 credits
Prerequisites	Stage 1 Mathematical Methods A and C.
Note	Stage 1 Specialist Mathematics is studied in conjunction with Stage 1 Mathematical Methods A, B and C.

### Course Description

Stage 1 Specialist Mathematics extends students' mathematical experience, and provides a variety of contexts for incorporating mathematical arguments and problem solving. The topics provide a blending of algebraic and geometric thinking. In this subject, there is a progression of content, applications, and level of sophistication and abstraction.

#### Geometry

- Circle properties
- The nature of proof

Students will form and test hypotheses about the properties of circles.

#### Vectors

- Vector operations
- Component and unit vector forms
- Projections
- Geometric proofs using vectors

Students will gain skills in operating with vectors, their applications, and their use in proving results in geometry.

#### Further trigonometry

- Further trigonometric functions
- Trigonometric identities

Students extend their understanding of trigonometric functions and will model circular motion in familiar contexts.

#### Matrices

- Transformations in the plane

Students will apply matrix arithmetic to linear transformations in the plane.

#### Real and Complex Numbers

- Introduction to mathematical induction
- The complex (Argand) plane

Students will use mathematical induction as a way of proving a given statement for all integers and will represent complex numbers on an Argand plane.

Students use electronic technology, where appropriate, to enable complex problems to be solved efficiently.

#### Assessment

Students demonstrate evidence of their learning through the following assessment types:

- Skills and applications tasks: 80%
- Mathematical investigation: 20%

An examination will be held at the end of Semester 2.



# Mathematics

## SUBJECT FLOWCHART



# YEAR 12

## Essential Mathematics

SACE Credits	20 Credits
Prerequisites	Stage 1 Essential Mathematics B or Stage 1 General Mathematics B.

### Course Description

Stage 2 Essential Mathematics offers students the opportunity to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts.

#### *Scales, Plans, and Models*

Students investigate the properties of plane shapes and solids, and construct the nets of a range of three dimensional shapes. Using scaled representations, full scale measurements are determined. Students also develop practical skills in measuring and scaling down.

#### *Measurement*

Students consider practical problems in two dimensions involving circles, polygons, and composite shapes, and in three dimensions involving cones, cylinders, pyramids and spheres. Pythagoras' theorem and the trigonometry of right and non right triangles enable students to solve problems posed in everyday and workplace contexts. Students calculate volume, mass, and density of shapes posed in practical contexts.

#### *Business Applications*

Students investigate physical and financial planning aspects of a small business. Break-even calculations considering fixed and variable costs, provide the opportunity to investigate a business' viability.

Students examine how the structure of a business affects their taxation liability.

#### *Statistics*

Students critically analyse data and use this analysis to form and support reasonable conjectures.

Linear regression techniques are used to investigate the relationship between two variable characteristics. Students analyse data graphically and algebraically to determine the strength and nature of the relationship and use it, where appropriate, to make predictions.

#### *Investment and Loans*

Students investigate a range of ways of investing and borrowing money. Simple and compound interest calculations are used to find the return on an investment. The effects of taxation and inflation on the investment return are considered. Annuity calculations are also developed.

Students use electronic technology, where appropriate, to support both calculations and presentation of their work.

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

#### *School-based Assessment*

- Skills and applications tasks 30%
- Folio 40%

#### *External Assessment*

- Examination 30%

# Mathematics

## SUBJECT FLOWCHART



# YEAR 12

## General Mathematics

SACE Credits	20 Credits
Prerequisites	Stage 1 General Mathematics B or Stage 1 Mathematical Methods A & B

### Course Description

This subject prepares students for entry to tertiary courses requiring a non specialised background in mathematics. General Mathematics offers students the opportunity to develop a strong understanding of the process of mathematical modelling and its application to problem solving in everyday workplace contexts.

#### *Modelling with Linear Relationships*

Students review and extend their understanding of continuous linear functions through the solution of problems involving simultaneous linear equations. The solution of problems involving the interaction of two variables is found using the method of linear programming.

#### *Modelling with Matrices*

Students apply matrices to solve problems in practical contexts. Two practical applications of matrices are studied: connectivity of networks and transition problems.

#### *Statistical Models*

The linear and exponential growth behaviours are observed in bivariate data. Students find algebraic models of the data and use them for predictive purposes. Students also investigate the characteristics and nature of the normal distribution and use this model to solve problems and make predictions.

#### *Financial Models*

In this topic, the focus is on the annuity model and its applications to investing and borrowing money. Students consider saving money for a future need by making regular deposits, repayment of a reducing balance loan and receiving an income stream from a lump-sum investment.

#### *Discrete Models*

The focus of this topic is on network applications to the solution of problems involving critical path analysis and assignment problems. In critical path analysis, students determine the shortest time in which a complex task can be completed and identify the critical components of that task. Students investigate assignment problems and learn the application of the Hungarian algorithm to their solution.

Students use electronic technology, where appropriate, to support both calculations and presentation of their work.

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

#### *School-based Assessment*

- Skills and applications tasks: 40%
- Mathematical investigations: 30%

#### *External Assessment*

- Examination: 30%

# Mathematics

## SUBJECT FLOWCHART



# YEAR 12

## Mathematical Methods

SACE Credits	20 Credits
Prerequisites	Stage 1 Mathematical Methods A, B & C

### Course Description

Stage 2 Mathematical Methods can lead to tertiary studies of economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. Stage 2 Mathematical Methods focuses on the development of mathematical skills and techniques that enable students to explore, describe, and explain aspects of the world around them in a mathematical way.

#### Calculus

Students gain a conceptual grasp of introductory calculus. Derivatives of exponential, logarithmic, and trigonometric functions and their applications, together with differentiation techniques and applications to optimisation problems and graph sketching are studied. Integration, both as a process that reverses differentiation and as a way of calculating areas, is studied.

The fundamental theorem of calculus as a link between differentiation and integration is emphasised.

The topics studied are:

- Further differentiation and applications
- Integral calculus
- Logarithmic functions

#### Statistics

Students examine argument and conjecture from a 'statistical' point of view working with discrete and continuous variables. The normal distribution is used in a variety of contexts as is the Central Limit Theorem.

The topics studied are:

- Discrete random variables
- Continuous random variables and the normal distribution
- Sampling and confidence intervals

Students use electronic technology, where appropriate, to enable complex problems to be solved efficiently.

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

#### School-based Assessment

- Skills and applications tasks: 50%
- Mathematical investigation: 20%

#### External Assessment

- Examination: 30%



# Mathematics

## SUBJECT FLOWCHART



# YEAR 12

## Specialist Mathematics

SACE Credits	20 Credits
Prerequisites	Stage 1 Mathematical Methods A, B & C and Stage 1 Specialist Mathematics.

### Course Description

Stage 2 Specialist Mathematics can be a pathway to mathematical sciences, engineering, space science, and laser physics. Stage 2 Specialist Mathematics is designed to be studied in conjunction with Stage 2 Mathematical Methods.

#### *Mathematical Induction*

Throughout the year, students are given opportunities to apply this method of proof in many contexts; for example, trigonometry, complex numbers, and matrices.

#### *Complex Numbers*

The study of complex numbers is extended to the polar form. The arithmetic of complex numbers is developed and de Moivre's theorem is used to find the roots.

#### *Functions and Sketching Graphs*

The study of functions and techniques of graph sketching is extended and applied in the exploration of inverse functions and the sketching of graphs of composite functions involving absolute value, reciprocal, and rational functions.

#### *Vectors in Three Dimensions*

Three dimensional vectors are introduced enabling the study of lines and planes in three dimensions, their intersections, and the angles they form. Vector methods of proof enables students to solve geometric problems in three dimensions.

#### *Integration Techniques and Applications*

Integration techniques are extended to trigonometric functions and composite functions, using inverse trigonometric functions and integration by parts. These techniques, areas between curves and the volumes of solids of revolution are found.

#### *Rates of Change and Differential Equations*

Calculus techniques are applied to vectors and simple differential equations.

Students use electronic technology, where appropriate, to enable complex problems to be solved efficiently.

### Assessment

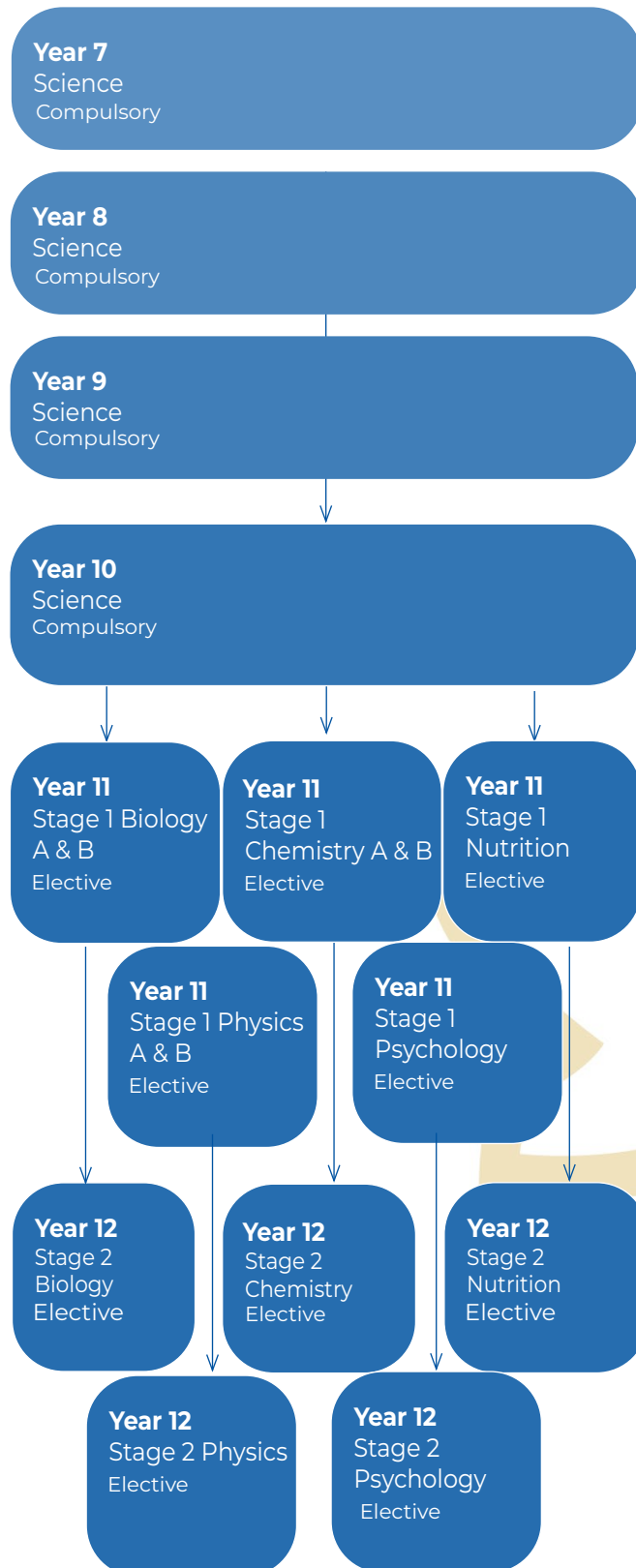
Students demonstrate evidence of their learning through the following assessment types:

#### *School-based Assessment*

- Skills and applications tasks: 50%
- Mathematical investigation: 20%

#### *External Assessment*

- Examination: 30%



#### Prerequisites

Year 9 Science

#### Course Description

Students explore the processes that underpin heredity and genetic diversity. They analyse and describe the supporting evidence for the big bang and evolution theories. Atomic theory is further developed to understand relationships between the periodic table, atomic structure and chemical behaviour of materials.

Students develop an understanding that motion and forces are related by applying physical laws.

Students plan and conduct safe, valid and reproducible investigations to test relationships or develop explanatory models. They select and use content, language and text features effectively to achieve their purpose when communicating their ideas, findings and arguments to diverse audiences.

#### Topics covered:

- DNA and Chromosomes
- Motion
- Genetics and Inheritance
- The Periodic Table and Ionic Compounds
- Forces
- Natural Selection and the Big Bang
- Explaining and Investigating Chemical Reactions.

#### Assessment

Assessment tasks may include topic tests, reports of investigative research and practical investigations.



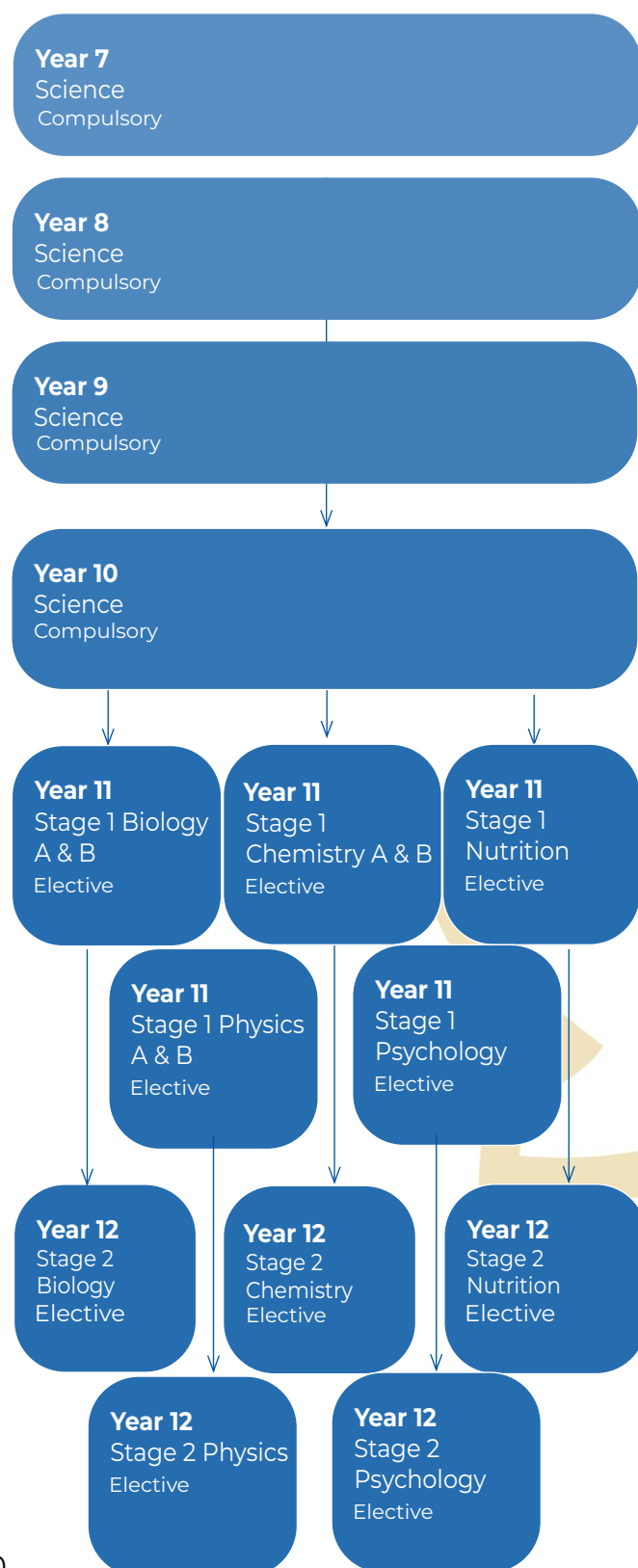
# Science

## - Biology

### SUBJECT FLOWCHART

## YEAR 11

### Biology A & B



SACE Credits	2 x 10 credits
Prerequisites	Year 10 Science
Note	<i>Stage 1 Biology B is the preferred pre-requisite course for Stage 2 Biology.</i>

### Course Description

Students investigate biological systems and their interactions from the perspectives of energy, control, structure and function, exchange in cellular structures and processes. They develop the skills, knowledge and understanding that enable them to: explore, draw evidence-based conclusions to explain everyday observations, find solutions to biological issues, understand the impacts of biological science on their lives, society and the environment.

The topics studied are:

#### Biology A

- Infectious diseases and the immune system
- Multicellular organisms
- Biodiversity and ecosystems dynamics

#### Biology B

- Cell structure and micro-organisms
- Biodiversity and ecosystems dynamics
- Digestive system and enzymes

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

- Investigation folio
- Skills and application tasks

Students will complete an examination at the end of each semester.



# YEAR 12

## Biology

SACE Credits	20 Credits
Prerequisites	Stage 1 Biology B is the preferred pre-requisite course

### Course Description

Students study the diversity of life as it has evolved, the function of living organisms and how they interact with their own, other species and the environments. They use their knowledge and understanding of biological science skills to find solutions to problems and biological issues, and to understand how biological science impacts their lives, society and the environment.

Students explore the dynamic nature of biological science and the complex ways in which science interacts with society. They explore how biologists collaborate with other scientists to develop new understanding and insights and produce innovative solutions to problems and challenges in local, national and global contexts.

Students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges.

The topics studied are:

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

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

#### *School-based Assessment*

- Skills and applications tasks: 40%
- Investigations folio: 30%

#### *External Assessment*

- Examination: 30%





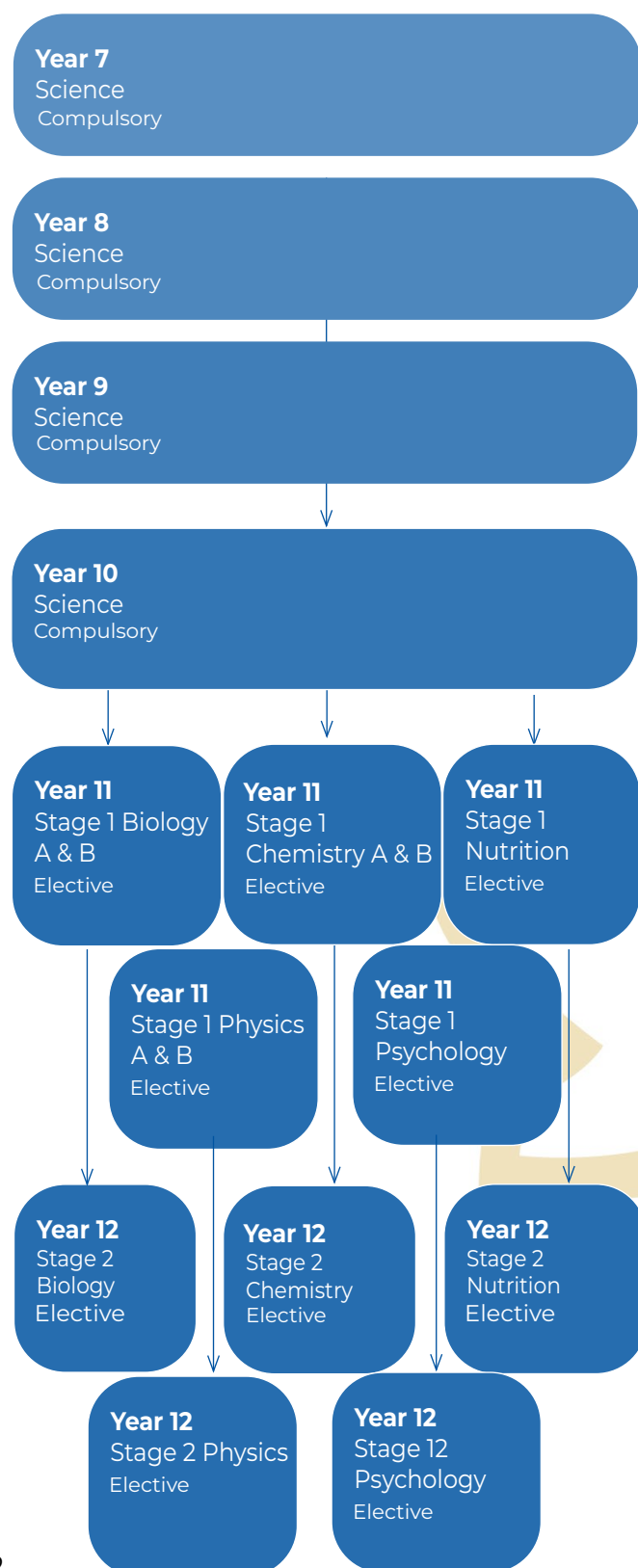
# Science

## - Chemistry

### SUBJECT FLOWCHART

## YEAR 11

### Chemistry A & B



SACE Credits	2 x 10 credits
Prerequisites	Year 10 Science
Note	<i>Stage 1 Chemistry A is the pre-requisite for Stage 1 Chemistry B.</i>

### Course Description

Students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that 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.

The study of Chemistry enables students to develop the skills to be questioning, reflective and critical thinkers.

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

The topics studied are:

#### Chemistry A

- Materials and their atoms
- Combinations of atoms
- The chemistry of carbon

#### Chemistry B

- Quantities in Chemistry
- Acid and bases
- Redox reactions

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

- Investigation folio
- Skills and applications tasks

Students will complete an examination at the end of each semester.

# YEAR 12

## Chemistry

SACE Credits	20 Credits
Prerequisites	Stage 1 Chemistry A & B

### Course Description

Students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and human use of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.

Students consider examples of benefits and risks of chemical knowledge to the wider community.

They integrate and apply a range of understanding, inquiry and scientific thinking skills that encourage them to be questioning, reflective, and critical thinkers, investigate and explain phenomena around them, and explore strategies and possible solutions to address major current and future challenges.

The topics studied are:

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

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

#### *School-based Assessment*

- Skills and applications tasks: 30%
- Investigations folio: 40%

#### *External Assessment*

- Examination: 30%

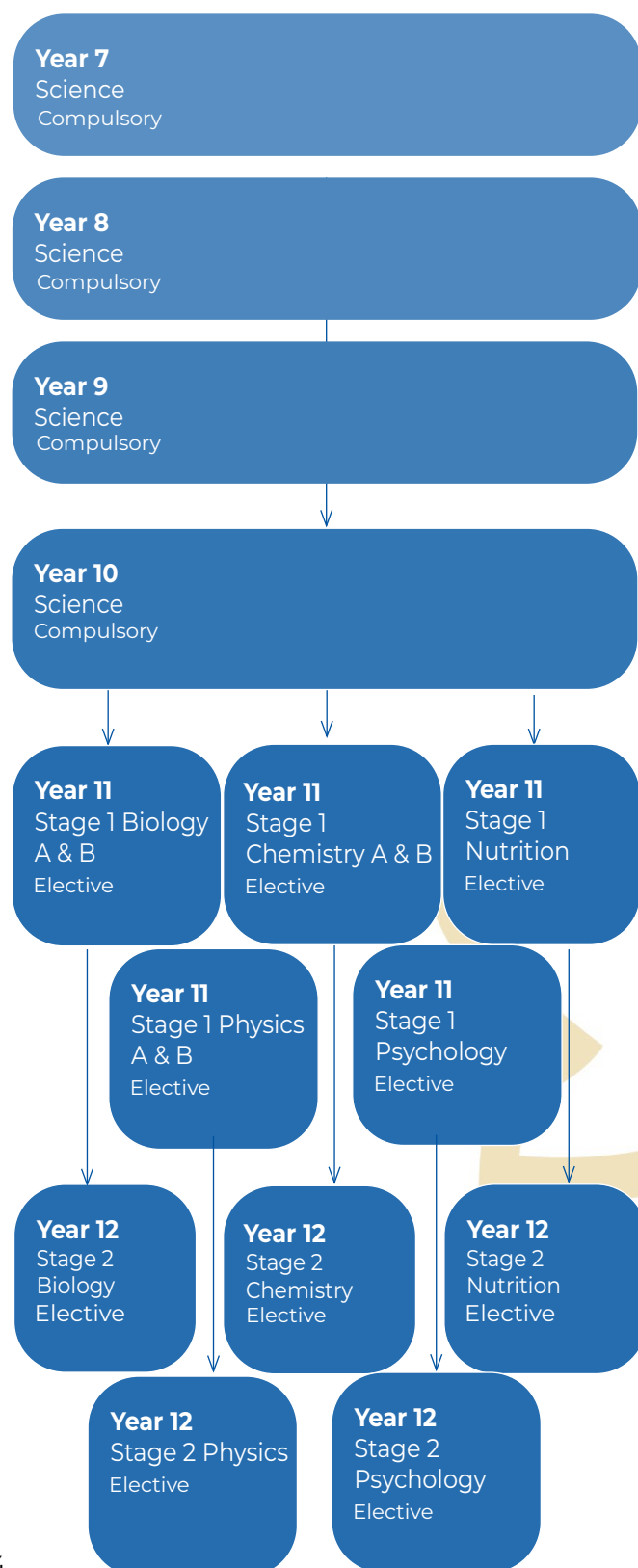
# Science

## - Nutrition

### SUBJECT FLOWCHART

## YEAR 11

### Nutrition



SACE Credits	10 credits
Prerequisites	Year 10 Science

### Course Description

Students study the science of human nutrition, physiology and health. They explore the relationships between diet, lifestyle, eating patterns and health and disease. Students consider factors influencing the sustainability of food production, food availability, future food, nutritional needs and health. They investigate global and local food trends, advancements in technology, and the development of new foods and food packaging as well as their impact in particular on the future health of populations.

The topics studied are:

- Principles of nutrition
- Health promotion and emerging trends
- Sustainable food systems

### Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Skills and application tasks
- Investigation folio

Students will complete an examination at the end of the semester.

# YEAR 12

## Nutrition

SACE Credits	20 Credits
Prerequisites	Stage 1 Nutrition

### Course Description

Students study the science of human nutrition, physiology and health. They explore the relationships between dietary lifestyle, healthy eating patterns and health and disease. Students consider social, political, cultural, ethical and environmental factors impacting current food quality, future food choices and food availability.

They use their knowledge of nutrition, in addition to their literacy and numeracy skills to analyse diets and make recommendations to improve health outcomes for individuals, community groups and society.

Students investigate global and local food trends, advancement in technology, and development of new

foods and food packaging and their impact on the future health of populations. They suggest solutions to complex issues informed by current research and Australian consumer protection practices.

The topics studied are:

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

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

#### *School-based Assessment*

- Skills and application tasks: 30%
- Investigation folio: 40%

#### *External Assessment*

- Examination: 30%



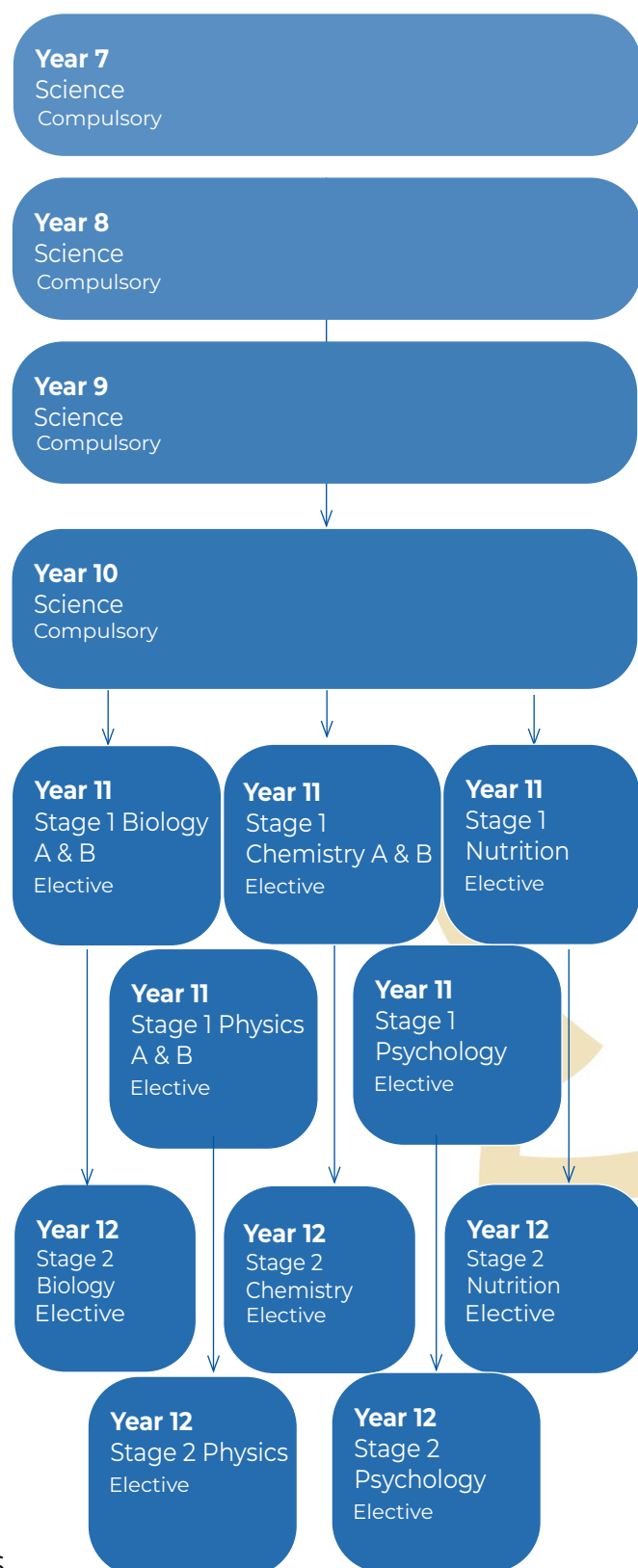
# Science

## - Physics

### SUBJECT FLOWCHART

## YEAR 11

### Physics A & B



SACE Credits	2 x 10 credits
Prerequisites	Year 10 Science
Note	Stage 1 Physics A is the pre-requisite course for Stage 1 Physics B.

### Course 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 worlds to the macrocosmos, and to make predictions about them.

The study of Physics will incorporate the application of mathematical equations to develop student understanding of models and theories. Confidence with re-arranging algebraic expressions would be an advantage.

The topics studied are:

#### Physics A

- Linear motion and forces
- Nuclear models and radioactivity
- Energy

#### Physics B

- Momentum
- Electric circuits
- Heat
- Waves

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

- Investigation folio
- Skills and application tasks

Students will complete an examination at the end of the semester.



# YEAR 12

## Physics

SACE Credits	20 Credits
Prerequisites	Stage 1 Physics A & B

### Course Description

Students use qualitative and quantitative models, laws and theories to better understand matter, forces, energy and the interaction between them. They gather, analyse and interpret primary and secondary data to investigate a range of phenomena and technologies to increase their understanding of Physics concepts and the impact of Physics on contemporary life.

Students explore how physicists develop new understandings and insights to produce innovative solutions to everyday and complex problems and challenges in local, national and global contexts. They integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges.

The topics studied are:

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

### Assessment

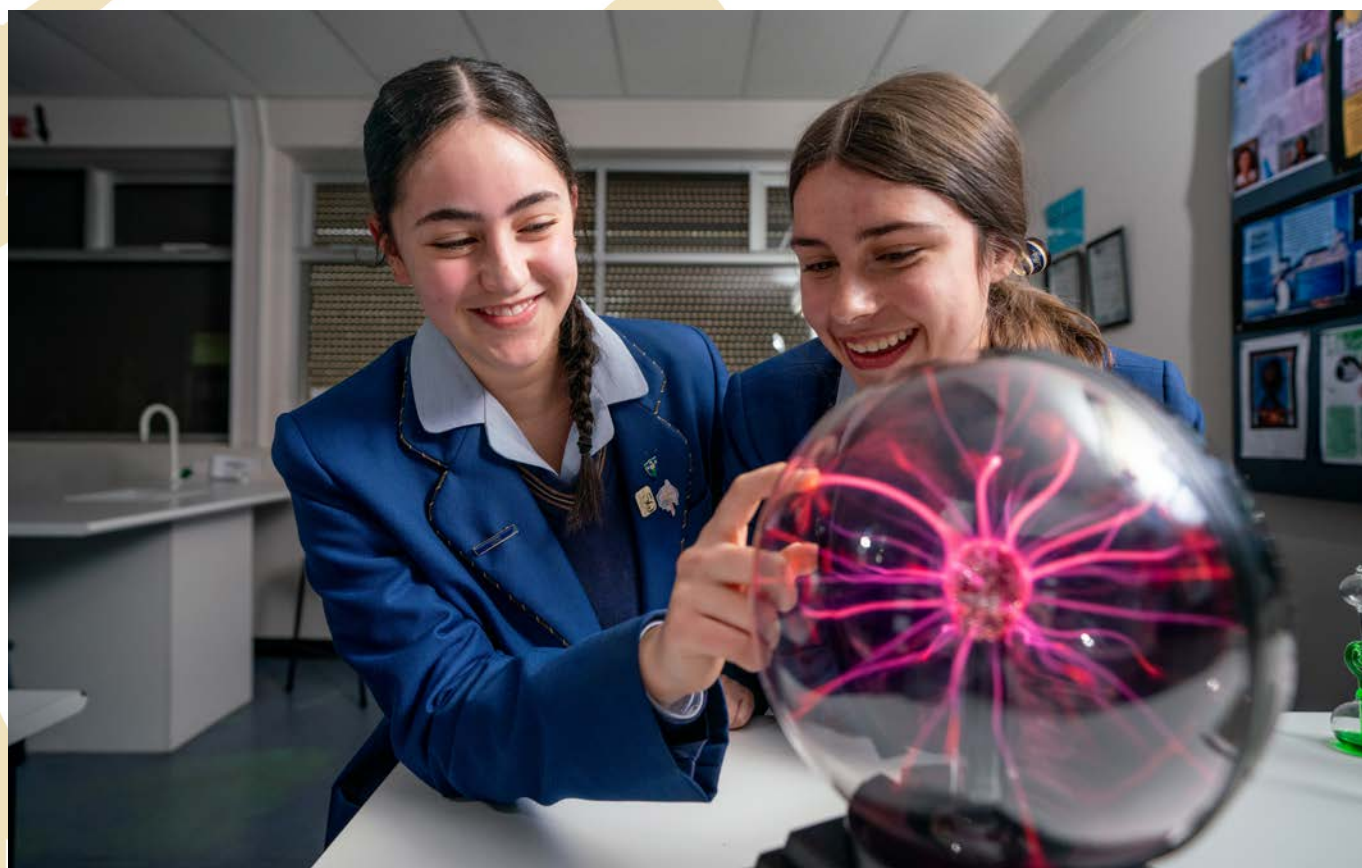
Students demonstrate evidence of their learning through the following assessment types:

#### *School-based Assessment*

- Investigations folio: 40%
- Skills and applications tasks: 30%

#### *External Assessment*

- Examination: 30%





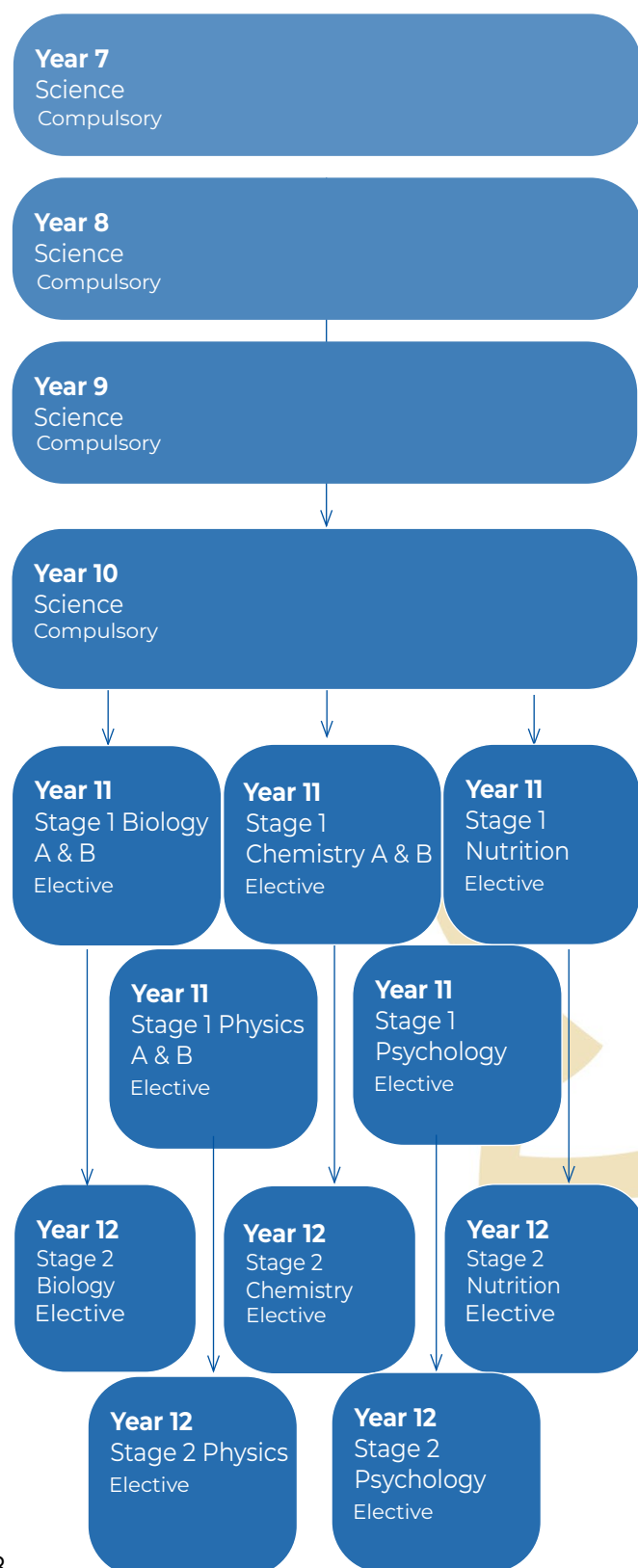
# Science

## - Psychology

### SUBJECT FLOWCHART

## YEAR 11

### Psychology



SACE Credits	10 credits
Prerequisites	Year 10 Science

### Course Description

The study of Psychology enables students to describe and explain the universality of human experience, individual and cultural diversity, and the ways in which behaviour can be changed. It offers a means for making society more cohesive and equitable. An inquiry approach to Psychology enables students to define the scope of their learning by identifying investigable questions, deconstructing and designing their research using ethical scientific approaches, using data, and analysing and critiquing their findings. The issues that arise during investigations should be informed by the application of key scientific ideas, skills, concepts, and understanding.

The topics studied are:

- Emotion
- Psychological wellbeing
- Investigations in psychology

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

- Investigation folio
- Skills and application tasks

Students will complete an examination at the end of the semester.

# YEAR 12

## Psychology

SACE Credits	20 Credits
Prerequisites	None

### Course Description

The study of Stage 2 Psychology enables students to investigate and understand the universality of human experience, individual and cultural diversity, and the ways in which behaviour can be comprehended, influenced and changed. An inquiry approach to psychology enables students to identify contemporary investigable questions about the ways Science interacts in our lives. Through deconstructing and designing their research, exploring and using ethical scientific approaches, students can use data, analyse and critique their findings.

This course builds on the Stage 1 course, however Stage 1 Psychology is not a pre-requisite.

The topics studied are:

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

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

#### *School-based Assessment*

- Skills and applications tasks: 40%
- Investigations folio: 30%

#### *External Assessment*

- Examination: 30%

