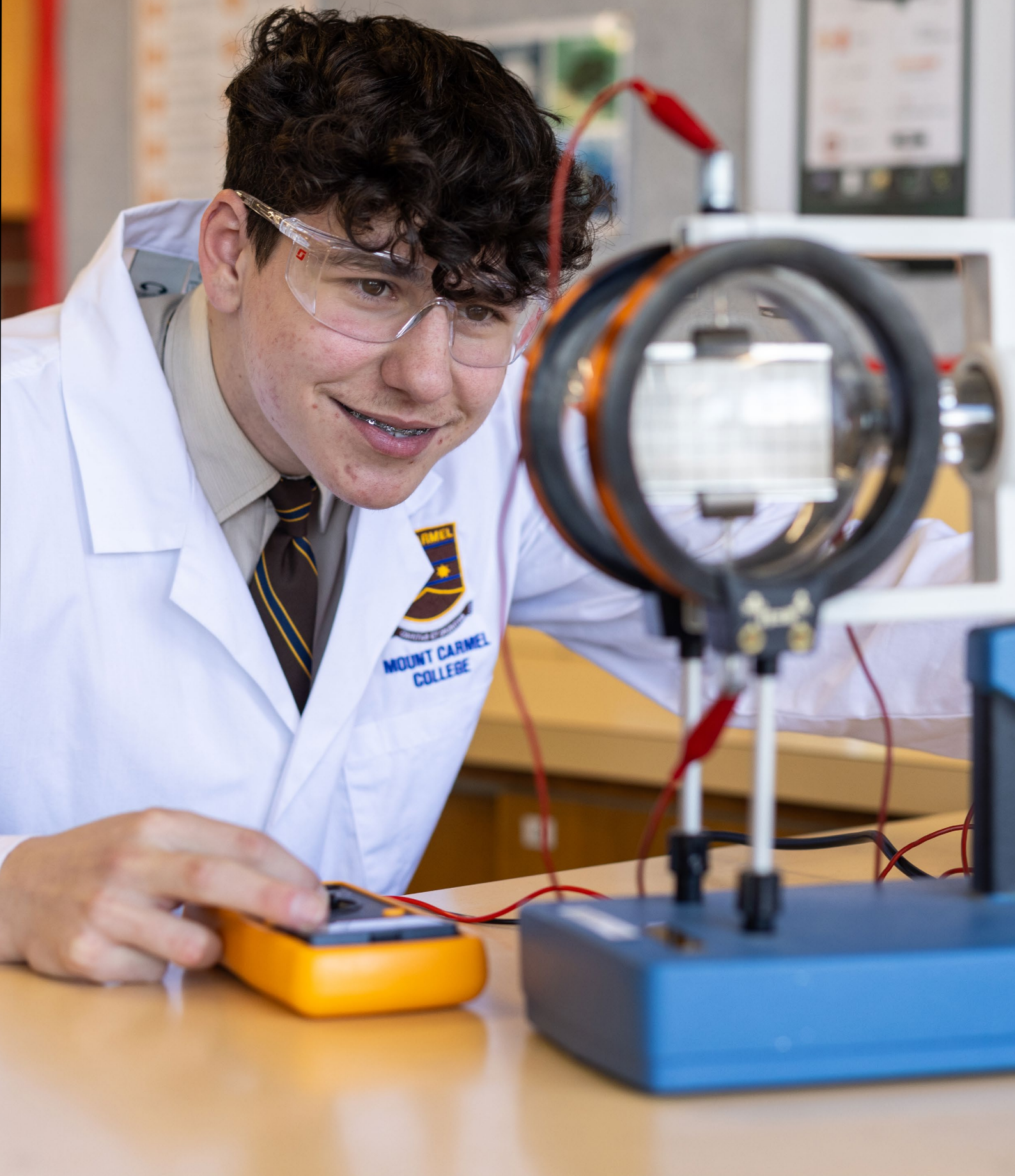


Curriculum Handbook



Senior Years (10-12)



The background of the page is a photograph of a Breviary book resting on a brass lectern. The book's cover is cream-colored with gold-tooled borders and a central gold cross. A purple ribbon is bookmarked in the book. The lectern is made of brass and stands on a dark surface. The background is a deep purple textured fabric.

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Our Vision and Mission

The Vision and Mission of Mount Carmel College is to serve its community by providing a quality, contemporary Catholic education.

The legacy of the Josephite tradition enriches the College as it works to meet the needs of the times.

At the heart of our mission is a *diverse* learning community where *relationships* are grounded in Gospel values, individuals feel they *belong*, and all are encouraged to celebrate their personal *excellence*.

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A Message from the Principal

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Dear Students and Parents/Guardians,

Mount Carmel College offers a broad and balanced range of subjects in the Senior Years of the College, to cater for individual differences and diverse vocational goals.

Mount Carmel College has an outstanding reputation as a learning community. Our Year 12 cohort consistently achieve 100% SACE completion rate. We have a strong and continuing tradition of academic excellence and exceptional pastoral care. At Mount Carmel College we are committed to guiding our students to learning which interests them, challenges their thinking and rewards their achievements.

Whilst Year 10 retains aspects of the core subjects studied at Years 8 and 9, there is greater provision of choice that broadens students' learning experiences and allows them to pursue individual interests and/or strengths. Year 10 is also a time when opportunities present themselves for learning beyond the classroom and school. Vocational Education programs allow students to develop nationally recognised industry standard competencies. A range of courses in our Western Technical College are available to students from the second semester of Year 10.

In Year 10 students begin their SACE (South Australian Certificate of Education) studies. All Year 10 students complete their Exploring Identities and Futures (EIF). The EIF is a compulsory SACE subject in which students must achieve a 'C' grade or better to attain SACE completion. The EIF provides students with an opportunity to reflect on their strengths and interests to plan for their senior

secondary studies. Year 10 students also undertake Spiritualities, Religion and Meaning Stage 1 in Semester 2.

Stage 1 of the SACE is a very exciting point in the secondary schooling journey because it provides diversity of subject choices, greater flexibility in the learning environment and increased opportunities to plan future pathways from school to further study and/or work. The SACE includes some compulsory elements that will equip students with the necessary skills that will enable them to be active and confident learners, workers and citizens of the future.

The SACE Stage 2 curriculum offerings provide a diversity of subjects and other learning opportunities that will prepare students to confidently transition into the world of university study, vocational training, an apprenticeship or the world of work.

Studies at both SACE Stage 1 and Stage 2 level bring with it an even greater degree of personal responsibility and accountability for students' own learning. Whilst students will be well supported by parents/caregivers, teachers, coordinators and counsellors, it will be their commitment to pursuing personal excellence that will determine their own level of success and be influential in potential future opportunities and career pathways.

I wish you students and their families well as you undertake the important final years of secondary school.

John Konopka
Principal



The Australian Curriculum

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At Mount Carmel College, the Australian Curriculum has been implemented in the eight learning areas of English, Mathematics, Science, Humanities and Social Sciences, The Arts, Business, Enterprise and Technology, Health and Physical Education, and Languages. Some learning areas include more than one subject.

The Australian Curriculum for all learning areas is organised with explicit descriptions of what is to be taught (content) to students and what is expected in terms of the quality of learning expected by years or bands of schooling (achievement standards) from Foundation to Year 12. The available curriculum can be viewed at the Australian Curriculum website at www.australiancurriculum.edu.au.

The approach taken to organise the school curriculum by learning areas provides a foundation of learning in schools designed to ensure students develop the knowledge and understanding on which the major disciplines are based. However, 21st century learning does not fit neatly into a curriculum solely organised by learning areas. Increasingly, in a world where knowledge itself is constantly growing and evolving, students need to develop a set of skills, behaviours and dispositions, or general capabilities that apply across subject-based content and equip them to be lifelong learners able to operate with confidence in a complex, information-rich, globalised world. Consequently, the Australian Curriculum focuses on the development of general capabilities in addition to discipline-based learning areas.

The Australian Curriculum has three key design features:

- The learning areas to identify key disciplinary knowledge, skills and understandings
- General capabilities
- Cross-curriculum priorities.

The **content descriptions** specify what teachers are expected to teach. They include the knowledge, understanding and skills for each learning area as students progress through schooling. The content descriptions provide a well-researched scope and sequence of teaching within which teachers determine how best to cater for individual students' learning needs and interests.

An achievement standard describes the quality of learning (the depth of understanding, extent of knowledge and sophistication of skill) typically expected of students as they progress through schooling.

The Australian Curriculum pays explicit attention to how seven general capabilities and three cross-curriculum priorities (listed below) contribute to, and can be developed through teaching in each learning area.

The seven general capabilities are:

- Literacy
- Numeracy
- Information and communication technology competence
- Critical and creative thinking
- Ethical behaviour
- Personal and social competence
- Inter-cultural understanding.

The three cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

The SACE - General Information

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What is the SACE?

Students who successfully complete the requirements are awarded the South Australian Certificate of Education (SACE). The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study.

The SACE has been updated and strengthened to ensure it meets the needs of students, families, higher and further education providers, employers and the community. The SACE will help students develop the skills and knowledge they need to succeed – whether they are headed for further education, training, an apprenticeship or straight into the workforce.

The certificate is based on two stages of achievement:

- Stage 1 (usually completed in Year 11).
- Stage 2 (usually completed in Year 12).

Students who successfully complete the requirements are awarded the SACE certificate.

Achieving the SACE

To gain the SACE, students complete about two years of full-time study which most students spread over three years.

There are two stages to the SACE:

- Stage 1, which most students do in Year 11, apart from the Personal Learning Plan and Spiritualities, Religion and Meaning, which most students are likely to do in Year 10.
- Stage 2, which most students do in Year 12, apart from their Stage 2 Religion option.

Each subject or course successfully completed earns 'credits' towards the SACE. At least 200 credits are required for students to gain the certificate. Ten credits are equal to one semester, or two terms, of study in a subject, and 20 credits are equal to a full-year subject.

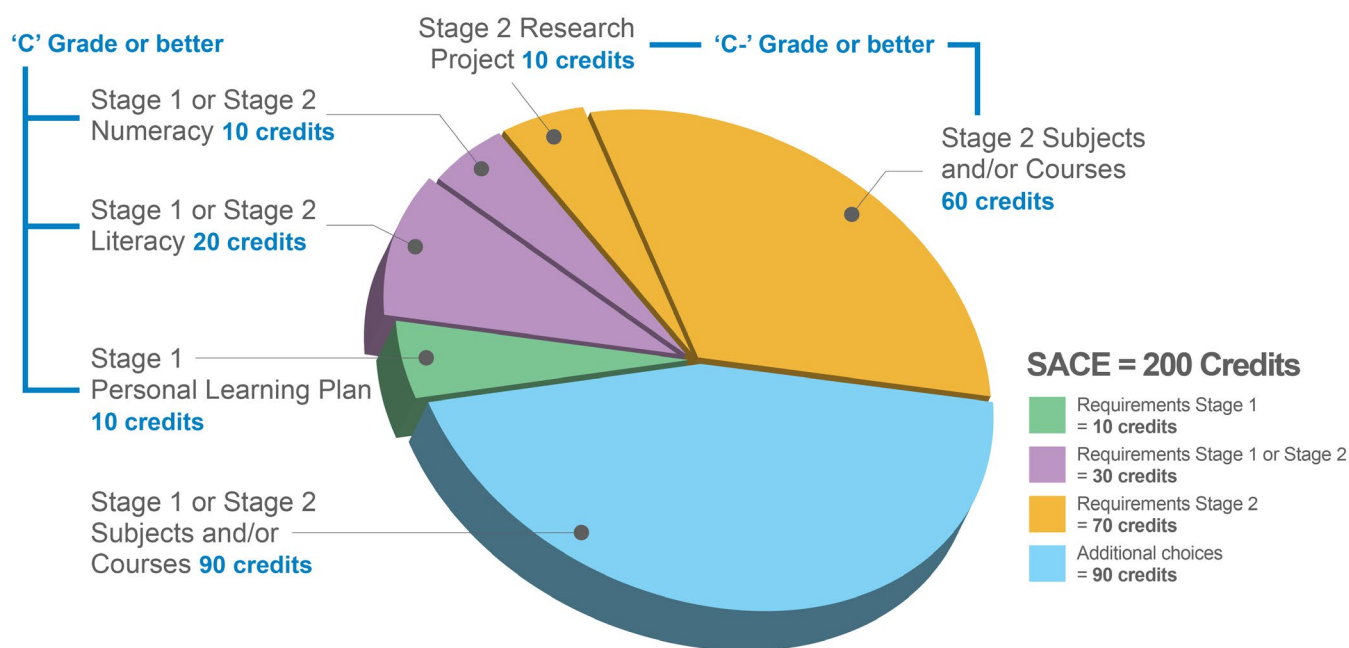
Students will receive a grade from A to E (A+ to E- at Stage 2) for each subject. For compulsory subjects, they will need to achieve a C grade or better.

The compulsory subjects are:

- Exploring Identities and Futures (10 credits at Stage 1)
- Literacy – at least 20 credits from a range of English subjects or courses (Stage 1)
- Numeracy – at least 10 credits from a range of Mathematics subjects or courses (Stage 1)
- Research Project – an in-depth major project (10 credits at Stage 2)
- Other Stage 2 subjects totalling at least 60 credits.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses of a student's choice.

This diagram below shows how the SACE fits together:



What is the Exploring Identities and Futures?

The Exploring Identities and Futures is a compulsory SACE subject, normally undertaken in Year 10. Students consider their aspirations and research career, training and further study choices to help them map out their future. Students identify goals and plan how to achieve them through school and after finishing the SACE. The Exploring Identities and Futures Plan contributes 10 credits towards the SACE. Because it is compulsory, students need to achieve a C grade or above.

What is the Research Project?

The Research Project is a Stage 2 subject that all SACE students undertake. The Research Project enables students to undertake an in-depth research and study a topic of personal interest whilst developing skills in planning, research, analysis and communication. The subject is worth 10 credits, and students need to achieve a C grade or higher to achieve their SACE.

What is Recognised Studies?

The SACE Board recognises that senior secondary students have access to a range of courses and can learn in different places - schools, registered training organisations, higher education institutions, workplaces, and the community. The SACE Board recognises courses including:

- VET – Vocational Education and Training
- Community-developed programs
- Self-directed community learning activities.

Through Recognised Learning programs students receive recognition of their learning that contributes to their SACE and enables students to acquire knowledge, skills, and understanding through formal education and training or informal learning experiences in a variety of situations. For more information about Recognised Studies, please visit: www.sace.sa.edu.au/learning/other-recognised-learning

Further information regarding VET can be found in the Transition Pathways section of this handbook.

What is community learning?

Students are able to earn SACE credits for community learning in two ways – community-developed programs and self-directed community learning. Community-developed programs include, for example, the Australian Music Examinations Board, the Duke of Edinburgh's Award and the SA Country Fire Service. Program details are updated as new information becomes available. Self-directed community learning is gained through informal community activities such as coaching a sports team, being the primary carer of a family member, or leading an environmental project in the community. Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning. For more information on community learning, visit: www.sace.sa.edu.au/learning/community-learning.

Special Provisions

Special provisions are arrangements for students who may be in a situation where an illness, impairment, learning difficulty or unforeseen incident has made completing their assessment difficult. For school-assessed tasks in Stage 1 or Stage 2, schools decide if a student is eligible for special provisions. The SACE Board will determine a student's eligibility for special provisions for external assessments at Stage 2 (examinations, investigations, etc). Students applying for special provisions need to provide evidence of their impairment, learning difficulty, or unforeseen circumstance. For more information about special provisions, visit: www.sace.sa.edu.au/web/special-provisions.

Entry into University and TAFE

Students who complete the SACE are eligible for University entry, provided they meet certain requirements. To be eligible for selection into a university course, students need to complete their SACE, and obtain 90 credits at Stage 2, including at least 70 credits from Tertiary Admissions Subjects (TAS) and the other 20 credits from their Flexible Option (TAS and/or recognised studies, or a mix of the two). Students will also need to gain an Australian Tertiary Admission Rank (ATAR) and comply with rules regarding subject combinations and counting restrictions. TAFE SA recognises the SACE as meeting the Course Admission Requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes. Details of university and TAFE entry requirements will be included in the South Australian Tertiary Admissions Centre (SATAC) Tertiary Entrance booklet.

South Australian University and TAFE entry

South Australian Tertiary Admissions Centre (SATAC) (University entry only) 1300 138 440 (local call charge)
www.satac.edu.au

Flinders University

(08) 8201 3074
1300 657 671 (local call charge)
www.flinders.edu.au

The University of Adelaide

(08) 8303 7335
1300 061 459 (free call from country and interstate)
www.adelaide.edu.au

University of South Australia

(08) 8302 2376
1300 UNINOW (local call charge)
www.unisa.edu.au

Torrens University

(08) 8113 7888
www.tua.edu.au

TAFESA information

(08) 8463 6300
1800 882 661 (free call)
www.tafesa.edu.au

SACE Modified

SACE Modified is designed to allow students with a documented diagnosis of an intellectual disability to plan and engage in a range of challenging, achievable, and manageable learning experiences, taking into account their goals and abilities.

SACE Modified enables the student to develop capabilities to live, learn, work and participate in a changing world and build knowledge, skills and understanding in a variety of contexts while completing their South Australian Certificate of Education. At completion of the SACE Modified students will receive their SACE Certificate as recognition of their completion of high school stating *'this student has completed the requirements for this qualification using modified subjects that are designed for students with intellectual disabilities'*.

SACE Modified Program

Year 10

- Personal Learning Plan: Modified
- English: Modified
- Mathematics: Modified.
- Society and Culture: Modified

Year 11

- English: Modified
- Mathematics: Modified
- Society and Culture: Modified

*And a combination * of the following subjects based on student subject preferences.*

- Creative Arts: Modified
- Cross-disciplinary Studies: Modified
- Language and Culture: Modified
- Scientific Studies: Modified
- Business and Enterprise: Modified
- Health: Modified.

Year 12

- Research Project Modified.

*And a combination * of the following subjects based on student subject preferences:*

- Business and Enterprise: Modified
- Creative Arts: Modified
- Cross-disciplinary Studies: Modified
- English: Modified
- Health: Modified
- Mathematics: Modified
- Scientific Studies: Modified
- Society and Culture: Modified.

* Please note that SACE Modified students will undertake a personalised learning program. Therefore, the number of subjects they will study will vary with each student.

For students that study within the MacKillop Unit, we offer SACE subjects using the flexibilities available. At completion of the SACE, students will receive their SACE Certificate as recognition of their completion of high school.

Please note that undertaking these subjects means that students will not receive an ATAR.

What is an ATAR and how is it calculated?

Student eligibility to a university course/program is competitive in relation to other applicants. Student competitiveness is based on the Australian Tertiary Admission Rank (ATAR) which ranges from 0 to 99.95. The ATAR is calculated from the student's university aggregate.

To obtain a university aggregate (and therefore an ATAR) the student must:

- achieve their SACE;
 - comply with the rules regarding Precluded Combinations;
 - comply with the rules regarding Counting Restrictions; and
 - complete at least 90 credits of study in Tertiary Admissions Subjects (TAS) and Recognised Studies at Stage 2 from a maximum of three attempts which need not be in consecutive years.
- Of the 90 credits of study, a minimum of 60 credits of study must be from three 20 credit Tertiary Admissions Subjects (TAS) and a maximum of 20 credits can be Recognised Studies.

20 Subject 1 (20 credit score)	20 Subject 2 (20 credit score)	20 Subject 3 (20 credit score)	+30 Flexible Option
<p>Your scaled scores from three 20 credit Tertiary Admissions Subjects (TAS) are used.</p> <p>Normally, 10 credit subjects do not count towards this requirement, but Valid Pairs can substitute for a 20 credit subject. Valid Pairs include pairings of 10 credit Music subjects and pairings of 10 credit Workplace Practice subjects.</p>			<p>Your score for the Flexible Option is the best 30 credits of scaled scores from:</p> <ul style="list-style-type: none"> • the scaled score of a 20 credit TAS; • half the scaled score of one or more 20 credit TAS; • the scaled score of one or more 10 credit TAS (i.e. the Research Project); and • scaled score equivalents for Recognised Studies to the value of 10 or the maximum of 20 credits.
<p>Your university aggregate is the best possible score calculated from the above options subject to counting restrictions and precluded combinations.</p>			

Precluded combinations and counting restrictions

If you need an ATAR, the following combinations are not permitted at Stage 2.

PRECLUDED COMBINATIONS AND COUNTING RESTRICTIONS	
English Literary Studies	and English, Essential English or EAL
English	and English Literary Studies, Essential English or EAL
Essential English	and English Literary Studies, English or EAL
English as an Additional Language (EAL)	and English Literary Studies, English or Essential English
Essential Mathematics	and Mathematical Methods or General Mathematics
Mathematical Methods	and Essential Mathematics or General Mathematics
General Mathematics	and Mathematical Methods or Essential Mathematics
Visual Art - Art	and Visual Art - Design
<i>NB: No more than 40 credits of Mathematics subjects may be counted towards the ATAR.</i>	
<i>NB: No more than 40 credits of Design, Technology and Engineering subjects may be counted towards the ATAR.</i>	
<i>NB: No more than 20 credits of Cross-disciplinary and Integrated Learning subjects may be counted towards the</i>	
<i>NB: No more than 40 credits of Music subjects may be counted towards the ATAR.</i>	
<i>NB: When there is both a 10 credit and 20 credit offering of the same subject these are precluded against each</i>	

Students online

Students Online is a one-stop-shop for information about an individual student's SACE.

It can help students to:

- plan their SACE and look at different subject, or subject and course, combinations
- check their progress towards completing their SACE
- access their results.

Students can log into Students Online using their SACE registration number and pin at

www.sace.sa.edu.au/connect/students-online. Students can visit this website to access pin code details for login. Students will also be provided with instructions on how to access Students Online during the school year.

Further information

Visit the SACE website www.sace.sa.edu.au particularly the Students and Families and Subjects sections.

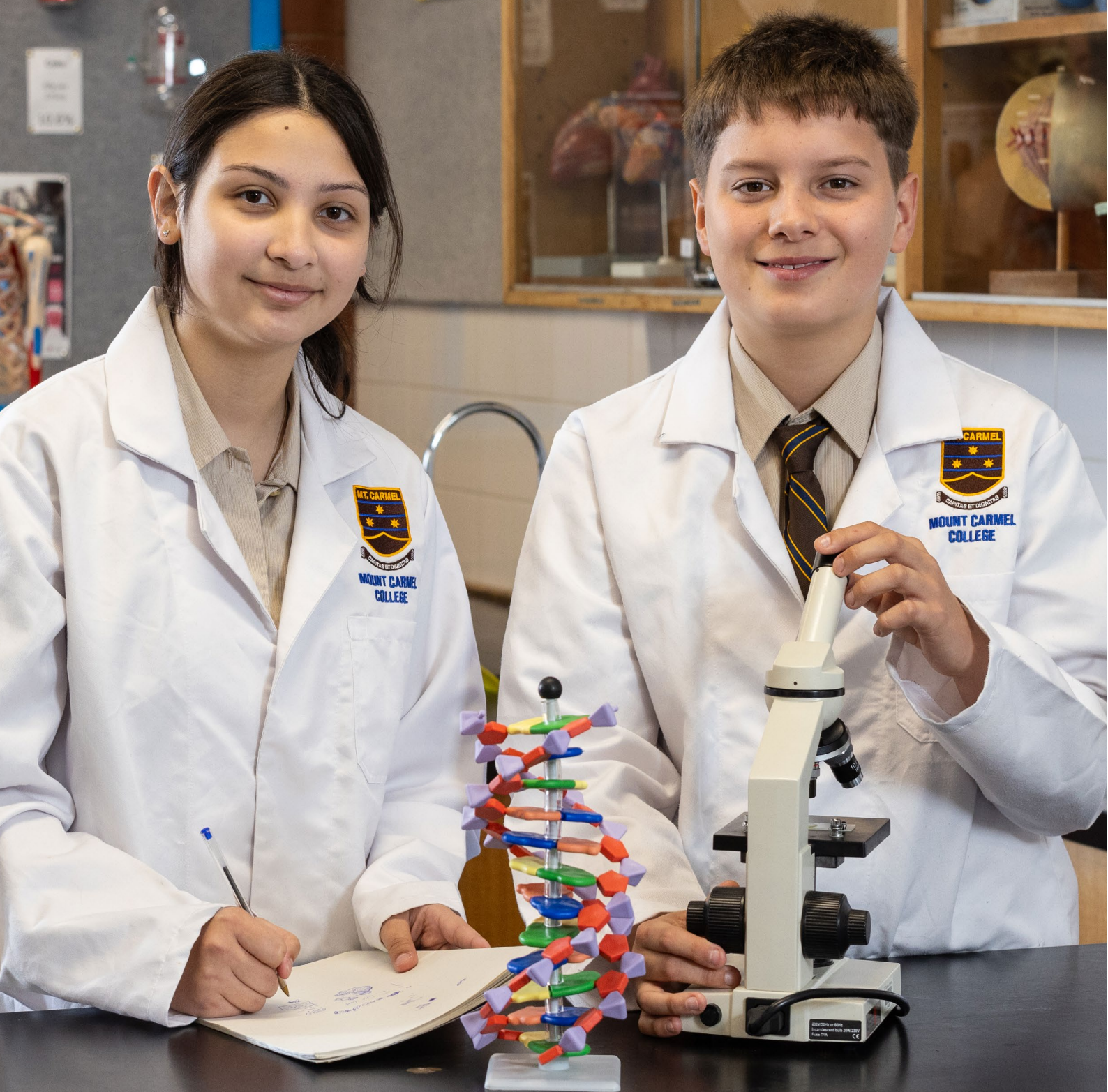
Students are encouraged to read a copy of the *Achieve* handbook, and to talk with their teachers about their study options.

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Inclusion Support

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Mount Carmel College, in partnership with families and the wider community, provides support for students with a diverse range of educational needs. This includes those students who may require some extra assistance to access fully the broad curriculum on offer as well as those whose exceptional abilities are best able to realise their potential through extension and enrichment activities within, and additional to general curriculum studies. The College expects that all learners will achieve their full academic, personal and social potential by providing a myriad of opportunities for support and extension.

The Learning Enhancement program is founded on the belief that every student is unique and deserves to be part of an inclusive learning environment that nurtures the development of their individual potential. We are committed to providing relevant programs and support that caters for the needs of individual students at all stages and in all aspects of the curriculum.

At Mount Carmel College, we encourage contemporary, creative and flexible practices which provide opportunities for success and foster students' lifelong learning. We aim to identify the specific needs of all our students through a variety of methods including pre-entry transition meetings, internal observations and assessments. As a staff we take a multi-dimensional approach to identifying and meeting the needs of all students through incorporating some standardised assessment, liaison with parents and caregivers, Catholic Education South Australia (CESA) consultants and external providers including Psychologists, Speech Pathologists and Counsellors.

The Learning Enhancement Team works in close collaboration with the College Leadership Team including Learning Area Coordinators, Year Level Coordinators and College counsellors to ensure the best social, emotional and educational outcomes for our students. We also access the services of many valuable external support providers (e.g. Autism SA, Novita, GTCASA and Disabilities SA) in an effort to ensure positive outcomes and pathways for the diverse range of our students.

Teachers are assisted in meeting the individual needs of students by the Learning Enhancement Team through the provision of vital information regarding student needs and key strategies for making appropriate adjustments to curriculum where necessary. Staff are encouraged and supported in developing and implementing differentiated instruction and assessment across all curriculum areas.

Specific provision of extra Learning Enhancement support is made available through various means including:

- Case management and review processes
- Access to services of appropriate external agencies
- In-class support at all stages and across all curriculum areas where appropriate
- Some withdrawal for one-to-one support
- Some small group withdrawal for special instruction
- On-going tracking of student assignments as a focus for task completion
- Exploration of alternative pathways and guidance
- Student access to the Learning Enhancement Tutorial Room
- Language Enrichment classes at Year 7 and 8 in place of Italian or Japanese
- Implementation of Individual Education Plans
- Access to alternative resource materials
- Relevant use of ICT
- Negotiated and adjusted assessment tasks.

About the Mary MacKillop Centre

The Mary MacKillop Centre caters for full time students with a mild/moderate intellectual disability. The aims of the Mary MacKillop Centre facility are to:

- include students in the educational and social setting of Mount Carmel College
- provide students with a wide variety of experiences and peer relationships
- assist students with an intellectual disability to use theoretical concepts learned in practical situations
- teach social skills and confidence to enhance social interaction in the community
- involve students in the local community
- assist students in acquiring skills related to independent living.

Middle Years Curriculum (Years 7, 8 and 9)

Students participate in a range of subjects within the MacKillop Centre and their Year level cohort. Students work towards individual goals established as a part of their Individual Education Plan.

Subjects students participate in the MacKillop Centre include:

- Literacy
- Numeracy
- Personal Development
- Health and Recreation
- Work Education.

Senior Years Curriculum (Years 10, 11 and 12)

Mary MacKillop Centre Students begin completing SACE requirements in Year 10 through either SACE or SACE Modified. Please refer to the SACE Modified information earlier in this document.

For students that study within the MacKillop Centre, we offer SACE subjects using the flexibilities available. At completion of the SACE, students will receive their SACE Certificate as recognition of their completion of high school.

Please note that undertaking these subjects means that students will not receive an ATAR.

Transition Pathways and VET

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What is Vocational Education and Training (VET)?

VET (Vocational Education and Training) refers to national vocational qualifications that are endorsed by industry. VET qualifications provide opportunity for students to develop specific industry-related skills. Students with VET qualifications are well prepared to take on apprenticeships (including School-Based Apprenticeships), further education and training, and skilled jobs.

What are the benefits of choosing VET?

- Some of the benefits are:
 - Gaining a nationally recognised qualification while completing your SACE
 - Getting a 'head start' in your chosen career
 - Making your senior school studies more relevant and interesting
 - Providing opportunities to learn 'on-the-job' through workplace learning
 - Gaining the skills and knowledge that employers seek in their employees
 - Providing pathways into apprenticeships, traineeships (including School-Based Apprenticeships and Traineeships), further education or training, and direct employment.

What other SACE subjects could I study that are relevant to my VET course?

One SACE Stage 1 and 2 subject that is highly recommended for VET students is Workplace Practices, as this can be related to your VET course. In this subject, students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. Students learn about the value of unpaid work to society, future trends in the world of work, workers' rights and responsibilities and career planning. Students can undertake VET and workplace learning as part of this subject.

Students undertaking VET courses are encouraged to complete 10 units of Workplace Practices in Semester 2 of Year 10 and can then complete another 10 credits in Semester 1 of Year 11. In Year 12 students can complete 20 credits through Workplace Practices for the full year.

Who can I speak to about a Regional VET Program?

Please contact the Transition Pathways Coordinator.

Western Technical College (WTC)

The Western Technical College (WTC) delivers industry standard training in the three trade areas of Engineering and Manufacturing, Building and Construction, Hairdressing and Beauty Services, Automotive Industries, Electrotechnology and Electronics and Information and Communication Technologies.

The WTC provides Year 10, 11 and 12 students with the opportunity to obtain training that will provide them with a competitive advantage into a pathway towards employment, apprenticeships, and further training.

Course Information and Enrolment at WTC

Detailed information about the courses, such as additional costs, uniform and units covered, are available on the Western Technical College website at www.wtc.sa.edu.au. Registration of Interest for courses is completed online at www.wtc.sa.edu.au/enrol/expressions-of-interest-form.

The Western Technical College (WTC) delivers industry standard training in a number of related industry pathways.

The WTC provides Year 10, 11 and 12 students with the opportunity to obtain training that will provide them with a competitive advantage into a pathway towards employment, apprenticeships and further training. Importantly, it will provide an opportunity for students who are focused on a pathway to university and/or a professional career to diversify their educational experience, whilst maintaining their focus and direction, concurrently achieving their SACE Certificate and developing invaluable and completely transferable life skills.

www.wtc.sa.edu.au

www.wats.sa.edu.au

Completing the SACE Certificate

Students have the opportunity to complete the SACE Certificate at Mount Carmel College whilst undertaking WTC courses.

All Year 10 students studying at Mount Carmel College will complete:

- Personal Learning Plan 10 Stage 1 Credits – compulsory unit; and
- Spiritualities, Religion and Meaning 10 Stage 1 Credits.

Year 11 students completing WTC courses with a future focus of apprenticeship or being work ready will have an opportunity to study a suite of subjects relevant to their pathways, and allow them to successfully complete their SACE. The College strongly recommends the following in this circumstance.

Year 11 students completing WTC courses with a future focus of University entry may instead choose Stage 1 subjects with a focus on preparation for a full suite of Stage 2 subjects the year after in Year 12, to attain an ATAR and be university eligible.

Stage 1 WTC Course Pathways

WTC Course	One Semester	Full Year	SACE Credits
WTC course of choice (including day for Structured Workplace Learning)		✓	40 - 50
Cross-disciplinary Studies			
Research Practices		✓	10
Workplace Practices	✓		10
Mathematics (10 credits of Stage 1 Mathematics is compulsory)			
Essential Mathematics A (Trade Maths) or higher	✓		10
Essential Mathematics B (Trade Maths) or higher	✓		10
Electives			
Students can choose three Year 11 Semester Electives from the Year 11 section of the Subject Handbook.			

Curriculum Overview

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YEAR 9

Learning Area	Year 7	Year 8	Year 9
Religious Education	Religion	Religion	Religion
The Arts	Dance Visual and Media Arts	Music Drama	Visual Arts Dance Drama Music
Design, Technology & Engineering	Design and Technology Digital Technologies STEM Projects	Design and Technology Digital Technologies STEM Project	Design and Technology Digital Technologies
Cross-disciplinary Studies			Project-Based Learning Flexible Learning
English	English	English	English
Health and Physical Education	Physical Education Food and Fabric Technology Healthy Lifestyles	Physical Education Food and Fabric Technology Healthy Lifestyles	Physical Education Food and Fabric Technology Healthy Lifestyles
Humanities and Social Sciences	Geography History	Geography History	Geography History Business and Commerce
Languages	Italian Japanese Essential Literacy	Italian Japanese Essential Literacy	Italian Japanese
Mathematics	Mathematics	Mathematics	Mathematics
Science	Science	Science	Science

Year 10

Year 11 - SACE Stage 1

Year 12 - SACE Stage 2

Spiritualities, Religion and Meaning - 20 Stage 1 Credits	Spiritualities, Religion and Meaning - 20 Stage 2 Credits OR Integrated Learning: Religion as a Lived Experience - 20 Stage 2 Credits	-
Visual Art Design Drama A and B Music A and B	Visual Arts - Art Visual Arts - Design Drama A and B Music Experience A and B Creative Arts A and B	Visual Arts - Art Visual Arts - Design Drama Music Performance - Ensemble Music Performance - Solo Music Explorations Creative Arts
Digital Technologies Photography Electronics Metal Technology Wood Technology	Photography - Digital Communication Solutions Electronics - Robotic & Electronic Systems Computer Aided Design (CAD) - Digital Communication Solutions Wood Technology A and B - Material Solutions Metal Technology A and B - Material Solutions	Photography - Digital Communication Solutions Computer Aided Design (CAD) - Digital Communication Solutions Wood Technology - Material Solutions Metal Technology - Industry & Entrepreneurial Solutions
Exploring Identities & Futures (EIF) - 10 Stage 1 Credits Flexible Learning Workplace Practices - Stage 1	Research Project Research Practices Community Studies Workplace Practices - Stage 1	Research Project Community Studies A and B Workplace Practices - Stage 2 Community Studies A Community Connections Industry Connections
English Creative Writing Media Studies	English Essential English English as an Additional Language (EAL)	English Literary Studies English EAL Studies
Physical Education A and B Fit to Lead Food and Hospitality	Physical Education A and B Child Studies Food and Hospitality	Physical Education Child Studies Food and Hospitality
Geography History Commerce and the Law	Geography Ancient Studies Modern History Legal Studies Accounting Business Innovation	Geography Modern History Legal Studies Accounting Business Innovation
Italian A and B Japanese A and B	Italian A and B Japanese A and B	Italian Japanese
Mathematics	Essential Mathematics (Maths for Everyday Life) Essential Mathematics A and B (Trade Maths) General Mathematics A and B Mathematics A, B, C and D	Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics
Science Engineering Science Science Applications	Biology A and B Chemistry A and B Physics A and B Psychology A & B Scientific Studies Nutrition	Biology Chemistry Physics Psychology Scientific Studies

Compulsory Subjects

		One Semester	Full Year	Page
Religion	Spiritualities, Religion and Meaning - 20 Stage 1 Credits		✓	22
English	English		✓	31
Humanities and Social Sciences	History	✓		35
Mathematics	Mathematics		✓	37
	Essential Mathematics		✓	38
Science	Science		✓	38

Elective Subjects

The Arts	Visual Art	✓		24
	Design	✓		24
	Drama A and B	✓	✓	25
	Music A and B	✓	✓	25
Design, Technology and Engineering	Digital Technologies	✓		26
	Photography	✓		26
	Electronics	✓		27
	Metal Technology	✓		27
	Wood Technology	✓		28
Cross-disciplinary Studies	Workplace Practices	✓		29
	Flexible Learning	✓	✓	29
English	Creative Writing	✓		31
	Media Studies	✓		32
Health and Physical Education	Physical Education A and B	✓	✓	32-33
	Fit to Lead	✓		33
	Food and Hospitality	✓		34
	Child Studies	✓		34
Humanities and Social Sciences	Geography	✓		35
	Commerce and the Law	✓		36
Languages	Italian A and B	✓	✓	36
	Japanese A and B	✓	✓	37
Science	Engineering Science	✓		39
	Science Applications	✓		39

Year 10 Timetable Structure *Year 10*

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SEMESTER 1	LESSONS	SEMESTER 2	LESSONS	DURATION
Pastoral Care	2	Pastoral Care	2	Full Year
Religious Education	5	Spiritualities, Religion and Meaning (SACE Stage 1) OR Society and Culture modified (SACE Stage 1)	6	
English	6	English	6	
Mathematics	6	Mathematics	6	
Science	6	Science	6	
Personal Learning Plan (SACE Stage 1)	5	History	4	One Semester
Elective 1	5	Elective 3	5	
Elective 2	5	Elective 4	5	
TOTAL LESSONS	40	TOTAL LESSONS	40	

Elective Subjects:

- 4 x Semester elective choices (2 per Semester).

Year 10 Religious Education

Spiritualities, Religion and Meaning
(Stage 1 Full Year)

Length of Course

Full Year

SACE Credits

20 Stage 1 Credits

Compulsory or Elective

Compulsory

Course Description

Students work with their teachers to explore the Christian faith and their own beliefs using an inquiry-based style of learning. They develop a series of questions to explore issues, concepts, and ideas including perspectives on how individuals and society engage with religion and spirituality in contemporary situations. They reflect on personal and shared meanings within spiritualities and religions. This course focuses on the two broad areas of study: 'Community, Justice, and Diversity' and 'Life, the Universe, and Integral Ecology'.

Learning Strategies

Students develop and demonstrate their understanding of the influence of spiritual and religious perspectives on a local, national, or global community, by engaging with stimuli such as images, artefacts, texts, music, documentaries, or films. They collaborate with others to develop, apply, and reflect on their understanding of the spiritual and religious principles that underpin social-justice actions within the school. Students will work individually, in pairs, and in groups.

Assessment

Students are assessed according to SACE requirements in Stage 1.

Assessment tasks may include:

- written tasks (recounts, reports, multimedia presentations, blogs, essays, and
- creative responses)
- oral tasks (individual and group responses)
- individual and group tasks
- completion of an Issues Investigation.

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

- Representations
- Connections
- Issues Investigation

MCC Pathways

Course leads to [Year 11 Spiritualities, Religion and Meaning on page 42](#) or [Stage 2 IWorkplace Practices on page 50](#)

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Visual Art

Length of Course

One Semester

Compulsory or Elective

Elective

Course Description

Students will be introduced to the role of contemporary art. The focus of this course is an exploration of visual art methods, allowing students to experiment with various media including pencil, charcoal, pastel and ink. Practical projects will allow students to explore their own identity and express this through their work, as well as developing their techniques. Research and analysis skills are developed through theoretical assignments. It is recommended that students have successfully completed Year 9 Visual Art.

Learning Strategies

Students will be encouraged to work in the manner of an artist by engaging in the planning stages of developing an artwork. This will include research, developing ideas and experimenting with media.

Students will focus on the use of the elements of art and an understanding of relevant terminology.

Students will develop the ability to work independently and manage their time.

The projects use studio lesson time as well as homework time to continue developing ideas and skill level.

Assessment

Students are assessed on their development folio, artwork and research reports, allowing for the assessment of the continual learning journey, through to the final artwork.

Design

Length of Course

One Semester

Compulsory or Elective

Elective

Course Description

Students will be introduced to the various areas of design and gain an appreciation of the vital role design plays in society. The design process is used to create unique design two and three dimensional solutions such as logo design, package design and vinyl toy design. An extension of idea generation techniques is introduced, whilst exploring various methods of working.

It is recommended that students have successfully completed Year 9 Visual Art.

Learning Strategies

There is a focus on the stages of the design process: design brief, research, idea generation, concept development, evaluation and final artwork.

Students will use the elements and principles of design, as well as gain an understanding of relevant terminology.

Assessment

Students are assessed on their development folio, artwork and research reports, allowing for the assessment of the continual learning journey, through to the final artwork.

MCC Pathways

Course leads to [Stage 1 Visual Arts - Art on page 44](#) and [Stage 1 Visual Arts - Design on page 44](#).

Drama A and B

Length of Course

One or two Semesters

Compulsory or Elective

Elective

Course Description

Students will develop an appreciation of drama as a reflection of society whilst building confidence in self-expression through rehearsal and performance before an audience. Students learn to become critical of their own and other people's performances, and create a dramatic work for presentation to an audience.

Drama B follows the same structure as Drama A, but builds on skills to a greater depth, with a focus on Shakespearean Theatre and texts.

Drama B will also provide an opportunity to explore the technical aspects of theatre (lighting/ sets/ costumes) and develop an understanding of drama techniques through formal review writing.

Learning Strategies

Students will be involved in a range of exercises that will develop their dramatic skills (for example, vocal expression, movement, use of stage space).

This will be achieved by:

- watching and reflecting on other people's performances;
- participation in group and individual performances;
- successful participation in all class exercises;
- completion of a performance review;
- keeping a detailed journal of all work undertaken; and
- successful participation in a major performance.

Assessment

Assessment tasks will include:

- Folio tasks – report and review
- Investigation and Presentation
- Group Presentation
- Group Performance.

MCC Pathways

Both courses lead to [Stage 1 Stage 1 Drama A and B on page 45](#).

Music A and B

Length of Course

One or two Semesters – *Students opting to do only one Semester must enrol in Music A.*

Compulsory or Elective

Elective

Course Description

These courses are designed to develop students' abilities as performers. Students selecting this subject will be required to perform on a chosen instrument or voice, and should have a minimum of one year's experience learning their instrument/ voice in order to meet the course requirements.

During the course students will gain the necessary skills and knowledge to perform in bands and play music for personal enjoyment. Students develop their understanding of musical concepts in written and aural formats and explore the role of technology in in composing and recording music.

Music B has the same structure as Music A, but builds on skills learnt to a deeper level. There is a greater focus on audio recording and creating music.

It is highly recommended that students be receiving private instrumental/vocal tuition.

Learning Strategies

Time is divided between:

- rehearsing and presenting musical performances;
- listening to and analysing music;
- development of theory/aural skills; and
- song writing and recording.
- Class discussions

Assessment

Assessment tasks will include:

- individual and group performances
- theory worksheets, tests and aural exercises
- a group recording task
- research task and oral presentation.

MCC Pathways

Both courses lead to [Stage 1 Music Experience A on page 45](#) and [Stage 1 Music Experience B on page 46](#).

Digital Technologies

Length of Course

One Semester

Compulsory or Elective

Elective

Course Description

Students will cover a variety of topics, with a strong focus on sound recording and editing, Podcasting and multimedia.

Students will complete an advanced unit in Radio Podcasting, where they will work toward developing industry standard skills. Students will utilise Adobe Audition software during the editing and development stages of the Podcasting course, before uploading their sound recording live to Spotify. This program will run in conjunction with Arch D Radio.

Students will develop an APP prototype for a Cybersafety campaign. Students will utilise Adobe XD Software to design and simulate the APP.

Learning Strategies

In this course, students will develop:

- an awareness of design features and principles and how they can be applied in a practical manner;
- knowledge of software, systems and information and how they can be used in practical applications;
- an awareness of issues which impact upon the use of digital technology (e.g. environmental and social);
- an understanding of digital technology-based career options.

Students learn the fundamental principles of design and production, and learn to work with specific software programs to create pleasing practical outcomes.

Assessment

Students are assessed on the quality of their planning and production skills, and also that of their theoretical assessment tasks.

MCC Pathways

Course leads to [Stage 1 Photography - Digital Communication Solutions on page 46](#), [Stage 1 Electronics - Robotic & Electronic Systems on page 47](#) and [Stage 1 Computer Aided Design \(CAD\) on page 47](#).

Photography

Length of Course

One Semester

Compulsory or Elective

Elective

Course Description

Year 10 Photography has a strong focus on developing photographic techniques. Students also work with state-of-the-art digital software, developing skills in image manipulation and graphic presentation.

Learning Strategies

The course comprises of digital photography and image manipulation.

Students spend time in the dedicated computer graphics suite observing demonstrations and participating in practical exercises and discussions. Individual instruction is also given during these lessons whilst students generate graphic presentations using Photoshop software.

Students learn the fundamental principles of taking a photograph via Smart Phone Photography or using digital automatic snapshot cameras. They study a variety of photographic techniques and produce a range of practical examples. Students attend an excursion to Grange Beach where they showcase developed skills in a picturesque location.

Assessment

Students are assessed on the quality of their planning and production skills, and also that of their theoretical assessment tasks.

MCC Pathways

Course leads to [Stage 1 Photography - Digital Communication Solutions on page 46](#).

Electronics

Length of Course

One Semester

Compulsory or Elective

Elective

Course Description

Students study the function of electronic components. They learn how to solder electronic components together to make circuits. Students will study Amplifier Technology and learn how to combine this knowledge with developed circuits.

Students will utilise the Arduino electronics platform, which includes single-board microcontrollers, to build digital devices and interactive objects that can sense and control objects in the physical and digital world. Students will learn the Arduino programming language, designing project based outcomes and solutions.

Learning Strategies

Students will:

- observe demonstrations and participate in practical exercises;
- construct a number of set projects, leading to a major project;
- learn about the function of each component in the circuits; and
- spend time discussing theoretical aspects and planning for the Amplifier major project.

Assessment

Students are assessed on the quality of their planning and production skills, and also that of their theoretical assessment tasks.

MCC Pathways

Course leads to [Stage 1 Electronics - Robotic & Electronic Systems on page 47](#).

Metal Technology

Length of Course

One Semester

Compulsory or Elective

Elective

Course Description

Students will learn real life industry standard skills in Metal Fabrication during the production of various high quality projects. The main topics covered are MIG welding, sheet metal, basic lathe operations, cold cutting saw, finishing and drilling machines. A variety of portable power tools are also used. Possible projects include sheetmetal toolbox, table, cricket stumps, hose jet and metalwork art design.

Learning Strategies

In this course, students will develop:

- Highly practical subject content for 'hands on' learners
- Intensive and supportive individual instructions given in lessons whilst students complete their projects
- Classroom discussion regarding the theoretical aspects of the course.

Assessment

Students are assessed on the quality of their planning and production skills, and also that of their theoretical assessment tasks.

MCC Pathways

Course leads to [Stage 1 Metal Technology A - Material Solutions on page 49](#) and [Stage 1 Metal Technology B - Material Solutions on page 49](#).

Wood Technology

Length of Course

One Semester

Compulsory or Elective

Elective

Course Description

Students will explore how various scientific and mathematical principles, such as those concerning quantity, materials and structures, can be applied to the planning and production of items made from wood.

Students will design and make projects from wood such as a kitchen step, serving tray, clock and passive amplifier.

Students will study the history of forestry in South Australia.

Learning Strategies

Students will:

- observe demonstrations and participate in discussions
- discuss the theoretical aspects associated with making their products.

Assessment

Students are assessed on the quality of their planning and production skills, and also that of their theoretical assessment tasks.

MCC Pathways

Course leads to [Stage 1 Wood Technology A - Material Solutions on page 48](#) and [Stage 1 Wood Technology B - Material Solutions on page 48](#).

Exploring Identities and Futures (EIF)

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective

Compulsory

Course Description

Exploring Identities and Futures (EIF) students develop a pathway to thrive by exploring who they are and who they want to be. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity and connections to the world around them

Course Content

Exploring Identities and Futures (EIF) focuses on exploring and building connection with their peers, culture, community and work.

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

Assessment

- Assessment Type 1: Exploring your past, present and future (50%)
- Assessment Type 2: Putting your capabilities into action (50%)

Workplace Practices

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective

Elective

Course Description

In this course students will develop knowledge, skills and understanding of the workplace.

Students will be supported with the requirements of Vocational Education and Training requirements for entering Flexible Industry pathways or stackable VET options.

The subject focuses on student's personal development, work, or VET courses. Students reflect on their capabilities, interests, and aspirations.

Learning Strategies

Students will examine the changing nature of the workplace through participating in Vocational Education and Training, actively engaging in developing and reflecting on their industry knowledge. Students will be involved in career planning and undertaking an industry and work-based issues investigation.

Assessment

School Assessment

Assessment Type 1: Folio

Assessment Type 2: Performance

Assessment Type 3: Reflection.

MCC Pathways

Course leads to [Stage 1 Workplace Practices on page 50](#) and [Stage 2 Workplace Practices on page 80](#).

Flexible Learning

Length of Course

One Semester or Two Semesters

Compulsory or Elective

Elective: Student **may be** recommended to study this subject by the relevant Year Level Coordinator.

Course Description

In Flexible Learning, students undertake a focused learning study that is developed by drawing on learning in more than one area. The subject facilitates student learning around a chosen area of interest.

The learning interest is a practical or theoretical challenge, topic, or issue that extends throughout the program. The learning interest can be expressed as a:

- Set of ideas or questions
- Hypothesis to be explored or tested
- Practical task or scheme to be investigated
- Involvement in a Community or Work based activity
- Problem (with contributing factors) to be explored.

Learning Strategies

In developing the learning interest, the following three steps provide a structure for teaching and designing learning programs:

- *defining the learning interest*
- *applying knowledge and skills to develop the learning interest*
- *analysing and reflecting on learning.*

Teachers, together with students, focus on the ACCARA Capabilities that are relevant to the learning interest of each program. Students demonstrate their learning within capabilities (Literacy, Numeracy, ICT, Personal and Social Development, Inter-cultural Understanding, Critical and Creative Thinking, and Ethical Understanding).

Assessment

Students will demonstrate learning via:

- Individual Project Presentation
- Identification of the Application of Skills and Knowledge
- Reflection of how students have used learning from a number of areas
- Evidence of learning can be presented in a variety of forms that are negotiated by student and teacher.

MCC Pathways

This subject prepares students for [Stage 1 Workplace Practices on page 50](#) and [Stage 2 Workplace Practices on page 8082](#), [Stage 1 Community Studies on page 51](#), [Stage 2 Industry Connections on page 8183](#), and [Stage 2 Community Connections on page 8183](#) and [Stage 2 Research Project A on page 8082](#)

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Year 10



English

Length of Course

Full Year

Compulsory or Elective

Compulsory

Course Description

In this course, students will study a minimum of one shared text per term. They will complete a formal study of poetry and Shakespeare's *Romeo and Juliet*. Students will also complete a connected texts study where students will be taught how to critically compare and contrast the language and stylistic features of two texts.

Students will:

- be introduced to a range of written, visual and oral texts;
- read and respond to shared and independently chosen novels, plays and poems, and view films;
- prepare and present oral language activities; and
- be encouraged to attend live theatre performances or films, which have a relationship to the course.

Learning Strategies

Students will participate in reading and reflecting on shared novels, plays and poetry.

Students will examine texts and comment on connections between them while looking at how texts have been constructed.

Students will obtain, organise and present information on a variety of topics.

Assessment

Assessment will include:

- responses to texts
- writing in a range of forms
- oral presentations
- formal and polished writing
- an examination at the end of Semester 2.

MCC Pathways

Course leads to [Stage 1 English on page 52](#) and [Stage 1 Essential English on page 52](#).

Creative Writing

Length of Course

One Semester

Compulsory or Elective

Elective - *to be studied in addition to two compulsory semesters of English.*

Course Description

Students will be required to study a range of written, visual and oral texts.

Students will also need to produce various written texts of their own, in a variety of genres.

Students with a vivid imagination, willingness to experiment with language and a passion for reading/viewing texts should seriously consider doing this subject.

Learning Strategies

Part of the course requires explicit teaching, as students are taught various methods, techniques and forms of creative writing.

Students will also need to apply many of these concepts and principles explored in class, by being willing to experiment with their own imaginative writing.

Assessment

Assessment will vary, as it will depend upon the skills and abilities of the student group.

Generally, assessment will include creative writing in a range of forms and critical literacy tasks.

MCC Pathways

Course leads to [Stage 1 English on page 52](#) and [Stage 1 Essential English on page 52](#).

Media Studies

Length of Course

One Semester

Compulsory or Elective

Elective

Course Description

This course will focus on various forms of media such as internet texts, film, television, radio and print. Students will learn about the various genres within each medium, and learn how to deconstruct the words, pictures and sounds of the media to gain a critical understanding of their forms and purposes. Students will also have the opportunity to create their own original media texts.

This is a course for students who enjoy thinking critically and creatively, and who want to increase their awareness of the social, political and cultural forces that shape our world.

Learning Strategies

Certain aspects of this course will be explicitly taught within the context of a shared classroom.

There will also be opportunities for students to work independently and in small groups.

Assessment

Assessment will vary as it will depend upon the skills and abilities of the student group.

Generally, assessment will include tasks which require students to respond to media texts in an analytical fashion and to create their own original media texts.

MCC Pathways

Course leads to [Stage 1 Stage 1 English on page 52](#) and [Stage 1 Essential English on page 52](#).

Physical Education A

Length of Course

One Semester

Compulsory or Elective

Elective

Course Description

Many practical units will be covered which may include Hockey, Touch Football, Tchoukball, Fitness and other negotiated sports. There is a mixture of both team sports, and individual sports. The course also has a theory component which covers basic Exercise Physiology and Sport in Society.

Students should have demonstrated a keen interest in Year 8 and 9 Physical Education. It would be an advantage if students have demonstrated good practical skills and a solid work ethic.

Students are also completing a Stage 1 Integrated Learning course 'The Intercultural Cup', run by Port Power, where they will be involved in a variety of activities including Aussie Rules Football Carnival, Harmony Day and much more.

Students must have full and correct Physical Education uniform and shoes.

Learning Strategies

This course has a practical component (70%) and a theory component (30%).

Theory Topics:

- Skeletal system
- Articular system
- Muscular system
- Cardio Respiratory System.

Practical Topics may include:

- Hockey
- Tchoukball/European Handball
- Fitness
- AFL
- Negotiated Practical.

Assessment

Theory – 30%

- Worksheets/Workbook
- Assignments
- Tests

Practical – 70%

- Attitude
- Level of Participation
- Skills Performance Checklist.

MCC Pathways

Course leads to [Stage 1 Physical Education A on page 53](#).

Physical Education B

Length of Course

One Semester

Compulsory or Elective

Elective

Course Description

Many practical units will be covered which may include Badminton, Korfbal, Golf and Indoor sports. There is a mixture of both team sports, and individual sports. The course also has a theory component which covers basic Exercise Physiology and Sport in Society.

Students should have demonstrated a keen interest in Year 8 and 9 Physical Education. It would be an advantage if students have demonstrated good practical skills and a solid work ethic.

Students must have full and correct Physical Education uniform and shoes.

Learning Strategies

This course has a practical component (70%) and a theory component (30%).

Theory Topics:

- | | |
|---------------------------------------|-------------------|
| • Diets - diet guidelines, influences | Types |
| • Nutrition | • Energy Systems |
| • Body Image/Body | • Sports Science. |

Practical Topics may include:

- | | |
|------------------|-----------|
| • Badminton | • Korfbal |
| • Touch Football | • Golf |
| • Indoor sports. | |

Assessment

Theory – 30%

- Worksheets/ Workbook
- Assignments
- Tests

Practical – 70%

- Attitude
- Level of Participation
- Skills Performance Checklist.

MCC Pathways

Course leads to [Stage 1 Physical Education B on page 54](#).

Fit to Lead

Length of Course

One Semester

Compulsory or Elective

Elective

Course Description

This course has been developed to enhance young people's health, self esteem and leadership through physical activity. The program aims to:

- Develop collaborative leadership skills
- Increase knowledge and awareness of health and wellbeing
- Develop critical communication skills
- Students are involved in the Stage 1 Integrated learning 'Leadership' course run by the 36'ers.

Learning Strategies

This course has both practical component and theory components.

Theory Topics:

- | | |
|--|---|
| • Coaching | • Umpiring courses in Netball |
| • Fitness and health benefits | • Issues relating to participation in physical activity |
| • Effective communication and leadership | • Body image, popular culture and physical activity. |

Practical Topics:

- | | |
|------------------------------------|--|
| • Wheelchair Basketball/Bball | negotiated health-enhancing activities |
| • Ultimate Frisbee | • Coaching Unit at Our Lady of Mount Carmel Parish School. |
| • Golf Croquet | |
| • Participation in student/teacher | |

Assessment

Theory – 30%

- Coaching Component
- Assignments
- Worksheets

Practical – 70%

- Attitude and level of participation are recorded in each lesson
- Coaching ability and interaction
- Umpiring
- Skills Performance Checklist.

MCC Pathways

Course leads to [Stage 1 Physical Education A on page 53](#) or [Stage 1 Physical Education B on page 54](#).

Food and Hospitality

Length of Course

One Semester

Compulsory or Elective

Elective

Course Description

In this course, students are taught a range of cooking techniques and skills. Students will:

- Demonstrate relevant techniques and skills during cooking practicals
- Emphasise and identify the importance of food presentation
- Develop an awareness of the influence of multiculturalism on Australian cuisine
- Use technology to ensure more efficient food preparation skills
- Comply with hygiene and safety expectations in relation to the workplace and preparation of food
- Develop an understanding of the historical aspects of food preparation
- Promote an understanding of early Australian diets in comparison with the influence of technology on today's diet
- Learn about healthy food choices.

Learning Strategies

- Individual or group practical work
- Participation in class discussion
- Observe teacher demonstrations and multimedia for clarification of techniques.

Assessment

- Individual or group presentation on a range of practicals
- Research assignments
- Oral presentations
- Reflections on practical presentations.

MCC Pathways

Course leads to [Stage 1 Food and Hospitality on page 55](#).

Child Studies

Length of Course

One Semester

Compulsory or Elective

Elective

Course Description

Using prior skills from Food and Fabric Technology, students produce food relevant to meeting the needs of young children. In addition, students will produce toys suitable for small children.

Topics studied include:

- Making and decorating small cakes for parties
- Healthy party foods for children
- Toy making and toy safety
- Embroidery and computerised machines
- Nutrition for children
- Role of play for children.

Learning Strategies

- Observing teacher demonstrations for clarification of techniques
- Performing independent practical work
- Researching information for assignments
- Participation in class discussions.

Assessment

- Presentation of individual practical work, including work plans and evaluations
- Research assignments.

MCC Pathways

Course leads to [Stage 1 Child Studies on page 54](#) and [Stage 1 Food and Hospitality on page 55](#).

Geography

Length of Course

One Semester

Compulsory or Elective

Elective

Course Description

This course will look at the natural environment and human activity, and the relationship between these.

This course concentrates on:

- Environmental sustainability
- Human wellbeing.

Learning Strategies

Group work.

Oral Presentations.

Research and investigation.

Written activities.

Use of ICT and digital media.

Drawing and illustrating.

Reading and comprehension.

Film/documentary viewing, comprehension, critique and review.

Use of community and local environment.

Numeracy skills.

Field work.

Assessment

Assessment is continuous throughout the semester.

MCC Pathways

This course leads to [Stage 1 Geography on page 59](#).

History

Length of Course

One Semester

Compulsory or Elective

Compulsory

Course Description

This course covers The Modern World and Australia from 1918 to present.

Two topics will be covered:

- World War II
- Building a Better Australia.

Learning Strategies

Group work.

Oral Presentations.

Research and investigation.

Written activities.

Writing as a process including drafting, proof reading, editing.

Use of ICT and digital media.

Drawing and illustrating.

Reading and comprehension.

Film/documentary viewing.

Use of community and local environment.

Numeracy skills.

Assessment

Assessment is continuous through the course in the form of assignments and source analysis will be graded according to the Australian Curriculum Achievement Standards.

MCC Pathways

Course leads to [Stage 1 Modern History on page 58](#) and [Stage 1 Ancient Studies on page 55](#).

Commerce and the Law

Length of Course

One Semester

Compulsory or Elective

Elective

Course Description

How laws are made; the Police, your rights and the courts.

The Australian legal system (Parliament and judge made law).

Government and the political system; Criminal and civil law.

How to manage personal finances (money).

How to invest and spend money wisely.

How the economy (the buying and selling of products) in Australia works.

What makes a successful business?

How to prepare a business report.

Learning Strategies

Students learn by participating in a range of activities, including:

- the Australian Stock Exchange game, where students 'invest' \$50,000 for 10 weeks (State prizes are available to the winners). Participation in this activity is optional;
- studying business reports;
- excursions to local businesses, Magistrates Courts, Parliament House;
- preparing a personal budget; and
- class debates on current issues in the community.

Assessment

Assessment is based on participation in class activities, completion of a budget, report writing, completion of assignments.

MCC Pathways

Course leads to [Stage 1 Business Innovation on page 56](#), [Stage 1 Accounting on page 55](#) and [Stage 1 Legal Studies on page 58](#).

Italian A and B

Length of Course

Full Year and/or Semester 1 only.

Year 10 Italian Semester 1 - students must enrol in Italian A or Italian A and B to enrol for the Full Year.

Students who meet specified academic standards may be offered the opportunity to complete Stage 1 Italian whilst in Year 10 and Stage 2 Italian, SACE course, whilst in Year 11.

Year 10 students who complete Stage 1 Italian in Semester 1 will receive 10 Stage 1 SACE credits. Students who complete Semesters 1 and 2 will receive 20 Stage 1 SACE credits and qualify to enrol to complete Stage 2 Italian in Year 11.

Compulsory or Elective

Elective

Course Description

Students actively explore, develop and reflect upon their Intercultural Understanding, Personal, Social, Critical and Creative Thinking Capabilities to:

- Establish and maintain relationships and discuss topics of interest
- Participate in social interactions
- Analyse and extract information from written, spoken and multimodal sources
- Give information in written and spoken form
- Respond to creative texts (film, songs, poems, etc)
- Create and present informative and imaginative texts, considering audience and purpose.
- Reflect on how languages and culture change over time through contact with other languages and cultures.

Learning Strategies

The teaching and learning activities are structured to acknowledge the language and cultural backgrounds of the Year 10 learners, as well as build upon their previous Italian language learning. Learning opportunities recognise the range of learning styles and needs of the students.

Students will participate in excursions and practice spoken and written language skills.

Grammar and vocabulary will be taught as an integral part of the course.

Students partaking in the Italy Study Tour may receive 10 credits towards Stage 2 Integrated Learning.

Assessment

Participation in class activities

Completion of tasks and projects (oral, written and aural).

MCC Pathways

Course leads to [Stage 1 Italian A and B on page 59](#).

Japanese A and B

Length of Course

Length of Course Full Year and/or Semester 1 only.
Year 10 Japanese Semester 1 - students must enrol in Japanese A or Japanese A and B to enrol for the Full Year.

Students who meet specified academic standards may be offered the opportunity to complete Stage 1 Japanese whilst in Year 10 and Stage 2 Japanese, SACE course whilst in Year 11.

Year 10 students who complete Stage 1 Japanese in Semester 1 will receive 10 Stage 1 SACE credits and 20 Stage 1 SACE credits if they complete both Semester 1 and 2.

Compulsory or Elective

Elective

Course Description

Students actively explore, develop and reflect upon their Intercultural Understanding, Personal, Social, Critical and Creative Thinking Capabilities to:

- Establish and maintain relationships and discuss topics of interest
- Participate in social interactions
- Analyse and extract information from written, spoken and multimodal sources
- Give information in written and spoken form
- Respond to creative texts (film, songs, poems, etc)
- Create and present informative and imaginative texts, considering audience and purpose.
- Reflect on how languages and culture change over time through contact with other languages and cultures.
- Identify the functions of different Japanese scripts within texts.
- Read and write Hiragana, Katakana and Kanji, including elongated vowels, double consonants and contractions.

Learning Strategies

The teaching and learning activities are structured to acknowledge the language and cultural backgrounds of the Year 10 learners, as well as build upon their previous Japanese language learning. Learning opportunities recognise the range of learning styles and needs of the students. Students will participate in excursions and practice spoken and written language skills. Grammar and vocabulary will be taught as an integral part of the course.

Assessment

Participation in class activities
Completion of tasks and projects (oral, written and aural).

MCC Pathways

Course leads to [Stage 1 Japanese A and B on page 60](#).

Mathematics

Length of Course

Full Year

Compulsory or Elective

Compulsory

Course Description

This course is organised into the three strands of:

- Numbers and Algebra
- Measurement and Geometry
- Statistics and Probability.

The course is also divided into the following proficiency strands:

- Understanding
- Fluency Problem Solving
- Reasoning.

Learning Strategies

A multimodal approach is employed to cater for a range of learning styles. Where appropriate, students use an inquiry approach in which they can undertake activities to investigate the concepts being covered. This is combined with note taking, group discussion and practice questions from the textbook and other sources. The use of technology has been incorporated into this course.

Assessment

Students will be assessed against the Australian Curriculum Year 10 Achievement Standard. Each topic will be assessed by a combination of folios, project-based learning, and tests.

MCC Pathways

Course leads to [Stage 1 Essential Mathematics \(Maths for Everyday Life\) on page 60](#),
[Stage 1 General Mathematics A on page 62](#),
[Stage 1 Stage 1 General Mathematics B on page 62](#), [Stage 1 Mathematics A on page 63](#),
[Stage 1 Mathematics B on page 63](#),
[Stage 1 Mathematics C on page 64](#) and
[Stage 1 Mathematics D on page 64](#).

Essential Mathematics

Length of Course

Full Year

Compulsory or Elective

Compulsory (if students achieve a C grade or higher in Year 10 Essential Mathematics, students will achieve the SACE numeracy requirements).

Course Description

This subject is designed for students who are seeking to meet the SACE numeracy requirement. There is an emphasis on extending students' mathematical skills in ways that apply to practical problem-solving in everyday contexts, in flexible and resourceful ways.

Topics include:

- Number
- Measurement
- Earning and Spending.

Learning Strategies

This course will be taught through discussion, speakers, note-taking, lecturing, homework, class work, collecting and analysing information that deals with work in industrial settings. Information technology will be integrated in the course.

Assessment

School Assessment:

Assessment Type 1: Skills and Applications Tasks and

Assessment Type 2: Folio.

Assessment is based upon the following:

- Active class participation
- Skills tasks (assignments/tests)
- Folios
- Project-based learning.

MCC Pathways

Course leads to [Stage 1 Essential Mathematics A \(Trade Maths\) on page 61](#).

Science

Length of Course

Full Year

Compulsory or Elective

Compulsory

Course Description

This course is organised in the three strands of:

- Science Understanding
- Science as a Human Endeavour (SHE) – Nature and development of science, and use and influence of science
- Science Inquiry Skills – Questioning and predicting, Planning and conducting, Processing modelling and analysing, and Evaluating

These strands are taught together within topics that cover the following areas:

- Biological Sciences – Mitosis, Mendelian Inheritance and Theory of Evolution
- Chemical Sciences – Periodic Table, Chemical Reaction and Factors affecting Reaction Rates
- Earth and Space Sciences – Universe, Climate Change, and the Big Bang Theory
- Physical Sciences – Newton's Law of Motion and Energy.

Learning Strategies

Students will develop and use a range of skills to investigate science phenomena. Students learn through practical investigations, research tasks, class activities and textbook activities. A range of multimedia resources have been incorporated within the curriculum.

Assessment

Students will be assessed against the Australian Curriculum Year 10 Achievement Standard. Each topic will be assessed by a combination of group and individual practical reports, designer practicals SHE tasks and tests.

MCC Pathways

Course leads to [Stage 1 Scientific Studies on page 51](#), [Stage 1 Physics A on page 67](#), [Stage 1 Physics B on page 67](#), [Stage 1 Chemistry A on page 66](#), [Stage 1 Chemistry B on page 66](#), [Stage 1 Biology A on page 65](#) or [Stage 1 Biology B on page 65](#) [Stage 1 Nutrition on page 69](#).

Engineering Science

Length of Course

One Semester

Compulsory or Elective

Elective

Course Description

This subject is designed to help students develop the skills required to work in the area of engineering or a technical based vocational pathway. The course will be project based and may incorporate aspects of various STEM projects. Students will be involved in a number of hands-on activities which will help to develop their problem solving, analytical, group and communication skills. The students will work on a range of practical challenges which may include:

- Science and Engineering Challenge
- Bridge Building (and other structures)
- Energy Efficiency
- Electronic Control (including robotics).

Learning Strategies

Students will mostly work in small groups on a range of projects. Structured lessons will be presented regularly in which students are taught the skills necessary to complete their project successfully. Students will participate in class discussions, practical work and research tasks, and will observe audio visual media and practical demonstrations.

Assessment

Assessment will be conducted via a learning journal, in which students collect evidence of their learning. Students may be required to have discussions with their teacher in which they can further explain the processes they have used and the progress they have made.

MCC Pathways

Course leads to [Stage 1 Scientific Studies on page 51](#), [Stage 1 Physics A on page 67](#) or [Stage 1 Physics B on page 67](#).

Science Applications

Length of Course

One Semester

Compulsory or Elective

Elective

Course Description

This subject has been designed to investigate contemporary areas of science that are not covered in the Year 10 Science course. Students will focus on two areas of science that are both interesting and provide the opportunity for students to engage in hands-on investigations.

These areas are:

- Forensic Science; and
- Psychology.

This course will focus more on the skills involved in the study of science rather than learning science facts and content. The course will be project based.

Learning Strategies

Students will participate in class discussions, practical work and research assignments, and will observe audio visual media and practical demonstrations.

Assessment

Assessment will be conducted via a learning journal, which may include:

- practical reports;
- research assignments;
- video reviews.

MCC Pathways

Course leads to [Stage 1 Scientific Studies on page 51](#) or [Stage 1 Psychology A on page 68](#)

Compulsory Subjects		One Semester	Full Year	SACE Credits	Page
Religious Education	Spiritualities, Religion and Meaning - 20 Stage 2 Credits		✓	20	42
	Integrated Learning: Religion as a Lived Experience - 20 Stage 2 Credits		✓	20	42
Cross-disciplinary Studies	Research Practices		✓	10	50
English (20 Credits of Stage 1 English is compulsory)	English		✓	20	52
	Essential English		✓	20	52
	English as an Additional Language (EAL)		✓	20	53
Mathematics (10 Credits of Stage 1 Mathematics is compulsory)	Essential Mathematics (Maths for Everyday Life)	✓		10	60
	Essential Mathematics A and B (Trade Maths)	✓	✓	10 or 20	61
	General Mathematics A and B	✓	✓	10 or 20	62
	Mathematics A, B, C and D	✓	✓	10 - 40	63-64
Elective Subjects					
The Arts	Creative Arts A	✓	✓	10 or 20	43
	Creative Arts B	✓	✓	10 or 20	43
	Visual Arts - Art	✓		10	44
	Visual Arts - Design	✓		10	44
	Drama A and B	✓	✓	10 or 20	45
	Music Experience A and B	✓	✓	10 or 20	45-46
Design, Technology and Engineering	Photography - Digital Communication Solutions	✓		10	46
	Electronics - Robotic & Electronic Systems	✓		10	47
	Computer Aided Design (CAD) - Digital Communication Solutions	✓		10	47
	Wood Technology A and B - Material Solutions	✓	✓	10	48
	Metal Technology A and B - Material Solutions	✓	✓	10	49
Cross-disciplinary Studies	Workplace Practices	✓		10	50
	Community Studies	✓		10	51
	Research Project A - 10 Stage 2 Credits	✓		10	51
Health and Physical Education	Physical Education A and B	✓	✓	10	53-54
	Child Studies	✓		10	54
	Food and Hospitality	✓		10	55
Humanities and Social Sciences	Accounting	✓		10	55
	Business Innovation	✓		10	56
	Ancient Studies	✓		10	56
	Modern History	✓		10	58
	Legal Studies	✓		10	58
	Geography	✓		10	59
Languages	Italian A and B	✓	✓	10 or 20	59
	Japanese A and B	✓	✓	10 or 20	60
Science	Biology A and B	✓	✓	10 or 20	65
	Chemistry A and B	✓	✓	10 or 20	66
	Physics A and B	✓	✓	10 or 20	67
	Psychology A	✓		10	68
	Psychology B	✓		10	68
	Scientific Studies	✓		10	69
	Nutrition	✓		10	69

Year 11 Timetable Structure *Year 11*

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[YEAR 10](#)
[YEAR 11](#)
[YEAR 12](#)

SEMESTER 1	LESSONS	SEMESTER 2	LESSONS	DURATION
Pastoral Care	2	Pastoral Care	2	Full Year
Religious Education* (SACE Stage 2)	6	Religious Education* (SACE Stage 2)	6	
English^	6	English^	6	
Research Practices	2	Research Practices	2	
Mathematics#	6	Elective 4	6	One Semester
Elective 1	6	Elective 5	6	
Elective 2	6	Elective 6	6	
Elective 3	6	Elective 7	6	
TOTAL LESSONS	40	TOTAL LESSONS	40	

*Religious Education – Students must study a Religion subject for the full year, worth 20 SACE Stage 2 Credits.

^English – In order to achieve the compulsory SACE literacy requirements, students must study and pass an English subject for the full year. Options Include:

- English
- Essential English
- English as an Additional Language (EAL)

#Mathematics – In order to achieve the compulsory SACE numeracy requirements, students must study and pass at least one Mathematics subject for a minimum of one semester (Semester 1). Semester 1 options include:

- Mathematics A
- General Mathematics A
- Essential Mathematics A (Trade Maths)
- Essential Mathematics (Maths for Everyday Life)

Elective Subjects

- 7 x Semester elective choices (3 in Semester 1, 4 in Semester 2 (this includes any extra Mathematics options)).

Year 11 (Stage 2) Religious Education

Spiritualities, Religion and Meaning - 20 Stage 2 Credits

Length of Course

Full Year

SACE Credits

20 Stage 2 Credits

Compulsory

Compulsory unless taking Integrated Learning
Religion as a Lived Experience

Prerequisites

None

Course Description

Students work with their teachers to deepen their understanding of the Christian faith and their own beliefs using an inquiry-based style of learning. They develop a complex series of questions to explore a range of different perspectives on how individuals and society engage with religion and spirituality in contemporary situations. They investigate issues, concepts, and ideas relevant to contemporary society, and reflect on personal and shared meanings within spiritualities and religions. This course focuses on the three broad areas of study: 'Growth, Belonging, and Flourishing', 'Stories, Visions, Futures', and 'Evil and Suffering'.

Learning Strategies

Students engage in reflective analysis in response to stimuli such as guest speakers, documentaries, written and visual texts, images, music, and excursions contextualised by key ideas within the course content. They research concepts and issues, evaluate them from a spiritual and religious perspective, and collaboratively develop, apply, and evaluate strategies to bring about positive change. Students individually choose and explore an issue relating to the course content.

Assessment

Students demonstrate evidence of their learning through five tasks.

School Assessment (70%)

Assessment Type 1: Reflective Analysis (40%)

Assessment Type 2: Connections (30%)

External Assessment (30%)

Assessment Type 3: Transformative Action
(2000 word or equivalent individual exploration of one aspect of the key areas of study)

Information on the External Assessment:

Students research the secular and religious aspects of an issue of their choice relating to one of the areas of study. They develop, apply, and evaluate an initiative designed to generate or advocate for transformative social change, drawing on spiritual and/or religious principles. Students may provide evidence of their learning in a range of forms equivalent to 2000 words: Multimodal evidence in encouraged.

Year 11 (Stage 2) Religious Education

Integrated Learning:

Religion as a Lived Experience - 20 Stage 2 Credits

Length of Course

Full Year

SACE Credits

20 Stage 2 Credits

Compulsory or Elective

Compulsory unless taking Spiritualities, Religion, and Meaning.

Prerequisites

None

Course Description

Students develop a range of skills to investigate critically the relationship between faith and life, drawing on Catholic teachings and practices. The key areas of study are

- Rituals in society
- The significance for communities and individuals of shared stories.
- Places of worship as centres of community
- Spiritual experiences
- Pilgrimage

Students also develop and demonstrate the following SACE capabilities:

- Literacy
- Critical and Creative thinking
- Personal and social capability
- Ethical understanding

Learning Strategies

Students investigate and evaluate ways in which religion influences society and daily life. They develop skills in critical inquiry, research, analysis, and synthesis, and improve on their ability to elicit and successfully utilise data from primary and secondary sources. They engage collaboratively with their peers and others to develop their capabilities and their understandings of the course content. They discuss and evaluate their participation in tasks in relation to the SACE capabilities. Students individually select, plan, and engage in an individual personal endeavour relating to the course content.

Assessment

Students demonstrate evidence of their learning through five tasks.

School Assessment (70%)

Assessment Type 1: Practical Inquiry (40%)

Assessment Type 2: Connections (30%)

External Assessment (30%)

Assessment Type 3: Personal Endeavour
(2000 word or equivalent individual exploration of one aspect of the key areas of study)

Information on the External Assessment:

Students select an aspect of personal interest relating to the programme. They explore and analyse relevant information, concepts, ideas, actions, and skills, and communicate their ideas and opinions about them. They select one capability to be developed within their Personal Endeavour, exploring the link between that capability and their area of interest. Students may provide evidence of their learning in a range of forms equivalent to 2000 words: Multimodal evidence in encouraged.

Creative Arts A

Length of Course

One Semester and/or
Two Semesters

SACE Credits

10 or 20 Stage 1
Credits

Compulsory or Elective

Elective

Prerequisites

There are no prerequisites for this course, although an interest in the arts would be an advantage.

Course Description

In Creative Arts, students have opportunities to specialise in study within and across the arts disciplines of dance, drama, music and the visual arts: art and design.

Creative Arts B has a film making focus. Major areas of learning would include:

- Using multimedia for storytelling (exploring types of filmmaking)
- Understanding equipment and settings
- Writing and shooting short films
- Editing & Publishing.

Learning Strategies

Students participate in the processes of development and the presentation of finished or realised creative arts products. Creative arts products may take the form of musicals, plays, or concerts, visual artefacts, digital media, film and video, public arts projects, community performances, presentations and installations, and in vocal groups or other ensembles.

Assessment

Assessment at Stage 1 is school-based. There are two assessment types: Product (50%) and Folio (50%). Students are required to complete at least three assessments. Students will need to provide evidence of their learning via the assessment design criteria; knowledge and understanding, practical application, investigation and interpretation and reflection.

MCC Pathways

Course leads to [Stage 2 Creative Arts on page 72](#).

Creative Arts B (Filmmaking)

Length of Course

One Semester and/or
Two Semesters

SACE Credits

10 or 20 Stage 1
Credits

Compulsory or Elective

Elective

Prerequisites

There are no prerequisites for this course, although an interest in the arts would be an advantage.

Course Description

In Creative Arts B (filmmaking), students have opportunities to explore storytelling through the medium of film. Students explore filmmaking techniques, learn to use video equipment and learn to use editing software to enhance their products. Students will critically analyse the works of filmmakers, write and produce original content and apply common film techniques in creating original films. Creative Arts B has a film making focus.

Major areas of learning would include:

- Using multimedia for storytelling (exploring types of filmmaking)
- Understanding equipment and settings
- Writing and shooting short films
- Editing & Publishing.

Learning Strategies

Students work individually and in small groups to develop technical skills in using camera equipment and editing software and critically analyse film works to identify approaches to storytelling.

Assessment

Assessment at Stage 1 is school-based. There are two assessment types: Product (50%) and Folio (50%). Students are required to complete at least three assessments. Students will need to provide evidence of their learning via the assessment design criteria; knowledge and understanding, practical application, investigation and interpretation and reflection.

MCC Pathways

Course leads to [Stage 2 Creative Arts on page 72](#).

Visual Arts - Art

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective

Elective

Prerequisites

Whilst not compulsory, it is recommended to have completed Year 10 Visual Art.

Course Description

This program will explore both historical and contemporary visual arts through the use of various media. Previous topics have included Surrealism, and Artists and Altered Books.

Students will be given the opportunity to take hold of their own learning and expand their skill set from various art disciplines. This course is recommended for anyone creative who loves to engage in hands-on projects and is willing to give things a go.

Learning Strategies

Whole class discussions.

Demonstrations.

Research and practical components.

Assessment

School Assessment

Assessment Type 1: Folio

Assessment Type 2: Practical

Assessment Type 3: Visual Study.

MCC Pathways

Course leads to [Stage 2 Visual Arts - Art on page 72.](#)

Visual Arts - Design

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective

Elective

Prerequisites

Whilst not compulsory, it is recommended to have completed Year 10 Design.

Course Description

This unit explores illustration design with a focus on character design and development. Students will be introduced to programs from the Adobe suite such as Illustrator and Photoshop. It is recommended that students have successfully completed Year 10 Design and are comfortable with using computers. This course is recommended for anyone creative who is interested in learning more about creating vector designs on the computer.

Learning Strategies

The course covers the following areas of study:

- Visual Thinking
- Practical Resolution
- Visual Arts in context
- Demonstrations in the use of Illustrator and Photoshop
- Tutorials.

Assessment

School Assessment

Assessment Type 1: Folio

Assessment Type 2: Practical

Assessment Type 3: Visual Study.

MCC Pathways

Course leads to [Stage 2 Visual Arts - Design on page 73.](#)

Drama A and B

Length of Course

One or Two Semesters

SACE Credits

10 Stage 1 Credits per Semester

Compulsory or Elective

Elective

Prerequisites

Year 10 Drama recommended

Course Description

Students learn as artists and as creative entrepreneurs through their exploration of shared human experience, which is at the heart of the study of Drama. Students learn to engage meaningfully with others through the creation of original relationships between presenter, audience, idea, and story. They learn that shared narratives underpin our understanding of everything we think and do in the world around us, and that our cultural narratives are created collaboratively. Drama is active and participatory, involving the process of imagining, developing, and creating original narratives, viewpoints, and artistic products.

In Drama, students adopt roles from the dramatic fields of theatre and/or screen. They apply the dramatic process to create outcomes and take informed artistic risks to present the unique voices of individuals, communities, and cultures. Through focused, practical, and collaborative learning opportunities, students refine their skills and increase their confidence as communicators by creating live, multimodal, oral, and written products.

Learning Strategies

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Drama.

In this subject, students are expected to:

1. understand and explore dramatic roles, conventions, texts, styles, processes, and technologies
2. apply dramatic ideas and processes collaboratively to realise outcomes
3. apply dramatic skills to create and present drama outcomes
4. explore and experiment with technologies to provide creative solutions
5. analyse and evaluate dramatic ideas, products, and/or technologies
6. demonstrate critical and creative thinking in the development of drama

Assessment

Each Stage 1 Drama is a 10-credit subject that consists of the following three areas of dramatic study:

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

The following assessment types enable students to demonstrate their learning in Stage 1 Drama:

- Assessment Type 1: Performance (40%)
- Assessment Type 2: Responding to Drama (30%)
- Assessment Type 3: Creative Synthesis (30%)

MCC Pathways

Course leads to [Stage 2 Drama on page 73](#).

Music Experience A

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective

Elective

Prerequisites

Year 10 Music

Course Description

This course is designed to develop skills in performing, aural recognition, recording and analysing music. This course will lead to public performances in ensemble or solo settings. Students will experiment with technology to create and arrange musical works with a focus on writing original contemporary music. Students will develop knowledge of music concepts using traditional and other forms of notation, and continue to develop skills in recognizing aural concepts.

Learning Strategies

- Class practice and rehearsals.
- Public performing.
- Critically listening to music.
- Practical demonstrations and workshops.
- Sessions on Aural Development and Theory.
- Using technology to create music.

Assessment

School Assessment

Assessment Type 1: Creative Works

Assessment Type 2: Musical Literacy.

Students are assessed on:

- class practical music sessions
- public performances
- theory assignments & tests
- Original composition task.

MCC Pathways

This is a Music for enjoyment course and does not lead to Stage 2. Students wishing to pursue music at Stage 2 must enrol in [Stage 1 Music Experience B on page 46](#).

Year 11 (Stage 1) The Arts

Year 11 (Stage 1) Design, Technology & Engineering

Music Experience B

Photography
- Digital Communication Solutions

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective

Elective

Prerequisites

Music Experience

Course Description

This course is designed to continue the development of skills in performing, aural recognition, recording and analysing music. Students will engage in public performances as a soloist or in ensemble settings. Students will continue to develop knowledge of music theory with a strong focus on aural identification of musical concepts. Students will engage in creating original works of music and expand on their understanding of style and genre in arranging musical works. Students learn about and apply practical skills in using various digital recording equipment and techniques to create digital recordings.

Learning Strategies

- Class practice and rehearsals.
- Public performances.
- Critical music analysis.
- Practical demonstrations and workshops.
- Sessions on Aural Development and Theory.
- Composing and arranging with technology.
- Recording studio session

Assessment

School Assessment

Assessment Type 1: Creative Works

Assessment Type 2: Musical Literacy.

Students are assessed on:

- public performances
- theory assignments
- tests
- original composition & arrangements.

MCC Pathways

Course leads to [Stage 2 Music Explorations on page 75](#), [Stage 2 Music Performance - Ensemble on page 74](#), and [Stage 2 Music Performance - Solo on page 74](#).

This course also contains links to various VET Music courses.

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective

Elective

Prerequisites

None

Course Description

Year 11 Photography is based on the techniques of digital photography, with a strong grounding in visual communication.

Students will explore various techniques with Adobe Photoshop and digital SLR cameras.

Learning Strategies

The course comprises of digital photographs and image manipulation.

The course is taught through:

- Tutorials;
- Demonstrations;
- Whole class discussion;
- Independent work; and
- An excursion.

Students learn a variety of photographic techniques using Single Lens Reflex (SLR) Cameras.

Students learn advanced Photoshop skills, and demonstrate this development in a variety of graphic presentations.

Assessment

School Assessment

Assessment Type 1: Specialised Skills Tasks

Assessment Type 2: Design Process & Solution.

Students are assessed on the following elements:

- Image Composition Task (taking photographs)
- Travel Poster (Adobe Photoshop)
- Design Folio & Magazine Cover (Adobe Photoshop)

MCC Pathways

Course leads to [Photography - Digital Communication Solutions on page 77](#).

Year 11 (Stage 1) Design, Technology & Engineering

Electronics

- Robotic & Electronic Systems

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective

Elective

Prerequisites

None

Course Description

Students will learn how to construct electronic circuits on breadboards and printed circuit boards.

Students will study the function of electronic components and how they can work together in an electronic system.

Students are taught how to build electronic devices and apply them to practical situations.

Students are taught how to design electronic circuit boards using customised Circuit Wizard software.

Learning Strategies

Students will complete a burglar alarm circuit major project.

Students will complete a materials component to create a model house to suit their major project.

Students will design and produce printed circuit boards using Circuit Wizard software and construct the associated circuits.

Students will learn about programming of 'Arduino' micro-controllers.

Assessment**School Assessment**

Assessment Type 1: Specialised Skills Tasks

Assessment Type 2: Design, Process and Product

Assessment is based on the following:

- The construction of logic gate circuits and research into the purpose and use of such circuits
- The completion of a major practical circuit from a design brief
- The completion of a model house to demonstrate alarm use
- The completion of a range of developed practical circuits and theory tasks.

MCC Pathways

Course leads to [Stage 2 Computer Aided Design \(CAD\) - Robotic & Electronic Systems on page 77](#), [Stage 2 Photography - Digital Communication Solutions on page 77](#) and [Stage 2 Wood Technology - Material Solutions on page 78](#).

Year 11 (Stage 1) Design, Technology & Engineering

Computer Aided Design (CAD)

- Digital Communication Solutions

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective

Elective

Prerequisites

None

Course Description

Students will learn Computer Aided Program Design and 3D printing processes through various activities and projects, with a view to produce a final product.

Course content includes:

- Design principles, processes and techniques
- Computer aided design using Inventor
- 2D/3D printing.

Learning Strategies

The focus areas are practically based and emphasise the development of skills and understanding in investigating materials, processes, and production techniques, and planning, creating, and evaluating technological products and systems.

Assessment**School Assessment**

Assessment Type 1: Specialised Skills Tasks

Assessment Type 2: Design, Process and Solution

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

MCC Pathways

Course leads to [Stage 2 Computer Aided Design \(CAD\) - Robotic & Electronic Systems on page 77](#) and [Stage 2 Photography - Digital Communication Solutions on page 77](#)

Year 11 (Stage 1) Design, Technology & Engineering

Year 11 (Stage 1) Design, Technology & Engineering

Wood Technology A

- Material Solutions

Wood Technology B

- Material Solutions

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective

Elective

Prerequisites

None

Course Description

Students will explore how various scientific principles, such as those concerning quantity, materials and structures, can be applied to the planning and production of a table.

The main topics covered are: framing joints; cutting and costing projects; portable and fixed machinery; timber finishes; and designing.

Learning Strategies

Observing demonstrations and participating in discussions.

Individual instruction is given in lessons whilst students complete their products.

Classroom discussion regarding the theoretical aspects of the course.

Assessment

School Assessment

Assessment Type 1: Specialised Skills Tasks

Assessment Type 2: Design Process & Product.

Students are assessed on the following elements:

- The quality of planning skills (through a design folio)
- Production skills.

MCC Pathways

Course leads to [Stage 1 Wood Technology B - Material Solutions on page 48](#) and [Stage 2 Wood Technology - Material Solutions on page 78](#).

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective

Elective

Prerequisites

None

Course Description

Students will explore how various scientific principles, such as those concerning quantity, materials and structures, can be applied to the planning and production of a cabinet.

The main topics covered are: carcass joints; cutting and costing projects; portable and fixed machinery; timber finishes; and designing.

Learning Strategies

Observing demonstrations and participating in discussions.

Individual instruction is also given in these lessons whilst students complete their products.

Classroom discussion regarding the theoretical aspects of the course.

Assessment

School Assessment

Assessment Type 1: Specialised Skills Tasks

Assessment Type 2: Design Process & Solution.

Students are assessed on the following elements:

- The quality of their planning skills (through a design folio)
- Production skills.

MCC Pathways

Course leads to [Stage 2 Wood Technology - Material Solutions on page 78](#).

Year 11 (Stage 1) Design, Technology & Engineering

Metal Technology A
- Material Solutions

Length of Course	SACE Credits
One Semester	10 Stage 1 Credits

Compulsory or Elective	Prerequisites
Elective	None

Course Description

Students will learn real life industry standard skills in Metal Fabrication during the planning and production of a high quality Toolbox and Frame project. The focus of this course will be on metal fabrication techniques used in the metal industry and will aid students who are interested in the engineering, automotive and design trades.

The main topics covered are MIG welding, sheet metal cutting and folding, spot welding, finishing, grinding, portable power tools, cold cutting, metal finishes such as spray painting and designing. Students build on the fundamental skills of measurement, marking out and reading working drawings.

Learning Strategies

Highly practical subject content for 'hands on' learners.

Observing practical demonstrations and participating in class discussions.

Intensive and supportive individual instruction is given in lessons whilst students complete their design solutions.

Classroom discussion regarding the theoretical aspects of the course.

Assessment**School Assessment**

School assessment

Assessment Type 1 : Specialised Skills Tasks

Assessment Type 2 : Design Process and Solution.

Students are assessed on the following elements:

- The quality and depth of planning skills demonstrated through a design process
- Production skills
- An evaluation of the final design solution.

MCC Pathways

Course leads to [Stage 1 Metal Technology B - Material Solutions on page 49](#) and [Stage 2 Metal Technology - Industry & Entrepreneurial Solutions on page 79](#).

Year 11 (Stage 1) Design, Technology & Engineering

Metal Technology B
- Material Solutions

Length of Course	SACE Credits
One Semester	10 Stage 1 Credits

Compulsory or Elective	Prerequisites
Elective	None

Course Description

Students will learn real life industry standard skills in metal machining during the planning and production of a high quality machining project. Students will also engage with mig welding and the production of a welding skills project. The focus of this course will be on metal machining Techniques used in the metal industry and will aid students who are interested in the engineering, automotive and design trades. Students will build on the fundamental skills of measurement, marking out and reading working drawings.

The main topics covered are metal lathe turning, precision drilling, milling, cutting internal and external threads, knurling, boring, parting, precision measurement equipment, portable power tools, cold cutting, metal finishes such as electrolysis and designing.

Learning Strategies

Highly practical subject content for 'hands on' learners.

Observing practical demonstrations and participating in class discussions.

Intensive and supportive individual instruction is given in lessons whilst students complete their design solutions.

Classroom discussion regarding the theoretical aspects of the course.

Assessment**School Assessment**

Assessment Type 1 : Specialised Skills Tasks

Assessment Type 2 : Design Process and Solutions.

Students are assessed on the following elements:

- The quality and depth of planning skills demonstrated through a design process
- Production skills
- An evaluation of the final design solution.

MCC Pathways

Course leads to [Stage 2 Metal Technology - Industry & Entrepreneurial Solutions on page 79](#).

Workplace Practices

Length of Course	SACE Credits
One Semester	10 Stage 1 Credits

Compulsory or Elective	Prerequisites
Compulsory for VET students	None

Course Description

In this course students will develop knowledge, skills and understanding of the nature, type and structure of the workplace.

They will learn about:

- the changing nature of work
- industrial relations
- Workplace legislation
- safe and sustainable Workplace Practices
- the local, national and global issues in an industry and workplace context.

The subject focuses on students' personal development, work and learning capabilities. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include undertaking of Vocational Education and Training (VET).

Learning Strategies

Students will examine the changing nature of Workplace Practices through participating in Vocational Education and Training, actively engaging in developing and reflecting on their industry knowledge. Students will be involved in career planning and undertaking an industry and work-based issues investigation.

Assessment

School Assessment

Assessment Type 1: Folio
Assessment Type 2: Performance
Assessment Type 3: Reflection.

MCC Pathways

Course leads to [Stage 2 Workplace Practices on page 80](#) or [Stage 2 Work and the Community on page 79](#).

<https://www.sace.sa.edu.au/web/workplace-practices/stage-1>

Research Practices

Length of Course	SACE Credits
Full Year (two lessons per week)	10 Stage 1 Credits

Compulsory or Elective	Prerequisites
Compulsory	None

Course Description

This subject provides students with opportunities to:

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

Students are expected to:

- demonstrate knowledge and understanding of the purpose of research and research approaches;
- develop specific research skills; and
- consider the appropriateness, uses, and limitations of specific sources.

Learning Strategies

Students will select:

- at least one topic from Exploring Research Approaches
- at least one topic from Exploring Research Skills.

The topics may be integrated and undertaken consecutively. They are to be taught through the development of:

- an investigation
- an inquiry
- linked to a theme, context, or area of interest.

Assessment

School Assessment

Assessment Type 1: Folio
Assessment Type 2: Sources Analysis.

Students are assessed on:

- one folio consisting of at least two assessment tasks
- at least two source analysis assessments.

MCC Pathways

Course leads to [Stage 2 Research Project A on page 80](#) and [Stage 2 Research Project A on page 8082](#).

Community Studies

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective

Elective

Prerequisites

None

Course Description

Community Studies offers students the opportunity to learn in a community context, and to interact with teachers, peers and community members beyond the school environment. Students decide the focus of their community activity, which begins from a point of personal interest, skills or knowledge.

Students will explore the SACE capability and identify one or more for focused development in the chosen community activity from the following areas:

- Arts
- Communication
- Foods
- Health
- Recreation
- Science
- Technology
- Work.

Learning Strategies

Students will:

- design their own contract of work in negotiation with their teacher;
- complete a major community project;
- keep a record of evidence in which they record, reflect, evaluate and plan their experiences;
- prepare a report on their experience and seek feedback from experts regarding it; and
- reflect on their learning.

Assessment

School Assessment

Assessment Type 1: Contract of Work

Assessment Type 2: Reflection.

Students are assessed on:

- completion of contract, folio of evidence documenting learning in their community activity.
- Reflection on their learning.

MCC Pathways

This course will assist students to develop skills related to using the community as a resource to learning in an area of particular interest. Students can incorporate VET and structured work placements into their contract of study.

Course leads to [Stage 2 Industry Connections on page 81](#) and [Stage 2 Community Connections on page 81](#).

Research Project A

Length of Course

One Semester

SACE Credits

10 Stage 2 Credits

Compulsory or Elective

Compulsory

Prerequisites

None

Course Description

Students will use the research framework as a guide to developing their research and applying knowledge, skills, and ideas specific to their research question. They will choose one or more capabilities, explore the concept of the capability or capabilities, and how it/they can be developed in the context of their research. Students synthesise their key findings to produce a research outcome, which is substantiated by evidence and examples from the research. Students will evaluate the research processes used, and the quality of their research outcomes.

The Research Project aims to develop skills in communication, independence, negotiation, time management, goal setting, critical thinking, analysis, evaluating skills and critical thinking.

Learning Strategies

In this subject students will participate in activities that provide them with opportunities to:

- generate ideas to plan and develop a research project;
- understand and develop one or more capabilities in the context of their research;
- analyse information and explore ideas to develop their research;
- develop specific knowledge and skills;
- produce and substantiate a research outcome; and
- evaluate their research.

Assessment

The Research Project comprises three major assessment pieces. Students will need to achieve a C grade for their Project to be eligible for it to contribute towards SACE completion.

School Assessment (70%)

Assessment Type 1: Folio (30%)

Assessment Type 2: Research Outcome (40%)

External Assessment Research Project A Review (30%)

- The external assessment can be presented in a variety of ways, including a PowerPoint presentation or a short film
- The final grade can be used towards a student's Australian Tertiary Admission Rank (ATAR).

<https://www.sace.sa.edu.au/web/research-project/overview>

English

Length of Course

Full Year

SACE Credits

20 Stage 1 Credits

Compulsory or Elective

Compulsory

(Note: Two semesters of English are compulsory)

Prerequisites

None

Course Description

Students will study a variety of sophisticated texts and use language as a means of generating and expressing their thoughts. This course aims to extend students' language skills through writing, reading and viewing. It should extend students' abilities to communicate effectively in a wide range of situations. Students should have an interest in reading and an interest in the ideas of other people expressed in a variety of forms.

It will be expected that students demonstrate an ability to express their ideas clearly using the various conventions of the English language. The aim of this course is to prepare students for the rigour of studying English at Stage 2.

Learning Strategies

Students will study a wide range of novels, poems, plays, films and short prose texts.

Students will complete a range of oral language activities.

Students will complete a range of written assignments.

Assessment

School Assessment

Assessment Type 1: Responding to Texts

Assessment Type 2: Creating Texts

Assessment Type 3: Intertextual Study.

Assessment is based on the submission of the following per semester:

- One Text Response
- One Text Creation Study
- One Oral Presentation
- One Intertextual Study.

MCC Pathways

This subject leads to both [Stage 2 English on page 82](#) and [Stage 2 English Literary Studies on page 82](#).

There is an emphasis on responding to texts, creating texts, and inter-textual study. Students critically and creatively engage with a variety of types of texts including novels, film, media, poetry and drama texts.

Essential English

Length of Course

Full Year

SACE Credits

20 Stage 1 Credits

Compulsory or Elective

Compulsory

(Note: Two semesters of English are compulsory)

Prerequisites

None

Course Description

This subject aims to allow students to achieve their 20 SACE Credits for literacy. However, it is not designed to prepare students for the rigour of studying English at Stage 2.

This course will allow students to study a variety of accessible texts and use language as a means of generating and expressing their thoughts. The content should extend students' ability to communicate effectively in a range of practical situations.

Learning Strategies

This subject aims to consolidate students' language skills through writing, reading and viewing a range of suitable materials.

Assessment

School Assessment

Assessment Type 1: Responding to Texts

Assessment Type 2: Creating Texts.

Assessment is based on the submission of the following per semester:

- Two written responses to two texts
- One Text Creation Study
- One Oral Presentation.

MCC Pathways

This subject is designed for:

- students who are seeking to meet the SACE literacy requirement;
- an English language development focus for students who are new arrivals in Australia; and
- students who are planning to pursue a career in a range of trades or vocational pathways.

There is an emphasis on communication, comprehension, analysis, and text creation.

English as an Additional Language (EAL)

Physical Education A

Length of Course

Full Year

SACE Credits

20 Stage 1 Credits

Compulsory or Elective

Elective

Prerequisites

Eligibility guidelines apply to this subject.

(Note: Two semesters of English are compulsory)

Course Description

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

Through studying a variety of oral, written, and multimodal texts, including informational and literary texts, students develop an understanding of text structures and language features..

Learning Strategies

Students exchange information, opinions, and experiences through writing and speaking in a range of situations and contexts.

Students comprehend and interpret information, ideas, and opinions presented in texts.

Students analyse personal, social, and cultural perspectives in texts, including literary texts. They understand and analyse how language features are used to communicate for different purposes.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 1 English as an Additional Language:

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Interactive Study
- Assessment Type 3: Language Study.

MCC Pathways

This subject is designed to improve students' general proficiency in the English language, with a focus on developing their academic literacy skills. There is an emphasis on communication, comprehension, analysis and text creation.

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective

Elective

Course Description

The aim of this course is to develop an understanding and awareness of physical activity and exercise physiology. The theory component will endeavour to make students more aware of how to prepare for physical activity, and the relationship between fitness performance and exercise physiology. The course is suited to students who exhibit an interest in the leisure, sport or recreation industry.

Full PE uniform is required to be worn on practical days.

Learning Strategies

Learning is delivered through an integrated approach in which opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities and sports which are negotiated depending on class size, interests and abilities.

Assessment

In the subject, students will undertake 2 core areas in theory and practical.

AT1 Performance improvement-50%

Students will analyse their performance and the performance of others through a skill acquisition and coaching unit. Topics include:

- coaching techniques & styles
- how people learn (skill acquisition)
- factors that affect performance

AT2- Physical activity Investigation 50%

Students will investigate and analyse the impact of sport on people lives, the roles that it plays, and implement strategies of improving within the community. Topics include:

- Teaching Games for understanding
- Sport Organisation and classification
- Involvement levels of sport
- Factors that influence activity

MCC Pathways

Course leads to [Stage 1 Physical Education B on page 54](#) and [Stage 2 Physical Education on page 83](#).

Physical Education B

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective

Elective

Course Description

The aim of this course is to develop an understanding and awareness of physical activity and exercise physiology. The theory component will endeavour to make students more aware of how to prepare for physical activity, and the relationship between fitness performance and exercise physiology. The course is suited to students who exhibit an interest in the leisure, sport or recreation industry. Full PE uniform is required to be worn on practical days.

Learning Strategies

Learning is delivered through an integrated approach in which opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities and sports which are negotiated depending on class size, interests and abilities.

Assessment

In the subject, students will undertake 2 core areas in theory and practical.

AT1 Performance improvement-50%

Students will investigate the Science behind movement and mechanical efficacy in a biomechanics unit. Topics include:

- Force production & Momentum
- Timing
- Laws of motion
- Levers
- Prac - Dragon boat racing.

AT2- Physical activity Investigation 50%

Students will research, perform and analyse sociology in PE and ways in which sport and activity can be catered for all. Topics include:

- Sociology of PE
- Benefits, barriers and enablers of PE
- Modifications to activity
- Prac- Variety of modified sport.

MCC Pathways

Course leads to [Stage 2 Physical Education on page 83](#).

Child Studies

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective Prerequisites

Elective

None

Course Description

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

Students study the following topics:

- Nutrition and child development
- Family meal planning
- Handmade gifts for babies
- Current children's television and it's role in children's development
- Investigate the impact of technology on children's development.

Learning Strategies

In this subject, the emphasis is on providing students with opportunities for active learning processes that engage them in their developing their knowledge, skills, and understandings of concepts and issues related to the growth, health, and wellbeing of children.

Through individual, collaborative, and practical learning, students will investigate and reflect on ethical issues related to child development, the health and wellbeing of children, and the legal and ethical aspects of child protection.

Assessment

School Assessment

Assessment Type 1: Practical Activity (50%)

Assessment Type 2: Group Activity (20%)

Assessment Type 3: Investigation (30%).

MCC Pathways

Course leads to [Stage 2 Child Studies on page 83](#).

Food and Hospitality

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective Prerequisites

Elective

None

Course Description

Students will focus on the dynamic nature of the food and hospitality industry in Australian Society. They will develop an understanding of contemporary approaches and issues related to the food and hospitality industry. This course enables students to develop competencies in communication, organisation, problem-solving, management, planning, social interaction, and cultural acceptance. Emphasis is placed on safe working environments and workplace hygiene procedures.

Learning Strategies

Students will work independently and collaboratively to achieve common goals. They will develop skills and safe work practices in the preparation, storage and handling of food, complying with health and safety legislation. Students will investigate and debate contemporary issues and current management practices.

The study of food and hospitality integrates active problem-solving approaches to learning. Students develop their ability to think critically and to solve problems related to the food and hospitality industry in individual, family, and community contexts. There are opportunities to develop literacy and numeracy skills.

Assessment

School Assessment

Assessment Type 1: Practical Activity (50%)

Assessment Type 2: Group Activity (25%)

Assessment Type 3: Investigation (25%).

MCC Pathways

Course leads to [Stage 2 Food and Hospitality on page 84](#).

Accounting

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective Prerequisites

Elective

None

Course Description

The Environment of Accounting introduces students to the basic concepts and principles of accounting and gives students opportunities to develop knowledge of:

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

Personal Financial Management

This topic gives students the opportunity to develop an awareness of the importance of maintaining accurate personal financial records that meet social, legal, and ethical requirements. Some suggested themes include:

- banking (including electronic)
- investing/saving
- budgeting
- record-keeping (budgets, statements of affairs, bank reconciliation statements)
- borrowing and the use of credit.

Business Documents

In this topic students have opportunities to gain an understanding of the accounting source documents used by businesses and gives students opportunities to develop an understanding of a range of documents, including:

- delivery dockets
- order forms
- invoices
- credit notes
- statements of account
- receipts
- tax invoices
- business activity statements.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 1 Accounting:

- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: One Investigation.

MCC Pathways

Course leads to [Stage 2 Accounting on page 84](#).

Business Innovation

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective

Elective

Prerequisites

None

Course Description

In Stage 1 Business Innovation students begin to develop the knowledge, skills, and understandings to engage in business contexts in the modern world. In a time in which design-led companies outperform other companies, students are immersed in the process of finding and solving customer problems or needs through design thinking and using assumption-based planning tools. 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.

Learning Strategies

Initially students may be guided through structured processes to develop their understanding of underlying problems or needs and begin to propose and test hypotheses relating to the customer, problem, and solution. It is anticipated that as students develop these skills they will anticipate, find, and solve their own problems. These structured processes create a learning environment where risk is encouraged and provides an opportunity to pivot during the iterative process of proposing, developing, testing, and refining solutions.

Assessment

Assessment Type 1: Business Skills

Assessment Type 2: Business Pitch.

Students may work in a school or community-based group, or any other appropriate collaboration. They may collaborate face-to-face or in digital environment including social media. Students create and present a pitch to a panel of potential customers, investors, or stakeholders. They select elements of their business model summary that will influence customers, investors, or stakeholders to buy into their business proposal. As part of the pitch, students will participate in a plenary question and answer session with the panel, which includes feedback on aspects of the business model summary and pitch.

MCC Pathways

Course leads to [Stage 2 Business Innovation on page 85](#).

Ancient Studies

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective

Elective

Prerequisites

None

Course Description

In Ancient Studies, students learn about the history, literature, society, and culture of ancient civilisations, which may include those of Asia-Australia, the Americas, Europe, and Western Asia, and the classical civilisations of Greece and Rome. Students draw on many other fields of study. They consider environmental, social, economic, religious, cultural, and aesthetic aspects of societies, and explore the ideas and innovations that shape and are shaped by societies.

Learning Strategies

Secondary sources, in the form of text book extracts, are used extensively to provide the foundation of knowledge. However, there is a wealth of primary sources to which students will have access including artefacts, architecture, pictorial texts and documents.

Film, You Tube, DVD documentaries and video will also be used to stimulate discussion and conjecture.

Students research and review sources within a framework of inquiry and critical analysis.

Assessment

School Assessment

Assessment Type 1: Folio

Assessment Type 2: Sources Analysis

Assessment Type 3: Special Study.

MCC Pathways

Course leads to [Stage 2 Modern History on page 84](#).

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YEAR 10

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Year 11



Modern History

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective Prerequisites

Elective

None

Course Description

This course begins during the 1750s and asks students to respond to themes within which there is ample scope for exploration of diverse case studies. There are 6 topic options.

Topic 1: Imperialism

Topic 2: Decolonisation

Topic 3: The Recognition of Rights of Indigenous Peoples

Topic 4: Liberation in the 20th Century

Topic 5: Revolutions

Topic 6: An elective choice, limited only by the post 1750 time period and negotiation between teacher and student.

Learning Strategies

Text book study is used to build up a foundation of knowledge and understanding.

Group discussion and evaluation.

Visiting experts are invited in to talk.

Film study.

Assessment

School Assessment

Assessment Type 1: Folio

Assessment Type 2: Sources Analysis

Assessment Type 3: Investigation.

Students demonstrate learning through the following assessment types:

- Folio of work
- Source analysis
- Investigation
- End of semester exam.

MCC Pathways

Course leads to [Stage 2 Modern History on page 84](#).

Legal Studies

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective Prerequisites

Elective

None

Course Description

Stage 1 Legal Studies focuses on the use of laws and legal systems to create harmony within dynamic and evolving communities. Through an inquiry-based process, students explore and develop their understanding of the concepts of rights, fairness and justice, power, and change. Legal Studies is explored through 'big questions.' In providing a response to the questions, students must evaluate, analyse and apply contextually appropriate legal principles, processes, evidence and cases to demonstrate their arguments.

Students develop an understanding of the following concepts:

- Rights, Fairness and Justice, Power
- Change

Learning Strategies

Assessment could be presented in written, oral or multimodal form.

For example:

Report, web page, sources analysis, essay, test, media journal, extended response, letter to parliament, parliamentary speech multimodal presentation, display or an address in a public or school area, debate, mock trial, panelist discussion, mock parliament, video production, website, oral presentation.

Assessment

The following assessment types enable students to demonstrate their learning in:

Assessment Type 1: One Analytical Response

Assessment Type 2: One Inquiry

Assessment Type 3: One Presentation with Reflection

MCC Pathways

Course leads to [Stage 2 Legal Studies on page 86](#).

Geography

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Course Description

Through the study of Geography, students develop an understanding of the spatial interrelationships between people, places, and environments.

They appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world.

Geography develops an appreciation that place matters in explanations of economic, social, and environmental phenomena and processes.

Through a humanities lens, students investigate spatial aspects of society using inquiry methods that are analytical, critical, and speculative.

Through a science lens, students develop an appreciation of the interdependence between the biophysical environment and human activities.

Students pose and seek answers to geographical questions and evaluate responses, using a range of inquiry skills. Fieldwork is central to the study of geography as it enables students to develop their understanding of the world through direct experience.

Content:

Students study topics from one or two of the themes below:

Theme 1 Sustainable Places: Topic 1: Rural and/or remote places, Topic 2: Urban Places, Topic 3: Megacities

Theme 2 Contemporary Issues: Topic 4: Natural Hazards, Topic 5: Biological and Human Induced Hazards, Topic 6: Local Issues, Topic 7: Global Issues

Learning Strategies

To develop knowledge and understanding of geographical concepts. The interdependence of human and physical environments. To develop geographical and fieldwork skills, including use of spatial technologies, to examine geographical features. To analyse information to determine management strategies and make recommendations for improvements to human and physical environments. To examine geographical implications of a contemporary issue.

Assessment

Assessment at Stage 1 is school based. There are two assessment types in Stage 1 Geography:

Type 1 - Geographical Skills and Applications

Type 2 - Fieldwork Students complete four assessment tasks with at least one from each assessment types.

MCC Pathways

Course Leads to Stage 2 Geography

Italian A and B

Length of Course

Full Year

SACE Credits

20 Stage 1 Credits

Year 11 Italian (Stage 1) Semester 1 and 2 -

Students must enrol in Italian A and B.

Year 11 Italian (Stage 2) Semester 1 and 2 -

Students will be completing the Stage 2 Italian SACE course. This requires a satisfactory result in Stage 1 Italian. Students will receive 20 Stage 1 SACE credits in Year 10 (full year). This structure focuses on giving the students the opportunity to extend their language learning and complete Stage 2 Italian whilst in Year 11. Alternatively, students have the options of undertaking Stage 2 Italian whilst in Year 12.

Compulsory or Elective

Elective

Prerequisites

Year 10 Italian or competent knowledge of the language.

Course Description

Students will continue to develop their language skills in order to:

- establish and maintain relationships and discuss topics of interest;
- participate in social interaction;
- obtain information from written and oral texts;
- give information in written and oral form;
- analyse and respond to a variety of text types (poetry, short stories, music, and film); and
- create a variety of imaginative texts.

Learning Strategies

The above objectives will be met by the study of a series of units, which will be based on a theme. In each theme, a range of tasks will be offered (oral, written, text analysis, investigative).

Assessment

School Assessment

Assessment Type 1: Interaction

Assessment Type 2: Text Production

Assessment Type 3: Text Analysis

Assessment Type 4: Investigation.

Students will be assessed on the following:

- Participation in class activities.
- Completion of assessment tasks
- In-class oral and listening tasks
- Reflections on learning.

Students partaking in the Italy Study Tour may receive 10 credits towards Stage 2 Integrated Learning.

MCC Pathways

Course leads to [Stage 2 Italian on page 86](#).

Japanese A and B

Length of Course

Full year

SACE Credits

20 Stage 1 Credits

Year 11 Japanese (Stage 1) Semester 1 and 2 -
Students must enrol in Italian A and B.

Year 11 Japanese (Stage 2) Semester 1 and 2 -
Students will be completing the Stage 2 Japanese SACE course. This requires a satisfactory result in Stage 1 Japanese. Students will receive 20 Stage 1 SACE credits in Year 10 (full year). This structure focuses on giving the students the opportunity to extend their language learning and complete Stage 2 Japanese whilst in Year 11. Alternatively, students have the options of undertaking Stage 2 Japanese whilst in Year 12.

Compulsory or Elective

Elective

Prerequisites

Year 10 Japanese or competent knowledge of the language.

Course Description

Students will continue to develop their language skills in order to:

- establish and maintain relationships and discuss topics of interest;
- participate in social interaction;
- obtain information from written and oral texts;
- give information in written and oral form;
- analyse and respond to a variety of text types (poetry, short stories, music, and film); and
- create a variety of imaginative texts.

Learning Strategies

The above objectives will be met by the study of a series of units, which will be based on a theme. In each theme, a range of tasks will be offered (oral, written, text analysis, investigative).

Assessment

School Assessment

Assessment Type 1: Interaction
Assessment Type 2: Text Production
Assessment Type 3: Text Analysis
Assessment Type 4: Investigation.

Students will be assessed on the following:

- Participation in class activities
- Completion of assessment tasks, including evidence of preparation and planning
- In-class oral and listening tasks
- Reflections on learning.

MCC Pathways

Course leads to [Stage 2 Japanese on page 87](#).

Essential Mathematics (Maths for Everyday Life)

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective

Elective

(10 Credits of Stage 1 Mathematics is compulsory)

Prerequisites

Year 10 Mathematics

Course Description

This subject is designed for students who are seeking to meet the SACE numeracy requirement. There is an emphasis on extending students' mathematical skills in ways that apply to practical problem-solving in everyday contexts, in flexible and resourceful ways.

Topics include:

- Number
- Measurement
- Earning and Spending.

Learning Strategies

This course will be taught through discussion, speakers, note-taking, lecturing, homework, class work, collecting and analysing information that deals with work in industrial settings. Information technology will be integrated in the course.

Assessment

School Assessment

Assessment Type 1: Skills and Applications Tasks

Assessment Type 2: Folio.

Assessment is based upon the following:

- Active class participation
- Skills tasks (assignments/tests)
- Folios
- Project-based learning.

MCC Pathways

Students will be unable to continue with Stage 2 Essential Mathematics if they only complete Everyday Mathematics in Stage 1.

This subject is designed for:

- students who are seeking to meet the SACE numeracy requirement;
- an English numeracy development focus for students who are new arrivals in Australia; and
- students who are planning to pursue a career in a range of trades or vocational pathways.

Essential Mathematics A (Trade Maths)

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective

Elective

(10 Credits of Stage 1 Mathematics is compulsory)

Essential Mathematics A and B (Trade Maths) are strongly encouraged if students are enrolled in the VET courses.

Prerequisites

Year 10 Mathematics

Course Description

This subject is designed for students who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on extending students' mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts, in flexible and resourceful ways.

Learning Strategies

This course will be taught through discussion, speakers, note-taking, lecturing, homework, class work, and collecting and analysing information that deals with work in industrial settings.

Information technology will be integrated in the course.

Assessment

School Assessment

Assessment Type 1: Skills and Applications Tasks

Assessment Type 2: Folio.

Assessment is based upon the following:

- Active class participation
- Skills tasks (assignments/tests)
- Folios
- Project-based learning.

MCC Pathways

Course leads to [Stage 1 Essential Mathematics B \(Trade Maths\)](#) on page 61.

Essential Mathematics B (Trade Maths)

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective

Elective

Essential Mathematics A and B (Trade Maths) are strongly encouraged if students are enrolled in the VET courses.

Prerequisites

Stage 1 Essential Mathematics A (Trade Maths)

Course Description

This subject is designed for students who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on extending students' mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts, in flexible and resourceful ways.

Learning Strategies

This course will be taught through discussion, speakers, note-taking, lecturing, homework, class work, and collecting and analysing information that deals with work in industrial settings.

Information technology will be integrated in the course.

Assessment

School Assessment

Assessment Type 1: Skills and Applications Tasks

Assessment Type 2: Folio.

Assessment is based upon the following:

- Active class participation
- Skills tasks (assignments/tests)
- Directed Investigations
- Projects.

MCC Pathways

This subject is designed for:

- students who have completed Essential Mathematics A (Trade Maths)
- students who are seeking to meet the SACE numeracy requirement;
- an English numeracy development focus for students who are new arrivals in Australia; and
- students who are planning to pursue a career in a range of trades or vocational pathways.

General Mathematics A

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective

Elective

(10 Credits of Stage 1 Mathematics is compulsory)

Prerequisites

Year 10 Mathematics

Course Description

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. Topics cover a diverse range of applications of mathematics.

The topics studied are:

- Investing and Borrowing with an emphasis on Investing for Interest and Investing in Shares
- Measurement involving Applications of Measuring Devices and Units of Measurement, Perimeter and Area of Plane Shapes, and Volume and Surface Area of Solids
- Statistical Investigation involving the Statistical Process, Sampling and Collecting Data, and Classifying and Organising Data.

Learning Strategies

This course is taught through class discussions, research and analysing information. Information technology and use of graphics calculators will be integrated in the course.

Assessment

School Assessment

Assessment Type 1: Skills and Applications Tasks (60%)

Assessment Type 2: Mathematical Investigation (40%).

Assessment will be based on tests and folio tasks.

MCC Pathways

Course leads to [Stage 1 General Mathematics B on page 62](#).

General Mathematics B

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective

Elective

Prerequisites

Stage 1 General Mathematics A

Course Description

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. Topics cover a diverse range of applications of mathematics.

The topics studied are:

Matrices and Networks, which include Matrix Arithmetic, and Costing Calculators and Networks;

Applications of Trigonometry include use of trigonometry to solve routine and complex, real life examples.

Linear and Experimental Functions and their graphs, looking at the nature of Linear Functions and Graphs in context, and Exponential Functions and Graphs in terms of geometric growth and decay.

Learning Strategies

This course is taught through class discussions, research and analysing information. Information technology and use of graphics calculators will be integrated in the course.

Assessment

School Assessment

Assessment Type 1: Skills and Applications Tasks (60%)

Assessment Type 2: Mathematical Investigation (40%).

Assessment will be based on tests and a folio task.

MCC Pathways

Course leads to [Stage 2 General Mathematics on page 88](#) or [Stage 2 Essential Mathematics on page 87](#).

Mathematics A

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective

Elective (*Note: 10 Credits of Stage 1 Mathematics is compulsory*).

Prerequisites

Year 10 Mathematics (B grade or higher) and studying Mathematics C.

Course Description

This subject develops an increasingly complex and sophisticated understanding of mathematics, including the use of proofs and using mathematical models to develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change.

Topics covered are:

- Statistics
- Sequences & Series
- Matrices.

Stage 1 Mathematics provides the foundation for further study in mathematics in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.

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

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

Learning Strategies

This course is taught through note-taking, analysing information, problem solving, discussions, class work and homework. Graphic Calculators are used extensively.

Assessment

School Assessment

Assessment Type 1: Skills and Applications Tasks (75%)
Assessment Type 2: Mathematical Investigation (25%).

Assessment is based upon skills, application and folio tasks, including three tests, and an exam at the end of the semester. All assessment tasks incorporate the use of Graphic Calculators.

MCC Pathways

Course leads to [Stage 1 Mathematics B on page 63](#). Students need to successfully complete Mathematics A, B and C to undertake Mathematical Methods at Stage 2. Successful completion of Mathematics D will also enable students to undertake Specialist Mathematics at Stage 2.

Mathematics B

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective

Elective

Prerequisites

Stage 1 Mathematics A

Course Description

This subject develops an increasingly complex and sophisticated understanding of mathematics, including the use of proofs and using mathematical models to develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change.

Topics covered are:

- Growth and Decay
- Trigonometry
- Calculus.

Stage 1 Mathematics provides the foundation for further study in mathematics in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.

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

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

Learning Strategies

This course is taught through note-taking, analysing information, problem solving, discussions, class work and homework. Graphic Calculators are used extensively.

Assessment

School Assessment

Assessment Type 1: Skills and Applications Tasks (75%)
Assessment Type 2: Mathematical Investigation (25%).

Assessment is based upon skills tasks, application and folio tasks, including three tests, and an exam at the end of the semester. All assessment tasks incorporate the use of Graphic Calculators.

MCC Pathways

Course leads to [Stage 2 Mathematical Methods on page 88](#) if studied with Mathematics A and C. Course leads to Specialist Mathematics if studied with Mathematics A, C and D, or to General Mathematics.

Mathematics C

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective

Elective

Prerequisites

Year 10 Mathematics (B grade or higher), and studying Stage 1 Mathematics A.

Course Description

This subject develops an increasingly complex and sophisticated understanding of mathematics, including the use of proofs and using mathematical models to develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change.

Topics covered are:

- Functions & Graphs
- Polynomials
- Vectors.

Stage 1 Mathematics provides the foundation for further study in mathematics in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.

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

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

Learning Strategies

This course is taught through note-taking, analysing information, problem solving, discussions, class work and homework. Graphic Calculators are used extensively.

Assessment

School Assessment

Assessment Type 1: Skills and Applications Tasks (75%)
Assessment Type 2: Mathematical Investigation (25%).

Assessment is based upon skills tasks, application and folio tasks, including three tests, and an exam at the end of the semester. Assessment tasks incorporate the use of Graphic Calculators.

MCC Pathways

This course (along with Mathematics A and B) leads to [Stage 2 Mathematical Methods on page 88](#) and [Stage 2 General Mathematics on page 88](#).

Mathematics D

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective

Elective

Prerequisites

Stage 1 Mathematics A and C, and studying Mathematics B.

Course Description

This subject develops an increasingly complex and sophisticated understanding of mathematics, including the use of proofs and using mathematical models to develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change.

Topics covered are:

- Circle Geometry
- Real & Complex Numbers
- Further Trigonometry.

Stage 1 Mathematics provides the foundation for further study in mathematics in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.

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

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

Learning Strategies

This course is taught through note-taking, analysing information, problem solving, discussions, class work and homework. Graphic Calculators are used extensively.

Assessment

School Assessment

Assessment Type 1: Skills and Applications Tasks (75%)
Assessment Type 2: Mathematical Investigation (25%).

Assessment is based upon skills tasks, application and folio tasks, including three tests, and an exam at the end of the semester. Assessment tasks incorporate the use of Graphic Calculators.

MCC Pathways

Course leads to [Stage 2 Specialist Mathematics on page 89](#), [Stage 2 Mathematical Methods on page 88](#) and [Stage 2 General Mathematics on page 88](#).

*Students choosing to study Specialist Mathematics at Stage 2 must also be enrolled in Mathematical Methods or have successfully completed Mathematical Methods in the past.

Biology A

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective

Elective

Prerequisites

Year 10 Science

Course Description

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

Topics will include:

- Cells and Micro-organisms
- Biodiversity and Ecosystems.

Learning Strategies

Class discussions and assignments.

Gathering information by performing practicals, designing practicals and investigating social issues of biological significance.

Viewing videos and an excursion to the Adelaide Zoo or Monarto Zoological Park to view animals' adaptations to arid environments to help clarify ideas.

Assessment

School Assessment

Assessment Type 1: Science as a Human Endeavour (SHE) and practical report writing

Assessment Type 2: Skills and Applications Tasks.

Assessment is based upon:

- class participation and presentation of assignments
- practical reports
- ability to perform and design practicals
- oral presentations
- tests and an end of semester examination.

MCC Pathways

Course leads to [Stage 2 Biology on page 89](#) or [Stage 2 Scientific Studies on page 91](#).

Biology A does not prepare students for Physics or Chemistry at Stage 2.

Biology B

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective

Elective

Prerequisites

Stage 1 Biology A

Course Description

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

Topics will include:

- Multicellular Organisms
- Infectious Diseases.

Learning Strategies

Individual preparation for class discussions and assignments.

Gathering information by performing practicals, designing practicals and investigating social issues of biological significance.

Viewing videos and an excursion to a biotechnology venue.

Assessment

School Assessment

Assessment Type 1: Science as a Human Endeavour (SHE) and practical report writing

Assessment Type 2: Skills and Applications Tasks.

Assessment is based upon:

- class participation and presentation of assignments
- ability to perform and design practicals and prepare practical reports
- oral presentations
- tests and end of semester examination.

MCC Pathways

Course leads to [Stage 2 Biology on page 89](#) or [Stage 2 Scientific Studies on page 91](#).

Biology B does not prepare students for Physics or Chemistry at Stage 2.

Chemistry A

Length of Course

One Semester

(Students must choose Chemistry A and B to continue to Stage 2 Chemistry)

SACE Credits

10 Stage 1 Credits

Compulsory or Elective

Elective

Prerequisites

Year 10 Science

Course Description

Students develop and extend their understanding of the physical world, the interaction of human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies. Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

Topics will include:

- Matter
- Bonding
- Organic Chemistry.

Learning Strategies

Demonstrations of chemical procedures and reactions.
Class lectures, note-taking, discussion and homework.
Research to prepare for class discussions and assignments.

Gathering information by performing practicals and designing experiments.

Viewing videos.

Assessment

School Assessment

Assessment Type 1: Science as a Human Endeavour (SHE) and practical report writing

Assessment Type 2: Skills and Applications Tasks.

Assessment is based upon:

- tests and an end of semester examination
- performing, designing and reporting on practical work
- research assignments.

MCC Pathways

Course leads to [Stage 1 Chemistry B on page 66](#).

Students have the option of not continuing with Chemistry after completing Chemistry A.

Chemistry B

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective

Elective

Prerequisites

Stage 1 Chemistry A

Course Description

Students develop and extend their understanding of the physical world, the interaction of human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies. Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

Topics will include:

- Acids
- Quantities in Chemistry
- Electrochemistry.

Learning Strategies

Demonstrations of chemical procedures and reactions.
Class lectures, note-taking, discussion and homework.
Research to prepare for class discussions and assignments.

Gathering information by performing practicals and designing experiments.

Viewing videos.

Assessment

School Assessment

Assessment Type 1: Science as a Human Endeavour (SHE) and practical report writing

Assessment Type 2: Skills and Applications Tasks.

Assessment is based upon:

- tests and an end of semester examination
- performing, designing and reporting on practical work
- research assignments.

MCC Pathways

Course leads to [Stage 2 Chemistry on page 90](#) or [Stage 2 Scientific Studies on page 91](#).

Physics A

Length of Course

One Semester

(Students must choose Physics A and B to continue with Stage 2 Physics)

SACE Credits

10 Stage 1 Credits

Compulsory or Elective

Elective

Prerequisites

Year 10 Science and enrolled in Mathematics A and C or General Maths.

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 world to the macrocosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

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

Topics will include:

- Linear Motion and Forces
- Electrical Circuits
- Heat.

Learning Strategies

Interactive learning between teacher and student.

Conceptual questions to reinforce understanding of the laws of Physics.

Problem solving through completion of questions from the text book and other sources. There will be questions of various types to expand on understanding.

Practical work and interpreting data using graphs and proportionality.

Assessment

School Assessment

Assessment Type 1: Science as a Human Endeavour (SHE) and practical report writing (50%)

Assessment Type 2: Skills and Applications Tasks (50%).

Students will undertake one Practical and one Investigation.

MCC Pathways

This course leads to [Stage 1 Physics B on page 67](#). Students have the option of not continuing with Physics after completing Physics A.

Physics B

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective

Elective

Prerequisites

Physics A, Mathematics A and C and enrolled in Mathematics B or General Maths.

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 world to the macrocosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

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

Topics will include:

- Energy and Momentum
- Waves
- Nuclear Model and Radioactivity.

Learning Strategies

Interactive learning between teacher and student.

Conceptual questions to reinforce understanding of the laws of Physics.

Problem solving through completion of questions from the text book and other sources. There will be questions of various types to expand on understanding.

Practical work and interpreting data using graphs and proportionality.

Assessment

School Assessment

Assessment Type 1: Science as a Human Endeavour (SHE) and practical investigation (50%)

Assessment Type 2: Skills and Applications Tasks (50%).

Students will undertake one Practical and one Investigation.

MCC Pathways

Course leads to [Stage 2 Physics on page 90](#) or [Stage 2 Scientific Studies on page 91](#).

Psychology A

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective

Elective

Prerequisites

Year 10 Science and English

Course Description

Since most of the dominant paradigms in psychology in the last hundred years have been scientific ones, this subject emphasises the construction of psychology as a scientific enterprise. Psychology is based on evidence gathered as a result of planned investigations following the principles of the scientific inquiry. By emphasising evidence-based procedures including observation, experimentation, and experience, this subject allows students to develop useful skills in analytical and critical thinking and in making inferences.

Topics will include:

- Cognitive Psychology
- Psychological Wellbeing

Learning Strategies

An inquiry approach to psychology enables students to define the scope of their learning by identifying investigable questions, deconstructing and designing their research using scientific approaches, using data, and analysing and critiquing their findings. The issues that arise during investigations should be informed by the application of key scientific ideas, skills, concepts, and understanding

Assessment

School Assessment

Assessment Type 1: Science as a Human Endeavour (SHE) and deconstruct and psychological investigation.

Assessment Type 2: Skills and Applications Tasks.

Assessment is based upon:

- class participation
- investigation reports
- ability to perform and design psychological investigations
- tests and an end of semester examination.

MCC Pathways

Course leads to [Stage 2 Psychology on page 91](#) or [Stage 2 Scientific Studies on page 91](#).

Psychology B

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective

Elective

Prerequisites

Year 10 Science and English

Course Description

Since most of the dominant paradigms in psychology in the last hundred years have been scientific ones, this subject emphasises the construction of psychology as a scientific enterprise. Psychology is based on evidence gathered as a result of planned investigations following the principles of the scientific inquiry. By emphasising evidence-based procedures including observation, experimentation, and experience, this subject allows students to develop useful skills in analytical and critical thinking and in making inferences.

Topics will include:

- Psychology in Context
- Neuropsychology

Learning Strategies

An inquiry approach to psychology enables students to define the scope of their learning by identifying investigable questions, deconstructing and designing their research using scientific approaches, using data, and analysing and critiquing their findings. The issues that arise during investigations should be informed by the application of key scientific ideas, skills, concepts, and understanding

Assessment

School Assessment

Assessment Type 1: Science as a Human Endeavour (SHE) and deconstruct and psychological investigation.

Assessment Type 2: Skills and Applications Tasks.

Assessment is based upon:

- class participation
- investigation reports
- ability to perform and design psychological investigations
- tests and an end of semester examination.

MCC Pathways

Course leads to [Stage 2 Psychology on page 91](#) or [Stage 2 Scientific Studies on page 91](#).

Scientific Studies

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective

Elective

Prerequisites

Year 10 Science

Course Description

Students will be involved in working on projects that help to place science into a real life context. Rather than focusing on science content, the emphasis will be on students' developing the skills required to work scientifically. Consideration will be given to the social ethical and environmental aspects of the topics/ areas covered.

Topics may include:

- Climate Change
- Water Conservation
- Recycling
- Air/ Water Quality
- Sustainability/Energy Efficiency
- Carbon Trading
- Forensic Science.

Learning Strategies

A student-centred inquiry approach to investigating chosen topics is used. Students define the scope of their learning by identifying investigable questions, design their research using scientific approaches, perform investigations, collect data and other evidence, and analyse and critique findings.

Assessment

School Assessment

Assessment Type 1: Investigations Folio (40%)

Assessment Type 2: Skills and Applications Tasks (60%).

Students provide evidence of learning through four to five assessments, with at least two assessments from the Folio and at least one from Skills and Applications Tasks. One assessment task will involve collaborative work.

MCC Pathways

Course leads to [Stage 2 Scientific Studies on page 91](#). Scientific Studies does not prepare students for Biology, Physics or Chemistry at Stage 2.

Nutrition

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective

Elective

Prerequisites

Year 10 Science

Course Description

Nutrition is a science that immerses students in the fundamentals of human nutrition, physiology, and health, and promotes investigation of current and emerging trends. Students develop an understanding of the need to evaluate food systems and food quality standards, marketing of food, food availability and cultural influences on food selection. Through this understanding, students develop their personal and social capabilities, and ethical and intercultural understanding.

Students will also explore the link between food systems, environmental impacts, climate change, and food sustainability. They then can suggest solutions to complex issues, informed by current research and Australian consumer-protection practices.

Content:

Semester 1:

Topic 1: Principles of Nutrition, Physiology and Health

- Macronutrients and Micronutrients
- Digestion

Topic 4: Food Marketing and Nutrition Guidelines

- Nutrition in the Life Cycle
- Psychology of Food Marketing

Topic 5: Health Promotion and Emerging Trends

- Australian Dietary Guidelines
- Future Foods
- Food Trends

Assessment

Assessment Components: Stage 1 is school based

Type 1: Investigations Folio

Practical Investigation

Science as a Human Endeavour Task

Type 2: Skills and Applications Task

Test or Case Study

Semester Examination

MCC Pathways

Course leads to [Stage 1 Nutrition on Page 71](#) or Stage 2 Nutrition or [Stage 2 Scientific Studies on page 91](#).

Nutrition does not prepare students for Biology, Physics or Chemistry at Stage 2.

* Subject may not be offered in 2023 due to staff availability or prerequisite not offered in 2022.

Compulsory Subjects		One Semester	Full Year	SACE Credits	Page
Religious Education	<i>Subjects completed in Year 11</i>				
Cross-disciplinary Studies	Research Project A	✓		10	80
Elective Subjects					
The Arts	Creative Arts		✓	20	72
	Visual Arts - Art		✓	20	72
	Visual Arts - Design		✓	20	73
	Drama		✓	20	73
	Music Performance - Ensemble *	✓		10	74
	Music Performance - Solo *	✓		10	74
	Music Explorations *		✓	20	75
Design, Technology and Engineering	Photography - Digital Communication Solutions		✓	20	77
	Computer Aided Design (CAD) - Robotic & Electronic Systems		✓	20	77
	Wood Technology - Material Solutions		✓	20	78
	Metal Technology - Industry & Entrepreneurial Solutions		✓	20	79
	Work and the Community		✓	20	79
Cross-disciplinary Studies	Research Project A	✓		10	80
	Workplace Practices (This subject can also be studied as Work and the Community)		✓	20	80
	Industry Connections				81
	Community Connections		✓	20	81
	English Literary Studies		✓	20	82
English	English		✓	20	82
	Physical Education		✓	20	83
Health and Physical Education	Child Studies		✓	20	84
	Food and Hospitality		✓	20	84
	Accounting * Pre-requisit - Year 11 Accounting		✓	20	84
Humanities and Social Sciences	Business Innovation		✓	20	85
	Modern History		✓	20	85
	Legal Studies		✓	20	86
	Italian		✓	20	86
Languages	Japanese		✓	20	87
	Essential Mathematics		✓	20	87
Mathematics	General Mathematics		✓	20	88
	Mathematical Methods		✓	20	88
	Specialist Mathematics		✓	20	89
	Biology		✓	20	89
Science	Chemistry		✓	20	90
	Physics		✓	20	90
	Psychology		✓	20	91
	Scientific Studies		✓	20	91
	Nutrition		✓	20	92

Year 12 Timetable Structure *Year 12*

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[YEAR 10](#)
[YEAR 11](#)
[YEAR 12](#)

SEMESTER 1	LESSONS	SEMESTER 2	LESSONS	DURATION
Pastoral Care	2	Pastoral Care	2	Full Year
Elective 1	6	Elective 1	6	
Elective 2	6	Elective 2	6	
Elective 3	6	Elective 3	6	
Elective 4	6	Elective 4	6	
Elective 5 (optional)/Study Period**	6	Elective 5 (optional)/Study Period**	6	
Go Home Period#	2	Go Home Period#	2	
Research Project*	6			One Semester
TOTAL LESSONS	40	TOTAL LESSONS	40	

*Research Project

- 6 lessons per week in Semester 1 only
- Students must pass the Research Project in Semester 1, and this line becomes a study period for students in Semester 2

Elective Subjects

- 4 (or 5) x elective choices (full year)
- Refer to Curriculum Handbook for elective choices

**Elective 5 (optional)/Study Period

- Students may choose to study a 5th full year SACE Stage 2 subject, or they may choose to use this as a study period

#Go Home Period

- Designated non-contact time for students
- Students may choose to go home during this time or use the study room to study independently.

Creative Arts

Length of Course

Full Year

SACE Credits

20 Stage 2 Credits

Compulsory or Elective

Elective

Prerequisites

There are no prerequisites for this course, although an interest in the arts would be an advantage.

Course Description

In Creative Arts, students have opportunities to specialise in study within and across the arts disciplines of dance, drama, music and the visual arts: art and design.

Learning Strategies

Students participate in the processes of development and the presentation of finished or realised creative arts products. Creative arts products may take the form of musicals, plays, or concerts, visual artefacts, digital media, film and video, public arts projects, community performances, presentations and installations, and in vocal groups or other ensembles.

Assessment

Assessment at Stage 2 has both school-based and external assessment components.

School Assessment (70%)

Assessment Type 1: Product (50%)

Assessment Type 2: Investigation (20%)

External Assessment (30%)

Assessment Type 3: Practical Skills (30%)

Students will need to provide evidence of their learning via the assessment design criteria; knowledge and understanding, practical application, investigation and interpretation and reflection.

Visual Arts - Art

Length of Course

Full Year

SACE Credits

20 Stage 2 Credits

Compulsory or Elective

Elective

Prerequisites

Stage 1 Visual Arts - Art

Course Description

This course allows students to expand and explore their ideas and artistic skills through the development of self-directed free choice practical work. Students have the opportunity to research, understand and reflect upon visual art works in cultural and historical contexts. Students may wish to explore areas of visual art such as drawing, painting, sculpture, photography, mixed media, digital art, etc.

Learning Strategies

The course covers the following areas of study:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context
- Self-directed topics guided by the teacher.

Assessment

School Assessment (70%)

Assessment Type 1: Folio (40%)

Assessment Type 2: Practical (30%)

External Assessment (30%)

Assessment Type 3: Visual Study (30%)

Visual Arts - Design

Length of Course

Full Year

SACE Credits

20 Stage 2 Credits

Compulsory or Elective

Elective

Prerequisites

Stage 1 Visual Arts - Design

Course Description

This course allows students to expand and explore their design skills through the development of self-directed free choice practical work. The course emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts, and the skills to communicate resolutions. Students may wish to explore areas of design such as graphic design, fashion design, interior design, industrial design or architecture. Confidence in using a computer and Adobe software is a must.

Learning Strategies

The course covers the following areas of study:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context
- Self-directed topics guided by the teacher.

Assessment

School Assessment (70%)

Assessment Type 1: Folio (40%)

Assessment Type 2: Practical (30%)

External Assessment (30%)

Assessment Type 3: Visual Study (30%)

Drama

Length of Course

Full Year

SACE Credits

20 Stage 2 Credits

Compulsory or Elective

Elective

Prerequisites

Stage 1 Drama

Course Description

In Drama, students engage in learning as practising dramatic artists. They learn to think and act as artists, and to develop as cultural leaders and creative entrepreneurs. They develop their leadership of public discussion by communicating a range of meaningful viewpoints, by refining their aesthetic understanding, and by learning the skills and processes required to present these in innovative and engaging ways.

In Drama, students develop their capacities as critical and creative thinkers, meaningful storytellers, and lifelong learners. They learn highly valuable and transferable life skills, including problem-identifying and problem-solving, collaboration skills, project-work skills, informed risk-taking, creativity and innovation skills, and applied entrepreneurial skills — including maximising viability and sustainability. Through focused practical and theoretical study, and by visualising and making real drama products, students collaborate to create valuable and viable outcomes for audiences, and analyse and evaluate artistic processes and products.

Learning Strategies

In this subject, students are expected to:

1. explore and understand dramatic theories, texts, styles, conventions, roles, and processes
2. experiment with dramatic theories, ideas, aesthetics, processes, and technologies
3. apply dramatic ideas, theories, and practice to develop dramatic outcomes collaboratively and individually
4. apply and integrate the skills of drama to create and present original and culturally meaningful dramatic products
5. analyse and evaluate dramatic theories, practice, works, styles, events, and/or practitioners from a range of personal, local, global, contemporary, and/or historical contexts.

Assessment

Stage 2 Drama is a 20-credit subject that consists of the following two areas of dramatic study:

- Company and Production
- Exploration and Vision.

The following assessment types enable students to demonstrate their learning in Stage 2 Drama.

School assessment (70%)

Assessment Type 1: Group Production (40%)

Assessment Type 2: Evaluation and Creativity (30%)

External assessment (30%)

Assessment Type 3: Creative Presentation (30%).

Music Performance - Ensemble

Length of Course

One Semester

SACE Credits

10 Stage 2 Credits

Compulsory or Elective

Elective

Prerequisites

Stage 1 Music Experience B

NB: Must be combined with Music Performance Solo

Course Description

This course is designed to develop students as a performer in a Band or Ensemble. Students focus on developing technical ability, musical interpretation and stage craft.

Learning Strategies

This is primarily a practical experience subject with the focus being on developing playing ability. Time is allocated for in-class rehearsal as well as critically evaluating performances and taking part in workshops. Students also engage in discussions about their role in the ensemble and critically reflect on their contribution to performances.

Assessment

Assessment at Stage 2 has both school-based and external assessment components.

School Assessment (70%)

Assessment Type 1: Performance (30%)

Assessment Type 2: Performance & Discussion (40%)

External Assessment (30%)

Assessment Type 3: Performance Portfolio (30%)

Music Performance - Solo

Length of Course

One Semester

SACE Credits

10 Stage 2 Credits

Compulsory or Elective

Elective

Prerequisites

Stage 1 Music Experience B

NB: Must be combined with Music Performance Ensemble.

Course Description

This course is designed to develop students as a Solo Performer on a chosen instrument or Voice. Students focus on developing technical proficiency, musical interpretation and stage craft.

Learning Strategies

This is primarily a practical experience subject with the focus being on developing playing ability. Time is allocated for in-class rehearsal as well as critically evaluating performances and taking part in workshops. Students also engage in discussions about their role in the ensemble and critically reflect on their contribution to performances.

Assessment

Assessment at Stage 2 has both school-based and external assessment components.

School Assessment (70%)

Assessment Type 1: Performance (30%)

Assessment Type 2: Performance & Discussion (40%)

External Assessment (30%)

Assessment Type 3: Performance Portfolio (30%)

Music Explorations

Length of Course

Full Year

SACE Credits

20 Stage 2 Credits

Compulsory or Elective

Elective

Prerequisites

Stage 1 Music Experience B

Course Description

This course aims to develop musicians as a whole seeking to allow students to develop their musical literacy, capabilities in creating music (traditional or digital) and in responding to music. Students choose an area of interest to focus on and apply knowledge gained through performances and written responses.

Learning Strategies

This course is aimed at allowing each student to pursue a personal interest in an area of music. Students will

- Learn about musical language & structures
- Create music through performance or digital media
- Present works for public performance
- Critically reflect on their own performances and those of others.

Assessment

School Assessment (70%)

Assessment Type 1: Music Literacy (30%)

Assessment Type 2: Explorations (40%)

External Assessment (30%)

Assessment Type 3: Creative Connection (30%)



CONTENTS

YEAR 10

YEAR 11

YEAR 12



Year 12 (Stage 2) Design, Technology & Engineering

Photography
- Digital Communication Solutions**Length of Course**

Full Year

SACE Credits

20 Stage 2 Credits

Compulsory or Elective

Elective

Prerequisites

Successful completion of Stage 1 Photography is preferred.

Course Description

Students will explore aspects of creative photography, implementing composition, lighting, and contrast techniques in a digital format.

Students will study the SLR camera, focusing on camera control and technique. Specialised skills studied include Shutter Speed to control movement within a frame and Aperture to control depth-of-field.

Students will employ creative digital software to complete a major design task assignment. Photoshop software is studied in detail through various skills-based tasks.

Students are required to produce a major project in the form of a motion picture movie poster. A photography studio is utilised during the construction phase.

Learning Strategies

Students will undertake a range of exercises to introduce them to various skill-building techniques.

Students will design and produce a major project based on the requirements of a design brief.

Students will undertake two comprehensive skills-based assignments related to the specific skills set required to successfully complete their major task.

Assessment**School Assessment (70%)**

Assessment Type 1: Specialised Skills Tasks (20%)

Assessment Type 2: Design Process & Solution (50%)

External Assessment (30%)

Assessment Type 3: Resource Study (30%)

Assessment will include:

- Photoshop and SLR camera skills-based tasks
- A design folio, exhibiting the investigating, planning and producing aspects of the major project
- A photo quality, poster size major presentation.

Year 12 (Stage 2) Design, Technology & Engineering

Computer Aided Design (CAD)
- Robotic & Electronic Systems**Length of Course**

Full Year

SACE Credits

20 Stage 2 Credits

Compulsory or Elective

Elective

Prerequisites

Completion of Year 11 CAD is preferred but not required.

Course Description

In this subject, students use CAD software to design and 3D print an autonomous Mars Rover prototype. Students produce outcomes through specialised skills tasks that demonstrate the knowledge and skills associated with using electronic components, circuit design and assembly, programming, wiring and gears.

Course content includes:

- Design Process and Solution
- Computer Aided Design
- 2D/3D Printing
- Circuit board creation and programming

Learning Strategies

The subject is practically based and emphasises the development of skills and understanding in investigating materials, processes and production techniques, and planning, creating, and evaluating technological products and systems.

Assessment

Assessment type 1: Specialised Skills Tasks

Assessment type 2: Design Process & Solution

Assessment type 3: Resources Study

Assessment will include:

- CAD and Circuit building Skills Tasks
- A design folio exhibiting the investigating, planning and producing aspects of the design solution (Mars Rover)
- A functioning autonomous Mars Rover Prototype

Wood Technology

- Material Solutions

Length of Course

Full Year

SACE Credits

20 Stage 2 Credits

Compulsory or Elective

Elective

Prerequisites

Successful completion of Stage 1 Wood Technology is preferred.

Course Description

Students will construct cabinets and learn about the technology associated with cabinet construction.

Learning Strategies

Students will observe teacher demonstrations and participate in class discussions.

Individual instruction will be provided whilst students complete their products.

In addition to this, some time is spent in a conventional classroom discussing the theoretical aspects of the course.

Assessment

School Assessment (70%)

Assessment Type 1: Specialised Skills Tasks (20%)

Assessment Type 2: Design Documentation & Product (50%)

External Assessment (30%)

Assessment Type 3: Resource Study (30%)

Students are assessed on the following elements:

- The quality of their planning skills (Design Documentation)
- Production skills (a cheese board and a bedside cabinet).



Metal Technology

- Industry & Entrepreneurial Solutions

Length of Course

Full Year

SACE Credits

20 Stage 2 Credits

Compulsory or Elective

Elective

Prerequisites

Successful completion of Stage 1 Metal Technology A or B - Material Solutions is preferred.

Course Description

Students will continue to develop real life industry standards skills in Metal Fabrication and Machining through a series of welding skills, tasks, and during the planning and production of either an Equipment Trolley/Piece of Furniture/Charcoal BBQ. The focus of this course will be on Metal Fabrication and Machining Techniques used in the metal industry and will aid students who are interested in the engineering, construction, automotive and design trades. Students will build on the fundamental skills of measurement, marking out and reading working drawings.

Learning Strategies

- Highly practical subject content for 'Hands on' learning
- Observing practical demonstrations and participating in class discussions.
- Intensive and supportive individual instruction is given in lessons whilst students complete their products.
- Classroom discussion regarding the theoretical aspects of the course.

Assessment**School Assessment (70%)**

Assessment Type 1: Specialised Skills Tasks (20%)

Assessment Type 2: Design Process and Solution (50%)

External Assessment (30%)

Assessment Type 3: Resource Study (30%)

Students are assessed on the following elements:

- The quality of their planning skills demonstrated through a design process task
- Production skills
- A product record documenting the stages of their metal project.

Work and the Community**Length of Course**

Full Year

SACE Credits

20 Stage 2 Credits

Compulsory or Elective

Compulsory or Elective

Prerequisites

None

Course Description

Students will learn in a Work context and interact with teachers, peers and community members beyond the school environment. Students will decide the focus of their work activity, which begins from a point of personal interest, skills or knowledge. Students will develop their capability to work independently, and to apply their skills and knowledge in practical ways in their community. Students will prepare a contract of work to develop a participation in a regular work experience, part time work, volunteer or VET program of study. Please Note: This course does not contribute to an ATAR Score.

Learning Strategies

- Students will participate in preparatory activities designed to improve the skills needed to work successfully in their chosen area of interest.
- Students will design their own contract of work from the guidelines in the SACE syllabus in negotiation with their teacher.
- Students will keep a journal in which they will maintain weekly records to reflect, evaluate and plan their experiences.
- Students will work individually, with other students, with their teacher and with people from the community outside school.
- Students will prepare a final product, which arises from the work covered by their contract.
- Students will seek feedback and evaluation.
- Students will spend time away from the school. They will undertake a VET program or work placement as part of their contract of work.

Assessment

School Assessment (70%)

Assessment Type 1: Contract of Work

External Assessment (30%)

Assessment Type 2: Reflection

<https://www.sace.sa.edu.au/web/community-studies/stage-2>

Research Project A

Length of Course

One Semester

SACE Credits

10 Stage 2 Credits

Compulsory or Elective

Compulsory

Prerequisites

None

Course Description

Students will use the research framework as a guide to developing their research and applying knowledge, skills, and ideas specific to their research question. They will choose one or more capabilities, explore the concept of the capability or capabilities, and how it/they can be developed in the context of their research. Students synthesise their key findings to produce a research outcome, which is substantiated by evidence and examples from the research. Students will evaluate the research processes used, and the quality of their research outcomes.

The Research Project aims to develop skills in communication, independence, negotiation, time management, goal setting, critical thinking, analysis, evaluating skills and critical thinking.

Learning Strategies

In this subject students will participate in activities that provide them with opportunities to:

- generate ideas to plan and develop a research project;
- understand and develop one or more capabilities in the context of their research;
- analyse information and explore ideas to develop their research;
- develop specific knowledge and skills;
- produce and substantiate a research outcome; and
- evaluate their research.

Assessment

The Research Project comprises three major assessment pieces. Students will need to achieve a C grade for their Project to be eligible for it to contribute towards SACE completion.

School Assessment (70%)

Assessment Type 1: Folio (30%)

Assessment Type 2: Research Outcome (40%)

External Assessment Research Project A Review (30%)

- The external assessment can be presented in a variety of ways, including a PowerPoint presentation or a short film
- The final grade can be used towards a student's Australian Tertiary Admission Rank (ATAR).

<https://www.sace.sa.edu.au/web/research-project/overview>

Workplace Practices

Length of Course

Full Year

SACE Credits

20 Stage 2 Credits

Compulsory or Elective

Elective

Prerequisites

None

Course Description

Students will learn in a community context and interact with teachers, peers and community members beyond the school environment. Students will decide the focus of their community activity, which begins from a point of personal interest, skills or knowledge. Students will develop their capability to work independently, and to apply their skills and knowledge in practical ways in their community.

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

- Arts
- Communication
- Foods
- Health
- Recreation
- Science
- Technology
- Work.

Please Note: This course does not contribute to an ATAR Score. It is often taken together with Workplace Practices.

Learning Strategies

Students will participate in preparatory activities designed to improve the skills needed to work successfully in their chosen area of interest.

Students will design their own contract of work from the guidelines in the SACE syllabus in negotiation with their teacher.

Students will keep a journal in which they will maintain weekly records to reflect, evaluate and plan their experiences.

Students will work individually, with other students, with their teacher and with people from the community outside school.

Students will prepare a final product, which arises from the work covered by their contract.

Students will seek feedback and evaluation.

Students will spend time away from the school. They may undertake a VET program or work placement as part of their contract of work.

Assessment

School Assessment (70%)

Assessment Type 1: Contract of Work

External Assessment (30%)

Assessment Type 2: Reflection.

<https://www.sace.sa.edu.au/web/community-studies/stage-2>

Industry Connections

Length of Course

Full year

Compulsory or Elective

Elective

SACE Credits

20 Stage 2 Credits

Prerequisites

Entry to this course is school directed only - not via subject choice.

Course Description

Industry Connections provides students who have an interest in a particular industry area to develop and apply their skills, knowledge and understandings about that industry, while developing their capabilities and employability skills through an industry-related project.

Industry Connections does not replicate VET programs and students do not achieve VET units of competency; however *Industry Connections can be flexibly designed to enable opportunities for students to collate a work skills portfolio that may include experiences at VET, Work, Work Experience and or Volunteering*

Students undertaking Industry Connections select an industry and/or skills development context upon which to focus their learning.

Students can complete up to 60 credits of Industry Connections for SACE completion.

Learning Strategies

1. develop knowledge, skills, and understanding of concepts related to an industry focus
2. develop one or more SACE capabilities
3. plan, explore and develop strategies to undertake an industry project
4. connect their industry project to an industry context
5. consider benefits and future possibilities of the industry project to the industry and themselves.
6. communicate ideas and insights, solve problems, make decisions, and reflect on personal learning

Assessment

Assessment Type 1: Work Skills Portfolio (50%)
For a 20-credit subject, students should provide evidence of learning from the completion of at least four tasks.

Assessment Type 2: Reflection (20%)

For a 20-credit subject the reflection should be up to a maximum of 1500 words if written or a maximum of 9 minutes of oral, or the equivalent in multimodal form.
For this assessment type students:

External Assessment

Assessment Type 3: Industry Project (30%)

For a 20-credit subject the industry project should be a maximum of 1500 words if written or a maximum of 9 minutes if oral, or the equivalent in multimodal form.

SACE Website

<https://www.sace.sa.edu.au/studying/subjects/industry-connections>

Community Connections

Length of Course

Full Year

Compulsory or Elective

Elective

SACE Credits

20 Stage 2 Credits

Prerequisites

Stage 1

Physical Education

Course Description

Community Connections provides opportunities for success to students who have an interest in a particular SACE Stage 2 subject, but who choose to demonstrate their learning in alternate ways or through a personal connection with the subject area.

The subject values the student's interests and strengths, enables curiosity, and empowers them to become independent self-directed learners who are willing to try different approaches in different contexts, and discover new ways of thinking and learning.

Students may enrol in Community Connections from the beginning of the year, or transfer their enrolment from the selected Stage 2 subject to Community Connections part way through the year. In either scenario, their learning is based on some of the learning requirements for the selected Stage 2 subject.

Learning Strategies

Teachers may:

- use existing tasks for all students
- adapt some or all existing tasks for individual students
- design new tasks that relate to one or more of the learning requirements from the selected Stage 2 subject.

In this subject, students are expected to:

1. develop knowledge, skills, and understanding of concepts related to a selected Stage 2 subject
2. develop one or more SACE capabilities
3. plan, explore and develop strategies to undertake a community application activity
4. connect their community application activity to a community context
5. consider benefits and future possibilities of the community application activity to the community and themselves
6. communicate ideas and insights, solve problems, make decisions, and reflect on personal learning.

Assessment

School Assessment (70%)

- Assessment Type 1: Folio completion of four tasks (50%)
- Assessment Type 2: Reflection maximum of 1500 words or equivalent (20%)

External Assessment (30%)

- Assessment Type 3: Community Application Activity maximum of 1500 words or equivalent

Where a community activity is undertaken in a group context, each student must present evidence of individual learning so that it can be assessed against the performance standards.

<https://www.sace.sa.edu.au/studying/subjects/community-connections>

English Literary Studies

English

Length of Course

Full Year

SACE Credits

20 Stage 2 Credits

Compulsory or Elective

Elective

Prerequisites

B grade or higher in
Year 11 English

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 who complete this subject with a C– grade or higher will meet the literacy requirement of the SACE.

Learning Strategies

- Five Responses to Texts
- Two Text Creations
- Two External Assessments, including one examination (1.5 hours) and one Comparative Study.

Assessment

School Assessment (70%)

Assessment Type 1: Responding to Texts (50%)

Assessment Type 2: Creating Texts (20%)

External Assessment (30%)

Assessment Type 3: Text Study:

- Part A: Comparative Text Study (15%)
- Part B: Critical Reading (15%)

Length of Course

Full Year

SACE Credits

20 Stage 2 Credits

Compulsory or Elective

Elective

Prerequisites

B grade or higher in
Year 11 English

Course Description

In Stage 2 English, students analyse the interrelationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. They have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

Students who complete this subject with a C– grade or higher will meet the literacy requirement of the SACE.

Learning Strategies

Learning is delivered through an integrated approach in which opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities and sports which are negotiated depending on class size, interests and abilities.

Assessment

School Assessment (70%)

Assessment Type 1: Responding to Texts (30%)

Assessment Type 2: Creating Texts (40%)

External Assessment (30%)

Assessment Type 3: Comparative Analysis (30%)

Physical Education

Length of Course	SACE Credits
Full Year	20 Stage 2 Credits
Compulsory or Elective	Prerequisites
Elective	Stage 1 Physical Education

Course Description

This course covers theory topics of Applied Exercise Physiology, Issues Analysis, Skill Acquisition and Biomechanics. The practical topics covered may include Basketball, Badminton, Volleyball, Cricket and Netball. Any of the practical options shown on the SACE website may be negotiated with the teacher taking the class.

Learning Strategies

Learning is delivered through an integrated approach in which opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities and sports which are negotiated depending on class size, interests and abilities.

Assessment

In this subject, theoretical concepts are applied to practical situations, through this technique, student ability to do the following is assessed:

- Apply knowledge and understanding of movement concepts and strategies in physical activity
- Reflect on movement concepts and strategies in physical activity • Apply communication and collaborative skills in physical activity contexts
- Explore and analyse evidence related to physical activity • Reflect on and apply feedback to improve participation and/or performance in physical activity

Communicate using subject specific terminology in a variety of modes.

The following assessment strategy will be employed:

Assessment 1 Diagnostics 30%
Assessment 2 Improvement Analysis 40%
Assessment 3 Group Dynamics 30%

Child Studies

Length of Course	SACE Credits
Full Year	20 Stage 2 Credits
Compulsory or Elective	Prerequisites
Elective	None

Course Description

This course focuses on children's growth and development from conception to 8 years. Students critically examine attitudes and values about parenting/caregiving, evaluate the role of government legislation and social structures, and gain an understanding of the growth and development of children. They explore concepts such as the needs and rights of children, the value of play, concepts of childhood and families. They also consider the importance of behaviour management, child nutrition, and the health and wellbeing of children. This subject enables students to develop a variety of research, management, and practical skills. Students will study topics within one or more of the following five areas of study:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Practical and Legal Influences
- Socio-cultural Influences
- Technological Influences.

Learning Strategies

Through individual, collaborative, and practical learning, students investigate and reflect on ethical issues related to child development, the health and wellbeing of children, and the legal and ethical aspects of child protection.

Assessment

School Assessment (70%)

Assessment Type 1: Practical Activity (50%)

Assessment Type 2: Group Activity (20%)

External Assessment (30%)

Assessment Type 3: Investigation (30%)

Food and Hospitality

Length of Course

Full Year

SACE Credits

20 Stage 2 Credits

Compulsory or Elective

Elective

Prerequisites

None

Course Description

Students will focus on the dynamic nature of the food and hospitality industry in Australian society. They will develop an understanding of contemporary approaches and issues related to the food and hospitality industry.

Learning Strategies

Students work independently and collaboratively to achieve common goals. They will develop skills and safe work practices in the preparation, storage and handling of food, complying with health and safety legislation. Students will investigate and debate contemporary issues and current management practices.

The study of food and hospitality integrates active problem-solving approaches to learning.

Students will develop their ability to think critically and to solve problems related to the food and hospitality industry in individual, family, and community contexts. There are opportunities to develop literacy and numeracy skills.

Assessment

School Assessment (70%)

Assessment Type 1: Practical Activity (50%)

Assessment Type 2: Group Activity (20%)

External Assessment (30%)

Assessment Type 3: Investigation (30%)

Accounting

Length of Course

Full Year

SACE Credits

20 Stage 2 Credits

Compulsory or Elective

Elective

Prerequisites

Year 11 Accounting

Course Description

In Stage 2 Accounting students develop and apply their knowledge of accounting processes to prepare and report accounting information to meet stakeholder needs. Students analyse and evaluate accounting information to develop and propose authentic accounting advice to inform the decision-making of a variety of stakeholders. Students develop critical thinking and problem-solving skills to devise accounting solutions and apply communication skills in authentic accounting contexts. Students examine current and emerging social trends, evolving technologies, government regulations, environmental issues, new markets, and other economic factors, as well as ethics and values, when exploring the practice of accounting.

Stage 2 Accounting is a 20-credit subject structured around three focus areas:

- understanding accounting concepts and conventions
- managing financial sustainability
- providing accounting advice.

Through their study of each of the three focus areas, students develop and apply their understanding of the following underpinning learning strands:

- financial literacy
- stakeholder information and decision-making
- innovation

Learning Strategies

Accounting practice and accounting activities
Accounting concepts and conventions
Accounting reports
Analysis tools

Assessment

Students provide evidence of their learning through six assessments

School Assessment (70%)

Assessment Type 1: Accounting Concepts and Solutions (40%)

Assessment Type 2: Accounting Advice (30%)

External Assessment (30%)

Assessment Type 3: Examination (30%)

Business Innovation

Length of Course

Full Year

SACE Credits

20 Stage 2 Credits

Compulsory or Elective

Elective

Prerequisites

None

Course Description

Students 'learn through doing' in Business Innovation, using design-thinking and assumption-based planning processes to anticipate, find, and solve problems. Integral to this is the opportunity for students to work collaboratively to identify problems or customer needs, generate and explore ideas and solutions, and make decisions based on incomplete information.

Students engage with complex, dynamic real-world problems, to identify and design, test, iterate, and communicate viable business solutions. Through design-thinking and direct involvement in innovation, students not only develop but also understand and apply their critical and creative thinking skills. They learn to innovate and think like designers to find and solve problems that matter to specific people in a business environment characterised by change and uncertainty.

Stage 2 Business Innovation is a 20-credit subject structured around three key contexts:

- designing business
- sustaining business
- transforming business.

Learning Strategies

- Design Thinking Activities
- Group Work
- Community Interaction
- Oral Presentations

Assessment

School Assessment (70%)

Assessment Type 1: Business Skills (40%)

Assessment Type 2: Business Model (30%)

External Assessment (30%)

Assessment Type 3: Business Plan and Pitch (30%)

Modern History

Length of Course

Full Year

SACE Credits

20 Stage 2 Credits

Compulsory or Elective

Elective

Prerequisites

Stage 1 History is preferred, but not essential.

Course Description

Students investigate the growth of modern nations at a time of rapid global change. They engage in a study of one nation, and of interactions between or among nations.

Students study one topic from "Modern Nations" and one topic from "The World Since 1945".

Modern Nations:

- Topic 1: Australia (1901-56)
- Topic 2: United States of America (1914-45)
- Topic 3: Germany (1918-48)
- Topic 4: The Soviet Union and Russia (1945-c.2004)
- Topic 5: Indonesia (1942-2005)
- Topic 6: China (1949-c.2012)

The World Since 1945:

- Topic 7: The Changing World Order (1945-)
- Topic 8: Australia's Relationship with Asia and the South Pacific Region (1945-)
- Topic 9: National Self-determination in South-East Asia (1945-)
- Topic 10: The Struggle for Peace in the Middle East (1945-)
- Topic 11: Challenges to Peace and Security (1945-)
- Topic 12: The United Nations and Establishment of Global Perspective (1945-)

Learning Strategies

A high level of literacy is expected.

Students will use primary and secondary sources such as text books, letters, diaries, film and photos to engage in critical, historical enquiry.

Assessment

School Assessment (70%)

Assessment Type 1: Historical Skills (50%)

Assessment Type 2: Historical Study (20%)

External Assessment (30%)

Assessment Type 3: Examination (30%)

Students provide evidence of their learning through seven assessments, including the external assessment component. Students undertake:

- Five historical skills assessments
- One historical study
- One examination.

Legal Studies

Length of Course

Full Year

SACE Credits

20 Stage 2 Credits

Compulsory or Elective

Elective

Prerequisites

Stage 1

Legal Studies

Course Description

The study of Stage 2 Legal Studies enables an understanding of the operation of the Australian legal system, its principles and processes and prepares students to be informed and articulate in matters of the Law and society. Legal Studies is explored through 'big questions.' In providing a response to the questions, students must evaluate, analyse and apply contextually appropriate legal principles, processes, evidence and cases to demonstrate their arguments. Students consider a range of perspectives to make recommendations for reforms to the legal system and laws.

Students develop an understanding of the tension between the following concepts:

- Competing rights and responsibilities
- Fairness and efficiency
- The empowered and the disempowered
- Certainty and flexibility

Focus Areas 1 and 2, and one Optional topic:

- Focus Area 1: Sources of Law
- Focus Area 2: Dispute Resolution
- Optional Area 1: The Constitution
- Optional Area 2: When Rights Collide

Learning Strategies

Assessments could include: debates, essays, reports, media analysis exercises, multimodal presentations, oral presentations, short-answer questions, short responses to stimuli, responses to case studies, sources analysis, tests

Assessment

School Assessment (70%)

Assessment Type 1: Four Folio (40%)

Assessment Type 2: One Inquiry (30%)

External Assessment (30%)

Assessment Type 3: One Examination (30%)

Italian

Length of Course

Full Year

SACE Credits

20 Stage 2 Credits

Compulsory or Elective

Elective

Prerequisites

Stage 1 Italian or competent knowledge of the language

Course Description

Students will continue to develop their language skills in order to:

- establish and maintain relationships and discuss topics of interest;
- participate in social interaction;
- obtain information from written and oral texts;
- give information in written and oral form;
- analyse and respond to a variety of text types (poetry, short stories, music, and film); and
- create a variety of imaginative texts.

Learning Strategies

The above objectives will be met by the study of a series of units, which will be based on a theme. In each theme, a range of tasks will be offered (oral, written, text analysis, investigative).

Assessment

School Assessment (70%)

Assessment Type 1: Folio (50%)

Assessment Task 1: Interaction

Assessment Task 2: Text Production

Assessment Task 3: Text Analysis

Assessment Type 2: In-depth Study (20%)

Assessment Task 4: Investigation.

External Assessment (30%)

External Examination consists of two components:

- Oral Examination
- Listening comprehension and written paper.

Japanese

Length of Course

Full Year

SACE Credits

20 Stage 2 Credits

Compulsory or Elective

Elective

Prerequisites

Stage 1 Japanese or competent knowledge of the language.

Course Description

Students will continue to develop their language skills in order to:

- establish and maintain relationships and discuss topics of interest;
- participate in social interaction;
- obtain information from written and oral texts;
- give information in written and oral form;
- analyse and respond to a variety of text types (poetry, short stories, music, and film); and
- create a variety of imaginative texts.

Learning Strategies

The above objectives will be met by the study of a series of units, which will be based on a theme. In each theme, a range of tasks will be offered (oral, written, text analysis, investigative).

Assessment

School Assessment (70%)

Assessment Type 1: Folio (50%)

Assessment Task 1: Interaction

Assessment Task 2: Text Production

Assessment Task 3: Text Analysis

Assessment Type 2: In-depth Study (20%)

Assessment Task 4: Investigation.

External Assessment (30%)

External Examination consists of two components:

- Oral Examination
- Listening comprehension and written paper.

Essential Mathematics

Length of Course

Full Year

SACE Credits

20 Stage 2 Credits

Compulsory or Elective

Elective

Prerequisites

Recommended completion of Stage 1 General Mathematics.

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. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

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

This subject is intended for students planning to pursue a career in a range of trades or vocations.

Learning Strategies

This course is taught through lecture and tutorial sessions, including note-taking, information giving, analysing content, problem solving and discussions. Tutorial lessons will be utilised to assist students in practicing these concepts in familiar and new contexts. Students will be required to have a TI84 plus graphics calculator for this course. Students are expected to apply their numeracy skills to gather, represent, analyse, interpret data and propose solutions to mathematical problems in an everyday or workplace context.

Assessment

School Assessment (70%)

Assessment Type 1: Skills and Applications Tasks (30%)

Assessment Type 2: Folio (40%)

External Assessment (30%)

Assessment Type 3: Examination (2 hrs) (30%)

General Mathematics

Length of Course

Full Year

SACE Credits

20 Stage 2 Credits

Compulsory or Elective

Elective

Prerequisites

Stage 1 Mathematics A, B or C (C grade or better) or
Stage 1 General Mathematics (B grade or better).

Course Description

Students will develop a strong understanding of the processes of mathematical modelling and its application to problem-solving in everyday workplace contexts. The topics will cover a range of mathematical applications including:

- Linear Functions
- Matrices
- Statistics
- Finance and Optimisation.

Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Learning Strategies

This course is taught through discussions, research and analysing information which deals with society using the Internet. Information technology and use of graphics calculators will be integrated in the course.

Assessment

School Assessment (70%)

Assessment Type 1: Skills and Applications Tasks (40%)

Assessment Type 2: Mathematical Investigations (30%)

External Assessment (30%)

Assessment Type 3: Examination (2 hrs) (30%)

Mathematical Methods

Length of Course

Full Year

SACE Credits

20 Stage 2 Credits

Compulsory or Elective

Elective

Prerequisites

Successful completion (with a B grade or better) of Stage 1 Mathematics A, B and C.

Course Description

This course is designed as a stand-alone course that further develops some of the concepts that were covered in Stage 1 Mathematics A, B and C.

Students will study four topics:

- Topic 1: Further Differentiation and Applications
- Topic 2: Discrete Random Variables
- Topic 3: Integral Calculus
- Topic 4: Logarithmic Functions
- Topic 5: Continuous Random Variables and the Normal Distribution
- Topic 6: Sampling and Confidence Intervals.

Mathematical Methods provides the foundation for further study in mathematics, economics, engineering, 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. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

Learning Strategies

This course is taught through lecture and tutorial sessions, including note-taking, information giving, analysing content, problem solving and discussions. A textbook is supplied but is supplemented by notes, examples and questions given by the teacher.

Graphic calculators are used extensively. The school uses TI84 Plus calculators and order forms are available from the College for the purchase of this equipment.

Assessment

School based Assessment (70%)

Assessment Type 1: Skills and Applications Tasks (50%)
(Six SATS - one of which must be without the use of calculator or notes).

Assessment Type 2: Mathematical Investigation (20%)
(One investigation max. 15 pages)

External Assessment (30%)

Assessment Type 3: Examination (30%)

Specialist Mathematics

Length of Course

Full Year

SACE Credits

20 Stage 2 Credits

Compulsory or Elective

Elective

Prerequisites

Successful completion (with a B grade or better) of Stage 1 Mathematics A, B, C and D. Students will also need to be studying, or have successfully completed Stage 2 Mathematical Methods.

Course Description

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus.

The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

Learning Strategies

This course is taught through lecture and tutorial sessions, which includes note taking, information giving, analysing content, problem solving and discussions. Emphasis is placed upon proofs, application and reasoning.

A textbook is supplied but is supplemented by notes, examples and questions given by the teacher.

Graphic calculators are used extensively. The school uses TI84 Plus calculators and order forms are available from the College for the purchase of this equipment.

Assessment

School based Assessment (70%)

Assessment Type 1: Skills and Applications Tasks (6) (50%)

Assessment Type 2: Mathematical Investigation (20%)

External Assessment (30%)

Assessment Type 3: Examination (30%)

Biology

Length of Course

Full Year

SACE Credits

20 Stage 2 Credits

Compulsory or Elective

Elective

Prerequisites

Successful completion (with a B grade or better) of Stage 1 Biology A and B.

Course Description

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

The topics in Stage 2 Biology provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.

This course is organised in the three strands of the Australian Curriculum science curriculum of:

- Science inquiry skills
- Science as a human endeavour
- Science understanding.

The topics for Stage 2 Biology are:

- Topic 1: DNA and Proteins
- Topic 2: Cells as the Basis of Life
- Topic 3: Homeostasis
- Topic 4: Evolution.

Learning Strategies

Interactive learning between teacher and student.

Class discussions, assignments, tests, oral presentations and a trial examination.

Practical work.

Issues Investigation.

Assessment

School based Assessment (70%)

Assessment Type 1: Investigations Folio (30%)

Assessment Type 2: Skills and Applications Tasks (40%)

External Assessment (30%)

Assessment Type 3: Examination (30%) - 2 hours.

Chemistry

Length of Course

Full Year

SACE Credits

20 Stage 2 Credits

Compulsory or Elective

Elective

Prerequisites

Successful completion (with a B grade or better) of Stage 1 Chemistry A and B.

Course Description

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

Through the study of Chemistry, students develop the skills that enable them to be questioning, reflective, and critical thinkers; investigate and explain phenomena around them; and explore strategies and possible solutions to address major challenges now and in the future (for example, in energy use, global food supply, and sustainable food production).

This course is organised in the three strands of the Australian Curriculum science curriculum of:

- Science inquiry skills
- Science as a human endeavour
- Science understanding.

The topics for Stage 2 Chemistry are:

- Topic 1: Monitoring the Environment
- Topic 2: Managing Chemical Processes
- Topic 3: Organic and Biological Chemistry
- Topic 4: Managing Resources..

Learning Strategies

This course is taught through discussion, note-taking, lecturing, reading, practical work, homework and research work.

Assessment

School Assessment (70%)

Assessment Type 1: Investigations Folio (30%)

Assessment Type 2: Skills and Applications Tasks (40%)

External Assessment (30%)

Assessment Type 3: Examination (30%) - 2 hours.

Physics

Length of Course

Full Year

SACE Credits

20 Stage 2 Credits

Compulsory or Elective

Elective

Prerequisites

Stage 1 Physics A and B (with a B grade or better) and Stage 1 Mathematics A, B and C (with a C grade or better) or Stage 1 General Mathematics A and B (with a B grade or better). Students will also need to be concurrently undertaking at least one Stage 2 Mathematics subject.

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 world to the macro-cosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

This course is organised in the three strands of the Australian Curriculum science curriculum of:

- Science inquiry skills
- Science as a human endeavour
- Science understanding.

The topics for Stage 2 Physics are:

- Topic 1: Motion and Relativity
- Topic 2: Electricity and Magnetism
- Topic 3: Light and Atoms.

Learning Strategies

Interactive learning between teacher and student.

- Practical work.
- Group work.
- Problem solving through completing many questions.
- Applications.

Assessment

School based Assessment (70%)

Assessment Type 1: Investigations Folio (30%)

Assessment Type 2: Skills and Applications Tasks (40%)

External Assessment (30%)

Assessment Type 3: Examination (30%) - 2 hours.

Psychology

Length of Course

Full Year

SACE Credits

20 Stage 2 Credits

Compulsory or Elective

Elective

Prerequisites

Stage 1 Psychology

Course Description

Psychology is based on evidence gathered following the principles of scientific inquiry resulting from planned investigations. Skills learnt on how to be a critical consumer of information by identifying psychological processes; applying knowledge to real-world situations; investigating psychological issues; and how to be an effective communicator.

Topics in Stage 2 Psychology provide the framework for developing integrated programs of learning through which students extend their skills, knowledge and understanding of the three strands of science.

- Science inquiry skills
- Science as a human endeavour
- Science understanding

Learning Strategies

An inquiry approach to psychology enables students to define the scope of their learning by identifying investigable questions, deconstructing, and designing their research using scientific approaches, using data, and analysing and critiquing their findings. The issues that arise during investigations should be informed by the application of key scientific ideas, skills, concepts, and understanding.

Topics

- 1: Psychology of the Individual
- 2: Psychological Health and Wellbeing
- 3: Organisational Psychology
- 4: Social Influence
- 5: The Psychology of Learning.

Assessment

School based Assessment (70%)

Assessment Type 1: Investigations Folio (30%)

Assessment Type 2: Skills and Applications Tasks (40%)

External Assessment (30%) (Only topic 4 and 5)

Scientific Studies

Length of Course

Full Year

SACE Credits

20 Stage 2 Credits

Compulsory or Elective

Elective

Prerequisites

Preferably Stage 1 Scientific Studies

Course Description

The content of this course is taught through two over-arching themes which could be:

- The implications of human intervention through science
- The relevance of science for my community and me
- The impacts of science on my local environment
- The possible impacts of science in Australia and the broader global community over the next 50 years.

Each theme is divided into 2-3 topics which will be chosen based on the interests of the class.

A key feature of this course will be the development of Scientific Investigation Skills which include an understanding of: Purpose of Investigations, Questions and Hypotheses, Designing Investigations and Experiments, Conducting Investigations, Information and Data, Interpretation and Evaluation, Alternate Views and Communication.

Learning Strategies

A student-centred inquiry approach to investigating chosen topics is used. Students define the scope of learning by identifying investigable questions, designing their research using scientific approaches, perform investigations, collect data and other evidence, and analyse and critique findings.

Assessment

School Assessment

Assessment Type 1: Inquiry Folio (50%)

Assessment Type 2: Collaborative Inquiry (20%)

External Assessment

Assessment Type 3: Individual Inquiry (30%)

Nutrition

Length of Course

One Semester

SACE Credits

10 Stage 1 Credits

Compulsory or Elective Prerequisites

Elective

Nutrition

Course Description

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

Students conduct investigation and examine scenarios to make informed decisions and recommendations for individual health. They will examine social, political, economic, cultural, ethical, and ecological factors to recommend actions or develop arguments about future food needs and food ethics.

Students will evaluate marketing of food, food systems and food quality standards, food availability and cultural influences on food selection and explore the link between food systems, environmental impacts, climate change, and food sustainability. Students will investigate global and local food trends, advancement in technology, and development of new foods and food packaging.

Students apply knowledge and understanding of Nutrition to conduct investigations and examine scenarios. Students use technologies, scientific evidence, and research to critically analyse information making informed decisions and recommendations.

Content:

Topic 1: Principles of nutrition, physiology and health

Topic 2: Health promotion and emerging trends

Topic 3: Sustainable food systems

Assessment

School Based Assessment (70%)

Assessment Type 1: Investigation Folio (30%)

- One design practical investigation
- One Science as a Human Endeavour Investigation

Assessment Type 2: Skills and Applications Tasks (40%)

Three consisting of tests and one case study.

External Assessment (30%)

Assessment Type 3: Examination (130 minutes) (30%)

CONTENTS

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YEAR 11

YEAR 12





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