MOUNT GAMBIER HIGH SCHOOL

2026 Course Counselling Booklet

Government of South Australia
Department for Education

LEARNING | BELONGING | RESPONSIBILITY

WELCOME TO MOUNT GAMBIER HIGH SCHOOL

2026 CURRICULUM OVERVIEW YEAR 8 – 12

Mount Gambier High School offers a dynamic, creative and supportive learning environment in which all students are encouraged by a committed staff, to strive for personal excellence in academic pursuits, citizenship, sport and the arts. These expectations are realised through our values and through our school motto of *'Nihil Absque Labore - Nothing without Effort'*

We strive to equip our students with the skills and confidence to successfully face the challenges of an ever-changing world, in an environment that values a sense of learning, collaboration, innovation, entrepreneurship and agile thinking. Students are encouraged to explore their purpose, passion and make real world connections through authentic learning experiences, across all subject areas. This enables students to have the widest choice of post-school options and the skills and qualities to be successful in the world beyond school.

In term 3 each year we ask all students from year 7 to 11 to undertake the important task of selecting their courses for the following year. It is a time when students need to work closely with their parents/caregivers and teachers to gather accurate, relevant information on which to base decisions about subjects and future directions.

Subject counselling staff will provide information about SACE, TAFE and Vocational Education and Training (VET) courses to students currently in years 10 and 11. It is important that all students make informed subject choices to keep as many pathways open while completing their studies. As a parents/caregivers, you can assist by reading this Curriculum Guide carefully and encouraging your child to do the same.

Talk with your child about:

- Their interests, particularly regarding subjects
- Their future career and study aspirations
- Their progress in subjects they are doing this year
- The subjects on offer for next year
- Your ideas about their subject choices
- Assisting your child to see subject selection as an important process that requires careful consideration
- Encouraging your child to ask questions and seek advice
- Contacting school staff to discuss any issues where you need more information

This guide provides current students, prospective students and their families with course descriptions of subjects offered at Mount Gambier High School. It is designed to help students make decisions about a suitable course of study from years 8-12. Please seek the advice of your child's teachers and/or Learning Area Leaders if you would like further clarification.

Kym Grant
Principal

The 2026 Course Information Booklet will support students to develop an understanding of subject offerings in years 8-12. Students are asked to complete their subject selection on the basis they will be returning to this school in 2026 and that they will be the next year level. When making choices, students should be guided by their first semester reports, teacher recommendations, past performances and career aspirations, as well as information provided within this booklet. Subject choices should be as firm as possible, as staff and resourcing will be based on these selections. This will provide further information to enable students to select subjects, courses and career pathways. If parents/caregivers require further information on the educational program or its organisation, please contact the school by phoning 8721 0200 and ask to speak to a Learning and Engagement Leader, Wellbeing Leader or Head of School. We would be happy to discuss any aspect of our school's curriculum with you.

Kerran Wingard
Deputy Principal

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COURSE COUNSELLING PROCESS

The school has an extensive course counselling process that actively involves students, teachers and parents/caregivers in decision making related to future schooling and education.

ROLE OF HOME GROUP/IMPACT TEACHER

The Home Group and Impact teacher will:

- Discuss a possible course of study for 2026 based upon the interests and aspirations of the student, the ability of the student to succeed and parental wishes, during extended home groups
- Direct students to download the course booklet
- Assist students with accessing Web preferences
- Distribute or direct students to online University, Vocational Pathways and Australian Jobs information
- Remind students to complete Special Program forms and submit by the due dates
- Assist with Online Booking Information for course counselling appointments (year 10 and 11 students only)

ROLE OF STUDENTS

Through the counselling process our aim is to have well informed students who have taken the opportunities provided to be involved in the selection of subjects and career pathways. Students will:

- Engage in Impact so they are aware of their options and timelines during the process
- Read through the course booklet and select subjects based on interests and career aspirations
- Research career pathways by looking through University, Vocational Pathways and Australian Jobs information
- Complete subject selection via Web preferences
- Submit Special Program applications by the due dates – any late applications will not be accepted
- Ensure that all information regarding information nights, application deadlines and course counselling appointments is communicated home

Year 10 students will focus on the links between school options and career pathways as they undertake their Exploring Identities and Futures (EIF) – Stage 1 subject. Year 10s have an opportunity to develop an understanding of the South Australian Certificate of Education (SACE), TAFE and Tertiary options including visits from industry guests, immersion activities and Work Experience.

ROLE OF PARENTS/CAREGIVERS

Parents and caregivers play a pivotal role in supporting their child through this process. Parents/caregivers are encouraged to:

- Read through the course booklet and talk with their child about the choices they are making
- Assist their child with research for their chosen pathway
- Attend the Senior School SACE/Pathways Parent Information Session on Wednesday 30 July
- Complete an Online Booking for course counselling appointments for students in all year levels.

Parents/caregivers and students should note that:

- A student's preliminary choices are subject to negotiation by the school on the basis of the student's past performance and/or perceived readiness to attempt the level of difficulty
- Unless sufficient students choose a subject to allow a class of viable size to be formed, that subject will not operate
- Every attempt will be made to enable students to study their selected subjects
- Where appropriate, students may negotiate entry to subjects at other year levels to meet individual learning needs
- Final decisions about classes for 2026 will be made in Term 4, 2025. Some students will need to be counselled as some combinations of choice subjects may not be possible because of timetable structures. Not all subject offerings will be conducted if numbers are too small.

OPEN ACCESS

Students may study through distance education courses provided by the Open Access College. This will be done where a student has a need to study a subject which is not currently offered in a Mount Gambier secondary school. A wide range of subjects are available at Stage 1 and 2; however **placements may be limited and costs will apply.**

Students who undertake Open Access studies receive their work from the Open Access College on a regular basis. They will generally have phone or video conference contact (at school) with their teacher once or twice a week. Students undertaking Open Access studies need to be able to work independently.

Students require approval from the Head of Senior School to undertake such studies.

BLUE LAKE PARTNERSHIP SCHEME

Mount Gambier High School | Grant High School.

It is envisaged that Mount Gambier High School and Grant High School may offer the opportunity for students to study certain courses at different schools as part of the Partnership scheme between schools. In 2026 some subjects may run at either school depending on class sizes.

For further information please contact the Head of Senior School.

INFORMATION AND COMMUNICATION TECHNOLOGY

At Mount Gambier High School we strive to develop a high quality ICT environment that supports and promotes modern teaching pedagogy and learning styles.

Students are all provided access to the Mount Gambier High School network so they may utilise computers, printers and a variety of other resources to enrich learning outcomes.

Access to these resources is provided once an Acceptable Use Agreement is signed by both the parent/caregiver and the student. It outlines the appropriate use and obligations when using any ICT device or resource at Mount Gambier High School. A full copy can be obtained from the school website and on the Mount Gambier High School's landing page under the Student, Parent and Staff portals.

Through this agreement students are given access to internet, printing and an individual email account. All access to the internet is monitored and the school provides filtering through the Department for Education internet filtering system

Learner Management System

To support student learning through ICT devices, the school has implemented Daymap. Students can use this to access class notes/materials, along with grades and feedback on assessment items.

Student Laptop Model

Since 2016 Mount Gambier High School's 1 to 1 laptop initiative has continued in a modified form. Year 7 students are provided with a school supplied device which remains the property of the school (acting on behalf of the Minister of Education) and the school software licenses are applied to these devices, such that no extra expense is incurred for software licensing.

Transition to 'Bring Your Own Device'

From the beginning of semester 2 each year, year 10 students are given the option to purchase a new device through a school endorsed, independent IT Provider via an online Order Portal, referred to as 'Bring Your Own Device'. This will meet student needs moving forward for the last two years of their education at Mount Gambier High School.

Cyber Safety

Mount Gambier High School is committed to being a cyber-safe environment. For more information on how to be cyber-safe feel free to explore the websites below.

Facebook Safety Page	www.facebook.com/safety
Kids Helpline	www.kidshelpline.com.au
Bullying. No Way!	www.bullyingnoway.gov.au
The Office of the Children's eSafety Commissioner	www.esafety.gov.au
ThinkUKnow Internet Safety Program	www.thinkuknow.org.au

YEAR 8 SUBJECT LIST

ALL STUDENTS COMPLETE THESE SUBJECTS	
GLOBAL PERSPECTIVES This is an integrated subject of English and Humanities and Social Sciences.	Full year subject over two lines
SOLUTIONS This is an integrated subject of Science and Mathematics.	Full year subject over two lines
HEALTH AND PHYSICAL EDUCATION This will be an integrated subject of Physical Education, Health and Food and Nutrition.	Full Year Subject
ARTS AND TECHNOLOGY A rotation of arts subjects including Visual Art, Design, Music, Drama, and Material Technology.	Full Year Subject
DIGITAL TECHNOLOGY This semester of Digital Technology will improve students digital literacy.	One semester
STUDENTS WILL CHOOSE A LANGUAGE SUBJECT FOR ONE SEMESTER	
Languages – Learning Japanese	Languages – Cultural Studies

YEAR 9 SUBJECT LIST

ALL STUDENTS COMPLETE THIS SECTION OF THE PATTERN	
ENGLISH or **ENGLISH LITERARY STUDIES**	Full Year Subject
HEALTH AND PHYSICAL EDUCATION Health and Physical Education (semester) and Health/Food and Nutrition (semester). or a Special Sport Program - Semester **Semester 1:** Football, Netball **Semester 2:** Basketball, Soccer *Students undertaking one or two semesters of Special Sport will still study Health/Food and Nutrition*	Full Year Subject Students may apply to enter one Special Sports Program in the place of the Physical Education Semester Or Two Special Sports Programs; one in place of Physical Education, the second as a choice subject
HUMANITIES AND SOCIAL SCIENCES	Full year subject
MATHEMATICS GENERAL OR MATHEMATICS ADVANCED	Full year subject
SCIENCE	Full year subject

STUDENTS HAVE 3 SEMESTERS OF CHOICE FROM THE FOLLOWING		
ARTS		
Year 9/10 Advanced Dance – full year Year 9/10 General Dance – full year	Drama – one semester Media – one semester	Music – one semester or full year Visual Arts – one semester
DESIGN AND TECHNOLOGY		
Clothing and Textiles – one semester Digital Technologies – one semester	Metalwork – one semester Year 9/10 Pedal Prix – one semester	Woodwork – one semester
LANGUAGES		
Language: Japanese or Italian – one semester	Nations and Culture: Japan – one semester	

***Additional learning opportunities may become available to students throughout the year based on needs, these will be invitation only.**

YEAR 9 COMPULSORY SUBJECTS

ENGLISH

ENGLISH – [FULL YEAR]

All students will complete a full year of English. This course will focus on reading and viewing, speaking, listening and writing. The aims are to develop students' ability to read, view, speak, listen and write with purpose, effect and confidence in a wide range of contexts. They will develop the ability to discuss and analyse texts and language.

ENGLISH LITERARY STUDIES – [FULL YEAR]

This subject is for students who enjoy reading and analysing literature and want to extend their skills in critical thinking and writing. Students will study a range of texts including novels, poetry, plays, and film, and explore how authors use language to shape meaning. They will write analytical responses, engage in discussion, and develop creative and interpretive pieces.

Recommended for Students who are confident readers and writers, plan to study English Literary Studies in senior years, or are considering university pathways.

Pre-requisites: Requires a 'B' or higher in Global Perspectives

HEALTH AND PHYSICAL EDUCATION

HEALTH, FOOD & NUTRITION AND PHYSICAL EDUCATION – [FULL YEAR]

This course aims to provide students with a balance of knowledge, processes and skills to enable them to make informed decisions which promote healthy lifestyle behaviours. This subject builds on the knowledge developed in Year 7 and Year 8 Health and Physical Education.
Students will participate in one semester of Physical Education, one term of Health and one term of Food and Nutrition.
Australian Curriculum Focus Areas covered within the program include:

- Alcohol and other drugs
- Food and Nutrition-practical food skills, team work
- Health benefits of physical activity and a healthy diet-physical, mental and social
- Mental health and wellbeing
- Relationships and sexuality-ShineSA
- Safety in the kitchen and the community
- Risk taking and consequences
- Active play and minor games
- Challenge and adventure activities
- Fundamental movement skills
- Games and sports
- Lifelong physical activities
- Rhythmic and expressive movement

Please note: If a student selects a Special Sport Program, it will take the place of the Physical Education semester.

SPECIAL SPORTS PROGRAMS

FOOTBALL – [ONE SEMESTER] **BASKETBALL – [ONE SEMESTER]**

NETBALL – [ONE SEMESTER] **SOCCER – [ONE SEMESTER]**

Students can apply for up to two Special Sport Programs in Year 9. Entry to these courses is by application only which is available from the Student Office. Completing an application form does not guarantee selection in this course. This course will run as a combined year 9/10 class. Participants in Special Sports Programs will incur additional costs associated with these courses.
This semester course will aim to maximise the development of participants as they train and receive specialist coaching within the curriculum.
Study in this program may include:

- Skill development
- Fitness development
- Game play and tactics
- Training principles
- Coaching and umpiring/officiating
- Diet and nutrition
- Sports psychology
- Sports injuries

Students in this program may have the opportunity to be involved in a trip to an elite level club/facility/competition. Estimates of additional costs are:

- Special Sports Program uniform (sport specific) $80.00 (new students only)
- Fitness training sessions $30.00
- Coaching/Umpiring/Officiating Course TBA

HUMANITIES AND SOCIAL SCIENCES

HUMANITIES AND SOCIAL SCIENCES – [FULL YEAR]

This course is designed to build on the knowledge and skills students have acquired in year 8 with a focus on History and Geography.

During semester 1 students will be given the opportunity to investigate the making of the modern world from 1750 to 1918. This was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and expansion of European power, which had significant effects on First Nations Peoples globally.

Students are expected to study the sub-strands:

- Making and transforming the Australian nation (1750–1914)
- First World War (1914–1918)

The Industrial Revolution and movement of peoples (1750–1900) and the Asia and the World (1750–1914) sub-strands may be studied as additional options.

During semester 2 students will be given the opportunity to investigate and extend their Geographical skills and knowledge through two units of study, Biomes and food security and Geography of interconnections:

- Biomes and food security focuses on the role of the biotic environment and its role in food and fibre production. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.
- Geography of interconnections focuses on how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways and how these connections help to make, and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them.

MATHEMATICS

MATHEMATICS GENERAL AND ADVANCED – [FULL YEAR]

The South Australian Curriculum: Mathematics at year 9 consists of the six knowledge strands: Number, Algebra, Measurement, Geometry, Statistics and Probability. The course builds on each student's prior learning and experiences. Students will engage in a range of approaches to learning and doing mathematics that develop their understanding, fluency and flexibility with concepts, reasoning and problem-solving. Students will be encouraged to learn mathematics by being resilient, resourceful and reflective. The course is taught in semester units.

The topics covered are:

- Number Concepts
- Financial Mathematics
- Linear Equations
- Pythagoras and Trigonometry
- Linear Relations
- Measurement
- Indices and Surds
- Geometry
- Algebraic Techniques
- Probability and Statistics
- Introduction to Quadratics

Students wishing to study the Year 9 Advanced Mathematics course are required to receive a recommendation from their Year 8 Mathematics Teacher. All students will study the same topics. A scientific calculator is required (cost approx. $40).

SCIENCE

SCIENCE – [FULL YEAR]

The Year 9 Science course has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. The program provides students with understanding, knowledge and skills through which they can develop a scientific view of the world and challenges them to explore science, its concepts, nature and uses through clearly described inquiry processes.

The course provides opportunities to build on the skills gained in Year 8 Science and aims to further develop problem solving, through observation, collection and interpretation of data and communication of the findings. It emphasises the impact of scientific discoveries in society and increases scientific knowledge. Students learn the literacy and numeracy of Science and use appropriate technologies to complete and demonstrate their learning. Students are required to complete both theory and practical components of work.

Topics covered are from the four strands of Biological Science, Chemical Science, Earth and Space Science and Physical Science, and includes content related to:

- Science investigations and the scientific method
- Atomic structure
- Earth's spheres
- Conversation of matter
- Human body systems
- Communication technology
- Dynamic Earth
- Energy conservation and transfer

YEAR 9 CHOICE SUBJECTS

ARTS

YEAR 9/10 GENERAL DANCE – [FULL YEAR]

General Dance is a full year course which will allow students to develop their skills in Dance through the study and development of dance technique, performance, composition skills, dance perspectives (history of dance) and analysis. Students will explore a variety of dance styles including Hip Hop, Jazz, Contemporary and Ballet. Students will be involved in preparing and performing in groups. The assessment will be based on the practical aspects of the course and some theory components.

YEAR 9/10 ADVANCED DANCE – [FULL YEAR]

Entry to this course is by application only which is available from the Student Office. Completing an application form does not guarantee selection in this course. This course will run as a combined Year 9/10 class. Participants in Advanced Dance may incur additional costs associated with this course.

Advanced Dance is a full year course for students in years 9 and 10. The topics will be organised so that students can use prior knowledge, particularly from training outside the school setting. Students will also gain valuable skills and a thorough understanding needed for Stages 1 and 2 Dance. This group will be expected to create and perform their own dance pieces to live community audiences on several occasions. These performances may include: Dance Showcase, Performing Arts Showcase, moderations, Christmas Pageant, school assembly and community events. Students will be expected to have a strong sense of commitment and dedication to the subject, an understanding of dance etiquette and sound group and communication skills. Topics and assessment components include: technique, composition, performance, analysis.

DRAMA – [ONE SEMESTER]

Learn interpersonal skills, teamwork, and empathy; learn about yourself and how to communicate with others. Students work individually and in teams to write, direct, act, light, and design for live or recorded performances. Students can choose to specialise in being in front of the audience or supporting through design and tech roles; or have a go at a little of everything. The skills you learn here will help with many careers both in and out of the Arts, from psychologists, lawyers, scientists, nurses, teachers, counsellors, managers and anything else where you have to communicate with people or make public presentations. It might even help you work out how to be the best version of yourself.

MEDIA – [ONE SEMESTER]

Learn how to make short films and manipulate images and photos using high end equipment (cameras, green-screen, lighting, and sound recording) and industry standard software (for editing and visual FX). Whether it's making a How-to for YouTube, launching your product on Kickstarter, the next viral TikTok series, a Facebook or Instagram post for your family's business, or a short film just for fun, video is the literacy of the 21st century; don't be left behind. This course focuses on learning by doing as well as analysing examples of how media is used in society both good and cringeworthy.

MUSIC – [ONE SEMESTER OR FULL YEAR]

Music exists in every culture and is a fundamental form of human expression. At Mount Gambier High School we are striving to empower students by providing them with high quality educational experiences and Music is no exception. The Year 9 Music course allows students the opportunity to explore a variety of musical styles and musical instruments, as well as to engage in a range of music and sound production activities.

Students also engage with the entrepreneurial student capabilities and co-design a unit of work that enables them to explore their musical interests and further their abilities. This course focuses on three main areas of performance, theory and composition, and music in context. Students access a range of instrumental and digital performance techniques, recording, music notation, digital composition and sound production, theoretical components, and music listening, to help them extend musically.

"Students who engage in music learning perform better academically, contribute to their communities, form positive relationships, continue their education into university, and earn more through their lives and age better, physically and cognitively," Dr Anita Collins.

VISUAL ARTS – [ONE SEMESTER]

This course combines elements of Visual Arts and Design to provide students with the opportunity to explore the full range of artistic options available before specialising in later years.

Art – Students are exposed to a range of art forms including drawing, painting, printmaking, mixed media and collage. Composition and the development of themes will be used to encourage students to initiate ideas, research, develop and plan to achieve practical resolutions. Students will be encouraged to talk and write about their art and that of others to enhance their language and critical analysis skills.

Design – Students will explore the three main areas of Design including Graphic and Visual Communications, Product and Built Environment Design. Through theoretical and practical tasks, students will experiment using a variety of media developing their drawing, designing and communication skills. Their knowledge will be built upon knowledge that they acquired in year 8 using both freehand and instrumental drawings practices. Visual Communication and Product Design will be analysed and three-dimensional models of built environments may be included in their tasks.

Students will provide evidence of their learning through these areas of study for the assessment.

- Visual Diary/Folio/Sketch Book
- Arts practice
- Arts in context

DESIGN AND TECHNOLOGIES

CLOTHING AND TEXTILES – [ONE SEMESTER]

This course aims to develop skills in using commercial patterns, teach specific textile construction skills and increase students' fabric knowledge. It also aims to develop an enjoyment of working with fabrics. Students use a problem based learning approach to construct a variety of items: board/boxer shorts, teddy bear, pin cushion and flag bunting. Any techniques not covered by clothing articles will be presented as a sample. **Students may need to supply some material items such as fabric, fibre-fill etc.**

DIGITAL TECHNOLOGIES – [ONE SEMESTER]

This course focuses on further developing students' understanding and skills in computational thinking and engaging students with a wider range of digital systems. Students will undertake individual and collaborative tasks using a Problem-Based Learning approach. The topics covered in this course include components of digital systems, data representations, algorithms and programming, problem-solving process (defining a problem, planning, and designing, implementing and evaluating a solution), communications for project management and collaboration, and the security and privacy of information systems. Students will have opportunities to learn to use a range of application development environments such as GameMaker studio, Web, and Arduino to create digital solutions. Students will also have the opportunity to experiment with Control Technology.

METALWORK – [ONE SEMESTER]

This course expands on the year 8 introduction to metals and metal working. Students cover topics such as gas and electric welding methods, sheet metal processes, lathe turning procedures and use of hand and power tools. Projects consist of practical, useable objects and a free choice topic may be negotiated. All projects are linked to a design process, whereby students gain experience in drawing techniques, materials costing and all aspects of material handling and safety in the workshop. Students will be given the opportunity to work collaboratively on finding a solution in a problem based learning environment.

YEAR 9/10 PEDAL PRIX – [ONE SEMESTER]

Pedal Prix is a Design and Technology subject through which students develop practical workshop competence, high levels of cooperative teamwork, planning and leadership. Pedal Prix explicitly engages students in the Technology objectives of Design, Produce and Evaluate using products, processes and systems. Students access and use resources such as wood, plastics, electrical, graphics and information systems. Planning, organising, physical training and fitness are all essential in student preparations for each pedal prix event (there are generally three weekend events per year). The program provides a high level of community involvement and excellent opportunities for parents/caregivers to engage with their children in school activities.

***Expenses are involved in weekends away and students/families will need to plan for this expense, along with the purchase of a Mount Gambier High School Pedal Prix training t-shirt and jumper.**

WOODWORK – [ONE SEMESTER]

This course follows on from an interest in using timber to create functional and creative articles. The course builds on hand skills in year 8 and gives greater exposure to power tools, lathe work and different methods of shaping and assembling. Joint construction, use of adhesives and fixtures, abrasives and finishing procedures are all part of the skill development process.

The design process, sketching and orthogonal drawing are all utilised to develop creative project outcomes, with students encouraged to use a variety of timbers where possible. Students will be given the opportunity to work collaboratively on finding a solution in a problem based learning environment.

LANGUAGES

LANGUAGE: JAPANESE OR ITALIAN – [ONE SEMESTER]

Languages focuses on building students' ability to communicate in another language and deepening their understanding of the culture and customs of the people who speak it. Students will develop skills in speaking, listening, reading, and writing through engaging topics that connect to everyday life, travel, food, celebrations, and identity.

As students become more confident, they will explore how language works, reflect on their own culture and values, and consider how learning a language broadens their perspective of the world.

Recommended for: Students who enjoy communication, cultural learning, and are interested in travel, international experiences, or expanding their global outlook.

Pathway: This subject continues to build on earlier language study and supports pathways to Stage 1 Language Continuers.

Cost: There may be additional costs associated with camps, excursions, or external activities related to this subject.

NATIONS AND CULTURE: JAPAN – [ONE SEMESTER]

In Year 9, students are invited to delve deep into the culture of a country, engaging in a student-driven exploration that promises both flexibility and depth. This unique subject allows students to select specific aspects of the culture to study, from art, pop culture, fashion, music, and literature, to traditions, history, and social aspects and traditions with a focus on pre 1900s. The course is structured to encourage independent research, creative projects, and group discussions, providing a comprehensive platform for students to express their insights and develop a nuanced understanding of global cultures. Through this exploration, students enhance their critical thinking and research skills, gain a profound appreciation for diversity, and build confidence in expressing their viewpoints. The program also potentially includes excursions and immersion programs as part of this course.

Pathway: By selecting this subject it allows you to take ‘Language Beginners’ at Stage 1 SACE level.

Cost: There may be additional costs associated with camps, excursions, or external activities related to this subject.

YEAR 10 SUBJECT LIST

ALL STUDENTS COMPLETE THIS SECTION OF THE PATTERN	
ENGLISH or **EALD (English as an Additional Language or Dialect) or** **ENGLISH LITERARY STUDIES or** **ESSENTIAL ENGLISH**	Full Year
HISTORY	One Semester
GENERAL MATHEMATICS A & B or **ADVANCED MATHEMATICS A & B**	Full Year
SCIENCE	Full Year
PATHWAYS **[INCLUDING EXPLORING IDENTITIES AND FUTURES (EIF)]**	Full Year (20 SACE Credits)

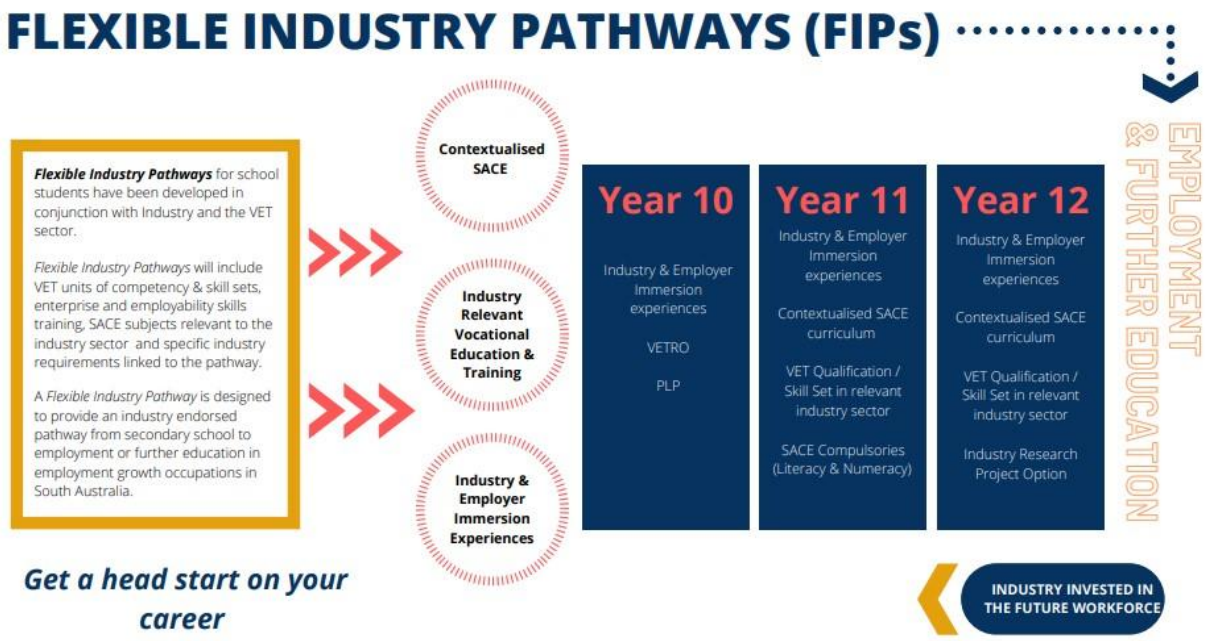
STUDENTS HAVE 4 SEMESTERS OF CHOICE FROM THE FOLLOWING		
ARTS		
Year 9/10 General Dance – full year Year 9/10 Advanced Dance – full year	Drama – one semester Media Arts – one semester Music – one semester or full year	Visual Arts – Art – one semester Visual Arts – Design – one semester
DESIGN AND TECHNOLOGY		
Clothing and Textiles – one semester Digital Technologies – one semester Information Processing A: Personal Publishing – one semester (10 SACE credits)	Information Processing B: Business Publishing – one semester (10 SACE credits) IT Essentials – PC Hardware and Software – one semester (10 SACE credits)	Metalwork – one semester Year 9/10 Pedal Prix – one semester Woodwork – one semester
HEALTH AND PHYSCIAL EDUCATION		
Child Studies – one semester Food and Nutrition – one semester	Health Education – one semester Physical Education – one semester	Sport and Recreation – one semester Special Sports Programs – one semester
OTHER FREE CHOICE SUBJECTS		
FIP Exploration – semester 2 (10 SACE credits) Refer to page 16 for further information Geography – one semester	Language: Japanese or Italian – one semester Nations and Culture: Japan – one semester	Introduction to Psychology – one semester (10 SACE Credits) SAASTA (Open to ATSI students in years 10 - 12) Refer to page 17 for further information.

***Additional learning opportunities may become available to students throughout the year based on needs, these will be invitation only.**

YEAR 10 – 12 PATHWAYS

Flexible Industry Pathways infuse vocational practices into the curriculum through industry & employer immersion opportunities.

Students can build a unique learning portfolio by adding a VET qualification to their SACE program, developing skills at an industry-standard level. Students have the opportunity to pursue multiple learning pathways which lead to apprenticeships & traineeships, further education and tertiary qualifications post school.



FLEXIBLE INDUSTRY PATHWAYS (FIP)

Flexible Industry Pathways (FIP) are a way of approaching the delivery of Vocational Pathways in schools. Flexible Industry Pathways are designed to prepare students for the world of work as well as meeting industry and employer's needs.

Flexible Industry Pathway programs have been designed in consultation with industry and are aimed at equipping students with the skills, knowledge and qualifications to enter into employment or further study in the industry. Flexible Industry Pathways provide students with a clearly articulated pathway through secondary school to employment, or further education in key growth industries across South Australia.

FIPs can include multiple options depending on the student, their entry level, overall program of study and the industry requirements. Students will undertake competencies from national training packages which have been nominated by industry to support relevancy and access to future employment opportunities as well as contextualised SACE curriculum. Students may choose to complete their Research project as part of the pathway program. Students will participate in a range of Industry Immersion experiences and hands on learning opportunities.

Students will be supported to identify an appropriate Flexible Industry Pathway suited to their interests and strengths through quality career education and industry & employer immersion opportunities.

In 2026 Flexible Industry Pathways will be offered in the following areas:

- **Primary Industries & Agriculture**
- **Health & Community Services**
- **Tourism, Event Management, Hospitality & Cookery**
- **Automotive**
- **Building & Construction**
- **Engineering & Civil**
- **Education, Early Childhood and Child Care**
- **Information Technology**
- **Hair & Beauty**

AUSTRALIAN SCHOOL-BASED APPRENTICESHIPS

Students may be able to start an Australian School-Based Apprenticeship (ASBA) while they are still as school. ASBA's in the form of Apprenticeships in trades such as Automotive and Hairdressing, or Traineeships such as Administration or Retail, enable students to gain vocational skills and experience whilst still completing their secondary school studies.

ASBA'S are a great career option for students in Year 10 to Year 12. They have a number of features:

Australian School-Based Apprenticeships And Traineeships May Allow You To:

- Learn practical skills that employers desire
- Start earning money
- Get a head start on gaining a Nationally Recognised Qualification for your future career
- Gain credits towards your final years of schooling
- Go on to higher education using the qualification as a pre-requisite once you have completed your Apprenticeship or Traineeship.

Students are paid while training, which may take the place of casual work. The rate of pay varies depending upon the industry, the year level and the qualification. A local Australian Apprenticeship Support Network (AASN) should be able to provide more detail.

Students undertaking a Traineeship or Apprenticeship may also gain SACE Credits, which may result in a reduction in the number of subjects the student needs to complete as part of their secondary school studies.

SAASTA

South Australian Aboriginal Secondary Training Academy (SAASTA)

Please Note: This subject is offered to students who are of Aboriginal or Torres Strait Islander descent.

The South Australian Aboriginal Secondary Training Academy (SAASTA) has a regional centre located in the South East, either at Grant or Mount Gambier High Schools. SAASTA provides Aboriginal school students in years 10, 11 and 12 with a unique education and sporting program, based upon connecting with Community, learning about Aboriginal and Torres Strait Islander Culture and history, and supporting students to cope with the rigour of the SACE.

Objective

This is a program offered to Aboriginal and Torres Strait Islander students in years 10, 11 and 12. The focus of the program is on educational success achieved by connecting with Community, learning about Aboriginal and Torres Strait Islander Culture and history, as well participating in a range of recreational and creative activities. The program is held for one day per week, each week of the school year, and enables students to achieve Stage 1 and 2 SACE credits, as well as a Certificate III (various choices). Possible trips to Adelaide will occur throughout the year for the 'Aboriginal Power Cup', Certificate III study at Regency TAFE and 'SAASTA Shield'. The program is completely free for students, with all resources, training costs, uniforms, and transport, food and accommodation to away events being covered by the program.

SAASTA student SACE plan

Year 10

Semester One - Stage 1 Aboriginal Studies - Aboriginal Power Cup (10 credits)

Semester Two- Stage 1 Integrated Learning - SAASTA Shield (10 credits)

Year 11

Semester One- Stage 1 Aboriginal Studies - Aboriginal Power Cup (10 credits)

Semester Two- Stage 1 Cross-Disciplinary Learning - SAASTA Shield (10 credits)

Commence and complete Certificate III (55 Stage 2 credits) [Optional- Various choices are available]

Year 12

Full Year- Stage 2 Integrated Learning - Development of Personal & Physical Performance (20 credits)

Please note that the Year 10 and 11 subject order stated above may not exactly match those subjects studied in 2026, however, will be composed of a combination of the subjects listed.

SAASTA
South Australian Aboriginal
Sports Training Academy

YEAR 10 COMPULSORY SUBJECTS

ENGLISH

ENGLISH – [TWO SEMESTERS]

Students are offered a course designed to serve as a foundation for Stage 1 SACE English. Students are given the opportunity to build upon their writing, reading, listening and speaking skills through a mixture of teacher and student directed activities using novels, autobiographies, diaries, journals, poems, plays, films, documentaries, reports and interviews.

EALD (English as an Additional Language or Dialect) – [TWO SEMESTERS]

EALD is designed for students for whom English is an additional language or dialect. It provides intensive English language programs for students newly arrived in Australia and who have limited English language.

ENGLISH LITERARY STUDIES – [TWO SEMESTERS]

This course will have an emphasis on literature. It will introduce students to a range of classic and contemporary texts and will develop students' critical responses. Students will also explore forms of writing with close attention to purpose and audience. It is an advanced English course for the student who wishes to pursue English Literary Studies at Stage 1 and Stage 2 level.

Selection Criteria: Students must demonstrate a consistently high level of achievement at year 9 and receive teacher recommendation.

ESSENTIAL ENGLISH – [TWO SEMESTERS]

The content of this course is appropriate for students who are wanting to strengthen their everyday literacy skills to support success both at school and beyond. Students will learn how to communicate clearly in a range of real-world situations, such as writing emails, filling out forms, and participating in conversations. They will also practise presenting themselves with confidence in everyday interactions, including job interviews, group discussions, and community settings. The course focuses on building practical reading, writing, speaking and listening skills for daily life.

This course is a direct lead into Stage 1 Essential English. Students enrolling in this course will not be able to select Stage 1 English or English Literary Studies, as they will not have the skills or assumed prior knowledge to successfully complete these courses.

HISTORY

HISTORY – [ONE SEMSESTER]

This course is designed to build on the knowledge and historical skills students have acquired in years 8 and 9. The semester provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The 20th century became a critical period in Australia's social, political, economic, cultural, environmental and political development.

In year 10 students are expected to study at least two sub-strands:

- The Second World War and
- Building Modern Australia
- The Globalising World is a sub-strand that may be studied as an option

Inquiry questions provide a framework for developing students' knowledge, understanding and skills. There are options for students to discover How Australian society was and is affected by significant global events and changes in this period. Focusing on, what were the perspectives of people at the time and how did these perspectives change.

MATHEMATICS

GENERAL MATHEMATICS A & B – [TWO SEMESTERS]

General Mathematics covers the Year 10 Mathematics South Australian Curriculum consisting of the six knowledge strands: Number, Algebra, Measurement, Geometry, Statistics and Probability. The course has an emphasis on the practical applications of Mathematics. This two-semester course sequence prepares students for Stage 1 General Mathematics or Essential Mathematics.

Students will engage in a range of approaches to learning and doing mathematics that develop their understanding, fluency and flexibility with concepts, reasoning and problem-solving. Students will be encouraged to learn mathematics by being resilient, resourceful and reflective.

The topics covered are:

- Measurement
- Consumer Arithmetic
- Straight Line Graphs
- Equations
- Probability
- Statistics
- Pythagoras Theorem and Trigonometry
- Algebra and Indices
- Geometry and Networks
- Quadratics and Non-Linear Graphs

Students studying this course will not be able to choose Advanced Mathematics A, B, C and D at Stage 1 as it will not contain the level of algebra needed to be successful. This also means Mathematical Methods and Specialist Mathematics at Stage 2 will not be a possible choice. A scientific calculator is required (cost approx. $40)

ADVANCED MATHEMATICS A & B – [TWO SEMESTERS]

Advanced Mathematics covers the Year 10 Mathematics South Australian Curriculum consisting of the six knowledge strands: Number, Algebra, Measurement, Geometry, Statistics and Probability. The course is intended to prepare students for the expectations of higher levels of Mathematics in the Senior School. The course is compulsory for any student considering studying Advanced Mathematics A, B, C and D in Stage 1.

Students will engage in a range of approaches to learning and doing mathematics that develop their understanding, fluency and flexibility with concepts, reasoning and problem-solving. Students will be encouraged to learn mathematics by being resilient, resourceful and reflective.

The topics covered are:

- Measurement
- Linear Relations
- Probability
- Quadratic Equations
- Parabolas and other Polynomials
- Trigonometry
- Indices, Surds and Logarithms
- Statistics
- Geometry and Networks

Students successfully studying this course will be able to choose Advanced Mathematics A, B, C and D at Stage 1 ,which can lead on to Mathematical Methods and/or Specialist Mathematics at Stage 2. A scientific calculator is required (cost approx. $40).

SCIENCE

SCIENCE – [TWO SEMESTERS]

The Year 10 Science course has three interrelated strands:

- Science understanding
- Science as a human endeavour
- Science inquiry skills

The program provides students with understanding, knowledge and skills through which they can develop a scientific view of the world and challenges them to explore science, its concepts, nature and uses through clearly described inquiry processes.

The course provides opportunities to build on the skills gained in years 8 and 9 Science and aims to further develop problem solving through observation, collection and interpretation of data, and communication of the findings. It emphasises the impact of scientific discoveries in society and increases scientific knowledge. Students learn the literacy and numeracy of Science and use appropriate technologies to complete and demonstrate their learning.

Topics covered are from the four strands of Biological Science, Chemical Science, Earth and Space Science and Physical Science and includes content related to:

- Periodic Table
- Chemicals, reactions and electrochemistry
- Physics of Movement
- The Universe and Space Travel
- Climate Change
- Ecology
- Inheritance and species survival

STAGE 1 PATHWAYS

[20 SACE CREDITS]

Career Education, Integrated Learning, and Exploring Identities and Futures (EIF) is a course designed to equip students with essential Career Management Competencies (CMC) as outlined by the Career Learning Outcomes Framework.
Students will engage in activities that foster:

- Developing a positive self-image
- Effective communication
- Adaptability to life changes
- Mental and physical health care
- Lifelong learning to support career goals
- Utilising career information
- Recognising evolving work roles
- Understanding the role of work in society and the economy
- Job acquisition and retention
- Making informed career choices
- Balancing work and personal life
- Career development and growth

Students will complete practical explorations, connections, and personal ventures. The course includes Flexible Industry Pathways (FIP), developed in consultation with industry, to provide skills, knowledge, and qualifications for employment or further study. Industry immersion experiences and hands-on learning are integral to the course.

EIF is a compulsory SACE subject for Year 10 students, focusing on aspirations and identity. It encourages students to consider their future selves, fostering a sense of belonging and connection to the world. The course includes a week of work experience, preparing students for their SACE journey and future learning.
Students will:

- Develop agency by exploring identity, interests, strengths, skills, and values
- Demonstrate self-efficacy through planning and implementing actions
- Apply self-regulation skills by achieving goals and seeking feedback
- Enhance communication skills through interaction and collaboration

Assessment includes:

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

The Year 10 Pathways course offers an exciting opportunity for Year 10 students to explore their identities, develop essential skills, and prepare for future career paths.
Students will:

- achieve 10 SACE Credits through Integrated Learning with,
- EIF contributing a further 10 credits towards the SACE, requiring a C grade or higher due to the compulsory nature of this component of the course.

YEAR 10 CHOICE SUBJECTS

ARTS

YEAR 9/10 GENERAL DANCE – [FULL YEAR]

General Dance is a full year course which will allow students to develop their skills in Dance through the study and development of dance technique, performance, composition skills, dance perspectives (history of dance) and analysis. Students will explore a variety of dance styles including Hip Hop, Jazz, Contemporary and Ballet. Students will be involved in preparing and performing in groups. The assessment will be based on the practical aspects of the course and some theory components.

YEAR 9/10 ADVANCED DANCE – [FULL YEAR]

Entry to this course is by application only which is available from the Student Office. Completing an application form does not guarantee selection in this course. This course will run as a combined Year 9/10 class. Participants in Advanced Dance may incur additional costs associated with this course.

Advanced Dance is a full year course for students in years 9 and 10. The topics will be organised so that students can use prior knowledge, particularly from training outside the school setting. Students will also gain valuable skills and a thorough understanding needed for Stages 1 and 2 Dance. This group will be expected to create and perform their own dance pieces to live community audiences on several occasions. These performances may include: Dance Showcase, Performing Arts Showcase, moderations, Christmas Pageant, school assembly and community events. Students will be expected to have a strong sense of commitment and dedication to the subject, an understanding of dance etiquette and sound group and communication skills. Topics and assessment components include: technique, composition, performance, analysis.

DRAMA – [ONE SEMESTER]

Learn interpersonal skills, teamwork, and empathy; learn about yourself and how to communicate with others. Students work individually and in teams to write, direct, act, light, and design for live or recorded performances. Students can choose to specialise in being in front of the audience or supporting through design and tech roles; or have a go at a little of everything. The skills you learn here will help with many careers both in and out of the Arts, from psychologists, lawyers, scientists, nurses, teachers, counsellors, managers and anything else where you have to communicate with people or make public presentations. It might even help you work out how to be the best version of yourself.

MEDIA ARTS – [ONE SEMESTER]

Learn how to make short films and manipulate images and photos using high end equipment (cameras, green-screen, lighting, and sound recording) and industry standard software (for editing and visual FX). Whether it's making a How-to for YouTube, launching your product on Kickstarter, the next viral TikTok series, a Facebook or Instagram post for your family's business, or a short film just for fun, video is the literacy of the 21st century; don't be left behind. This course focuses on learning by doing as well as analysing examples of how media is used in society both good and cringeworthy.

MUSIC – [ONE SEMESTER OR FULL YEAR]

Music offers students an enriching experience in the world of sound and rhythm. This course encourages students to explore various musical genres and styles, while developing skills in performance, composition, and music theory. Students will have the opportunity to play instruments, sing, and use digital tools to create their own music. Through collaborative ensembles and individual projects, students will enhance their musical abilities and appreciation. Music provides a vibrant and supportive environment for students to express their creativity and passion for music.

VISUAL ARTS: ART – [ONE SEMESTER]

By year 10 students are able to specialise whether they wish to extend their Visual Arts skills or their Design skills. In this course students will be encouraged to apply their skills to more advanced ideas, exploring creative and technical challenges through two dimensional and three dimensional units of work. They will work on extending their knowledge and skills in thematic approaches and experiment with styles through exploring practitioners and works of art in a historical and contemporary context. Students will be expected to work independently on practical tasks, follow the creative process and provide evidence through documentation.

Study in this subject may include:

- Drawing (mixed media)
- Print Making (etching)
- Painting (watercolour)
- Sculpture (mixed media)

VISUAL ARTS: DESIGN [ONE SEMESTER]

By year 10 students are able to specialise whether they wish to extend their Visual Arts skills or their Design skills. In this course students will be working on the extension of their understanding of the Design elements and principles. Students will have opportunity to explore and develop their design ideas in greater depth following the Design Process. They will practice and develop more detailed and complex drawing and digital technology skills. Included in the studies will be tasks related to Visual Communication (for print and media) and Product and Environmental Design. The subject will provide opportunities to develop an informed, critical and discriminating approach to design encountered in everyday life.

Year 10 Design is presented as a Semester Unit of work providing more complex concepts of Design. The following areas will form the basis for study:

- Visual diary/Folio/Sketchbook
- Design practice
- Design in context

DESIGN AND TECHNOLOGIES

CLOTHING AND TEXTILES – [ONE SEMESTER]

This course aims to reinforce skills learnt in year 9, in particular the use of commercial patterns. Students will be able to negotiate to construct a variety of clothing/textile items using a problem-based learning approach. They will make use of the sewing machines/overlockers for creative purposes e.g. soft toys, textile homewares and children's clothing. Characteristics of textiles and use of overlockers will also be studied. Students will need to supply some fabric to complete textile articles.

DIGITAL TECHNOLOGIES – [ONE SEMESTER]

This course focuses on further developing students' understanding and skills in design and computational thinking to define more precisely and accurately describing problems, and propose reasoned digital solutions. Students will have opportunities for specialised learning in preparation for vocational training or learning in the senior secondary years. These skills provide pathways into SACE Digital Technologies. Students will undertake individual and collaborative projects using a problem-based learning approach. The topics covered in this course include digital project management and tools, innovations in technologies and their impacts, algorithms and data structure, programming with general-purpose programming languages (Python, JavaScript or Visual Basic), robotics and physical computing.

STAGE 1 INFORMATION PROCESSING A: PERSONAL PUBLISHING – [ONE SEMESTER]

Personal Publishing enables students to create paper-based products using appropriate software and establish good keyboarding skills. The knowledge and skills that are gained can be applied to all learning. Students will gain an appreciation of the social and ethical issues related to information processing and publishing for personal use. Students are encouraged to adopt an enterprising approach to tackle the tasks set. This involves the development of innovative and creative design solutions that can be used to communicate information. Students follow the design process to produce paper-based and electronic publications such as letters, reports, flyers, menus, programs, invitations and essays. Personal Publishing provides a background for Stage 2 Information Processing and Publishing.

STAGE 1 INFORMATION PROCESSING B: BUSINESS PUBLISHING – [ONE SEMESTER]

Background: Completion of Personal Publishing is an advantage.

Business Publishing enables students to use information processing and publishing tools in a business context, which will provide students with broad, entry-style industry skills. They will consider issues related to information processing and publishing in business environments. The subject combines the use of software with the elements and principles of design and an understanding of the processes involved in using information to produce business publications. Students are encouraged to adopt an enterprising approach to tackle the tasks set. This involves the development of innovative and creative design solutions that can be used to communicate information or develop promotional options for products and services. Students follow the design process to produce paper-based and electronic publications such as letters, business reports, agendas, minutes of meetings, invitations, menus, advertisements, itineraries, business forms, and brochures. Business Publishing provides a background for Stage 2 Information Processing and Publishing.

STAGE 1 IT ESSENTIALS: PC HARDWARE AND SOFTWARE – [ONE SEMESTERS]

Background: There are no prerequisites however a keen interest in computer technology is desirable.

The IT Essentials course is designed for students who want to pursue careers in IT and learn how computers work, how to assemble computers, and how to troubleshoot hardware and software issues. This course covers the fundamentals of computer hardware and software, and advanced concepts such as maintenance, security, networking and the responsibilities of an IT professional. Through hands-on lab activities students learn how to assemble and configure computers, install operating systems and software, and troubleshoot hardware and software issues. Virtual software tools will also be used to supplement classroom learning. The course material is accessed online through the Cisco Networking Academy. Assessments will include online topic tests and exams, labs and folio investigations. **Students will need Internet access at home for online work.**

METALWORK – [ONE SEMESTER]

This course expands on the skills, knowledge and interest developed in Year 9 Metal Technology. Basic processes such as MIG and gas welding form a large part of the course and a greater reliance on, and use of suitable power and hand tools is encouraged. Milling topics are introduced and a greater variety of lathe processes are part of the course. Projects rely on a design approach, with isometric and orthogonal drawing as a basis, coupled with learning about materials used. Links with industry will be part of the course and excursions to metal fabricating businesses (second half of semester) will assist with career pathway information.

YEAR 9/10 PEDAL PRIX – [ONE SEMESTER]

Pedal Prix is a Design and Technology subject through which students develop practical workshop competence, high levels of cooperative teamwork, planning and leadership. Pedal Prix explicitly engages students in the Technology objectives of Design, Produce and Evaluate using products, processes and systems. Students access and use resources such as wood, plastics, electrical, graphics and information systems. Planning, organising, physical training and fitness are all essential in student preparations for each pedal prix event (there are generally 3 weekend events per year). The program provides a high level of community involvement and excellent opportunities for parents/caregivers to engage with their children in school activities.

***Expenses are involved in weekends away and students/families will need to plan for this expense, along with the purchase of Mount Gambier High School Pedal Prix training t-shirt and jumper.**

WOODWORK – [ONE SEMESTER]

This course covers a range of skills and topics that prepare students for Stage 1 Furniture Construction in year 11. The year 10 course is designed to expand on the basic skills and knowledge taught at year 9. By using a design-based approach students gain exposure to traditional and modern furniture construction techniques. Some lathe work and turning may be offered in the second half of the semester as well as an investigation into timber finishes. Use of both hand and power tools is encouraged and the emphasis is placed on good design with a well-constructed, quality finished article. Students will have the opportunity to visit local woodworking businesses as part of the course. Students will be given the opportunity to work collaboratively on finding a solution in a problem based learning environment.

HEALTH AND PHYSICAL EDUCATION

CHILD STUDIES – [ONE SEMESTER]

This course aims to develop an understanding of the function and structures of families. It investigates changes from birth through to four years of age. Topics include pregnancy and reproduction, and the growth and development of children, with a focus on nutrition and play. Students will need to purchase some food items for various practicals. Interactions with a variety of community members may occur. Students will have the opportunity to participate in a baby simulation experience.

FOOD AND NUTRITION – [ONE SEMESTER]

This course aims to further develop food preparation skills and nutritional knowledge covered in previous years.
Topics include:

- Factors that influence food choice - including sustainability
- Cultural influences
- Special dietary needs

There is also a focus on specific practical food skills-raising agents and baking, multicultural foods, budgeting and convenience foods. The emphasis will be on healthy food prepared simply and will necessitate students bringing food items to contribute to food practicals.

HEALTH EDUCATION – [ONE SEMESTER]

This course will extend students' knowledge of the health-related issues covered in Years 8 & 9. Topics such as drug and alcohol education, relationships and mental health, Cyberbullying, sexual health education (ShineSA course), harm minimisation and risky behaviour will form the basis of concepts studied. Students will have the opportunity to consider and clarify values and attitudes, develop personal and social skills and acquire relevant, age appropriate information to promote healthy lifestyle behaviours. There will also be an element of physical activity.

In preparation for Senior School Health Education, the course will also include aspects of community health (social) structures as well as an Issues Response in which they will evaluate and respond to a current health issue.

Assessment is based on involvement in class discussion and group work, written responses with opinion based elements, and an Issues Response.

PHYSICAL EDUCATION – [ONE SEMESTER]

This subject is highly recommended to those wanting to study Stage 1 and 2 Physical Education. The Year 10 Physical Education course places an emphasis on the understanding of the benefits of involvement in physical activity and the development of positive attitudes of students in leading active lifestyles.

Students will develop skills through a variety of activities, which may include:

- Badminton
- Volleyball
- Touch
- European Handball
- Fitness (testing, programming and development)

Focused theory components undertaken may include:

- Study of Sport in Society (issues analysis)
- Basic Physiology
- Sports injuries treatment

Students will have the opportunity to negotiate with their teacher the type of program which best suits their needs. This course will be offered in both semester 1 and semester 2. Students can select 1 semester only.

SPORT AND RECREATION – [ONE SEMESTER]

This course will focus on the promotion of a healthy lifestyle through a range of sporting and leisure activities. The benefits of being active are explored through involvement in a variety of activities that are available in the community, including:

- Circuit and weight training
- Archery
- Table Tennis
- Ten Pin Bowling
- Lawn Bowls
- Golf

This approach will enable students to experience a wide variety of recreation activities available to them other than traditional competitive sports. Students will develop an understanding of the importance of active lifestyles and positive use of leisure time

***Out of school activities and the use of community facilities will incur a cost of approximately $60.**

SPECIAL SPORTS PROGRAMS

FOOTBALL – [ONE SEMESTER]

BASKETBALL – [ONE SEMESTER]

NETBALL – [ONE SEMESTER]

SOCCER – [ONE SEMESTER]

Students can apply for up to two Special Sport Programs in Year 10. Entry to these course is by application only which is available from the Student Office. Completing an application form does not guarantee selection in this course. This course will run as a combined year 9/10 class. Participants in Special Sports Programs will incur additional costs associated with these courses.
This semester course will aim to maximise the development of participants as they train and receive specialist coaching within the curriculum.
Study in this program may include:

- Skill development
- Fitness development
- Game play and tactics
- Training principles
- Coaching and umpiring/officiating
- Diet and nutrition
- Sports psychology
- Sports injuries

Students in this program may have the opportunity to be involved in a trip to an elite level club/facility/competition. Estimates of additional costs are:

- Special Sports Program uniform (sport specific) $80.00 (new students only)
- Fitness training sessions $30.00
- Coaching/Umpiring/Officiating Course TBA

FIP EXPLORATION

STAGE 1 INTEGRATED STUDIES AND CAREER EDUCATION – [SEMESTER 2 – 10 SACE CREDITS]

This course provides students with opportunities to develop career management competencies (CMC) as outlined by the Career Learning Outcomes Framework at year 10. Students will have the opportunity to develop the following career management competencies:

- Build and maintain positive self-concept
- Interact positively and effectively with others
- Change and grow throughout life
- Manage wellbeing, mental and physical health
- Participate in lifelong learning, supportive of career goals
- Locate and use career information effectively
- Understanding the relationship between work, society and the economy
- Understand the changing nature of life and work roles
- Secure, create and maintain work
- Make career enhancing decisions
- Maintain balanced life and work roles
- Understand, engage in and main the career building process.

Students successfully complete practical exploration, connections and personal ventures.

HUMANITIES AND SOCIAL SCIENCES

GEOGRAPHY – [ONE SEMESTER]

Geography is about understanding the world that we live in, our place and our connections to the natural environment. This course covers environmental wonders and human activity and explores the significant connection they have with Tourism. Students will have the opportunity to actively engage in learning, whether it be through undertaking class research, practical activities, field investigations or through taking local action. Building on the knowledge and skill acquired in Years 8 and 9 HASS, students will be given the opportunity to investigate:

- Environmental change in Australia and across the globe, including sustainable strategies for managing the change
- Local, national and international differences between human wellbeing, including variations between countries in economic and social development
- The importance of Tourism including the impact it can have at a local, national and international level

Cost: There may be additional costs associated with camps, excursions, or external activities related to this subject.

LANGUAGES

LANGUAGES: ITALIAN OR JAPANESE – [ONE SEMESTER]

Languages focuses on building students' ability to communicate in another language and deepening their understanding of the culture and customs of the people who speak it. Students will develop skills in speaking, listening, reading, and writing through engaging topics that connect to everyday life, travel, food, celebrations, and identity. As students become more confident, they will explore how language works, reflect on their own culture and values, and consider how learning a language broadens their perspective of the world. Recommended for: Students who enjoy communication, cultural learning, and are interested in travel, international experiences, or expanding their global outlook.

Pathway: This subject continues to build on earlier language study and supports pathways to Stage 1 Language Continuers.
Cost: There may be additional costs associated with camps, excursions, or external activities related to this subject.

NATIONS AND CULTURE: JAPAN – [ONE SEMESTER]

Building on the foundations laid in Year 9, this Year 10 course focuses on cultural identity after the 1900s. This unique subject allows students to select specific aspects of their chosen culture to study, from art, pop culture, fashion, music, and literature, to traditions, history, and social aspects and traditions. The curriculum promotes independent research and critical analysis, while allowing students to develop their own capabilities and ideas. The program also potentially includes excursions and immersion programs as part of this course.

Pathway: By selecting this subject it also allows you to take a Beginners Language at a Stage 1 SACE level.
Cost: There may be additional costs associated with camps, excursions, or external activities related to this subject.

SCIENCE

INTRODUCTION TO PSYCHOLOGY: STAGE 1 SCIENTIFIC STUDIES – [ONE SEMESTER 10 SACE CREDITS]

Background: Successful completion of year 9

Psychology is the scientific study of the brain and behaviour. The study of Psychology enables students to understand their own behaviours and the behaviours of others. Introduction to Psychology allows students to develop a basic understanding of the principles of Psychology as well as the use of the scientific method to understand and explain behaviour.

Content will include:

- Sleep: Students study their own sleeping habits to better understand sleep, dreams and how to improve their sleep.
- Personality: Students explore the diversity of personality, developing their understanding of why and how they have become who they are and who they might become.
- Clinical and Abnormal Psychology: Students develop an understanding of a wide range of mental illnesses, their causes and the methods that professionals use to treat them.

For this subject, students provide evidence of their learning through four assessments, one of which involves collaborative work.

Assessment Type 1: Inquiry Folio

- Deconstruct and Design Practical Investigation
- Issues investigation (with a focus on Science as a Human Endeavour)
- Topic Test

Assessment Type 2: Collaborative Inquiry

- One collaborative inquiry task

***This subject provides good background knowledge for Stage 1 Psychology. The course is also valuable for students anticipating a career in healthcare, human services or any other field that involves working with people.**

THE SACE

What is the SACE?

Students who successfully complete their senior secondary education 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.

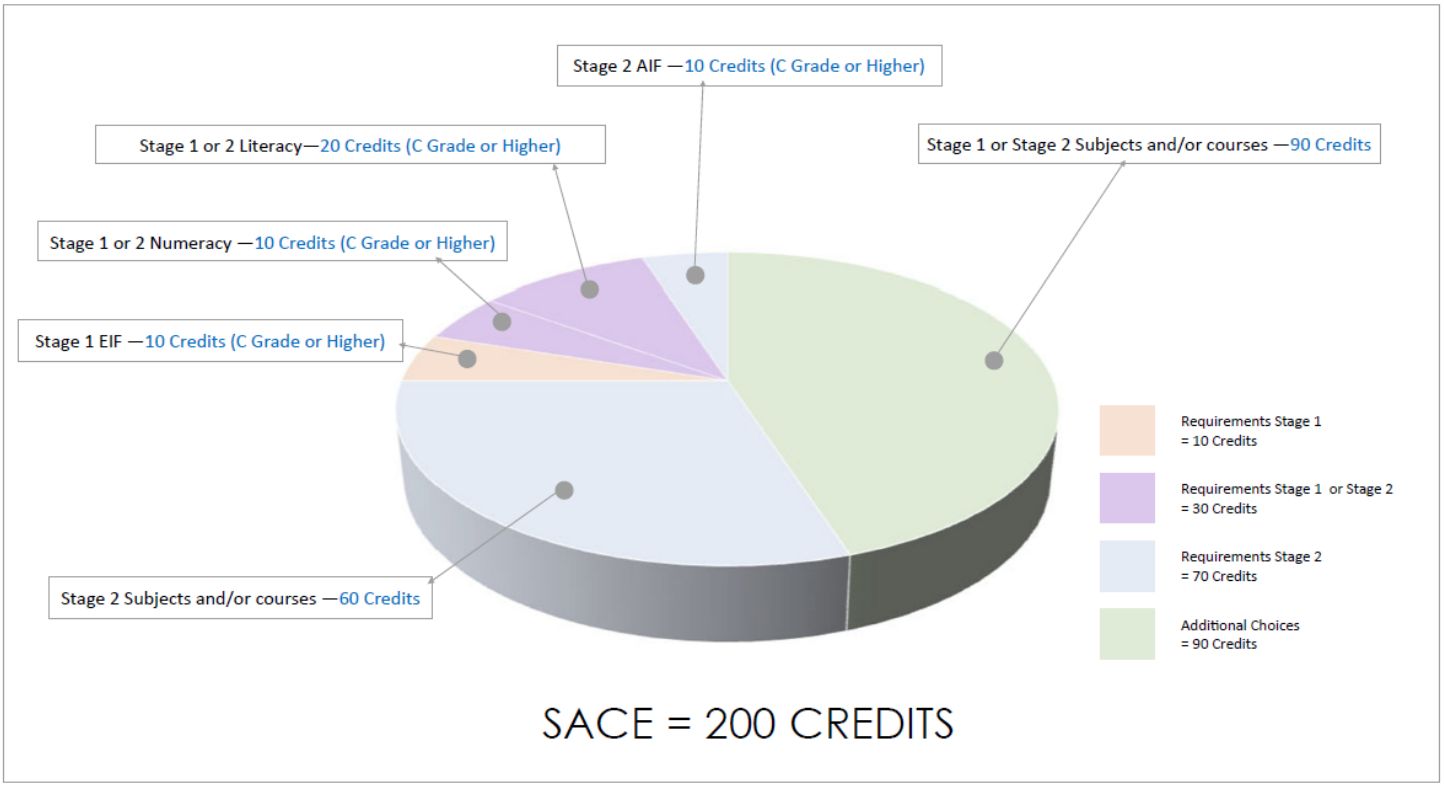
The SACE is being updated and strengthened to ensure it meets the needs of students, families, higher and further education providers, employers and the community. The SACE will help students develop the skills and knowledge they need to succeed – whether they are headed for further education and training,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

Students with disabilities

The SACE will continue to cater for students with special needs. In addition, the SACE offers a range of modified subjects as options for students with significant disabilities.

Further information

Visit the SACE Board website at www.sace.sa.edu.au for more information about the SACE. Another useful website is www.sace.sa.edu.au/studying



ADDRESS BOOK

All SACE links and contacts you need

SACE Subjects

Subject outlines (which describe what each subject is all about), can all be found at:

www.sace.sa.edu.au/studying/subjects

Study tips

For a comprehensive guide to better studying, check the 'support' section at:

www.sace.sa.edu.au/studying/support/study-tips

Exams

Exam timetables and tips on how to prepare for exams are available in the 'assessment' section at:

www.sace.sa.edu.au/studying/assessment/exams

Careers

www.myfuture.edu.au/

Massive site with career information, a state-by-state list of career events, advice on applying for jobs and more.

Feeling stressed?

Information for students about mental health issues

www.headspace.org.au

Study tips, managing stress and more au.reachout.com/

If you need urgent help:

Kids Help Line - 24 hour hotline for young people

1800 55 1800

Tertiary entry

All the information about entry to University and TAFE in South Australia.

www.satac.edu.au

Universities

University of Adelaide – www.adelaide.edu.au/

Flinders University – www.flinders.edu.au/

University of South Australia – www.unisa.edu.au

TAFE

Lots of information for students about all of the South Australian TAFE colleges.

www.tafesa.edu.au/

SACE Board

www.sace.sa.edu.au/

General inquiries 1300 322 920

Life Line

24 hour help

13 11 14

Beyond Blue

24 hour help

1300 22 4636

www.beyondblue.org.au/

GET ONLINE FOR MORE INFORMATION

The SACE Board website has lots of information and tools to help you through your SACE.

On the website you can check past exam papers and read tips from the people who mark exams about what students have done wrong and right in the past.

You can also check your results online when the time comes! And there's a special application to double-check that your subject selections are the right ones to ensure you complete the SACE.

Keep watching the website for new information and tools for students.

www.sace.sa.edu.au

SACE COURSE PLANNER – STAGE 1

Exploring Identities and Futures = 10 credits	Credits
Completed in Year 10	10
SUBTOTAL	10

Literacy = 20 credits *Choose from a range of English subjects or courses*

Numeracy = 10 Credits *Choose from a range of Mathematics subjects or courses*

SUBTOTAL	30

Stage 2 subjects or courses = 60 Credits *Choose from a range of Stage 2 subjects and courses*

Activating Identities and Futures (AIF) = 10 Credits

Completed in Year 11	10
SUBTOTAL	70

Additional choices = 90 Credits *Choose from a range of Stage 1 and Stage 2 subjects and courses*

SUBTOTAL	90

To Gain the SACE, you must earn 200 credits **TOTAL** **200**

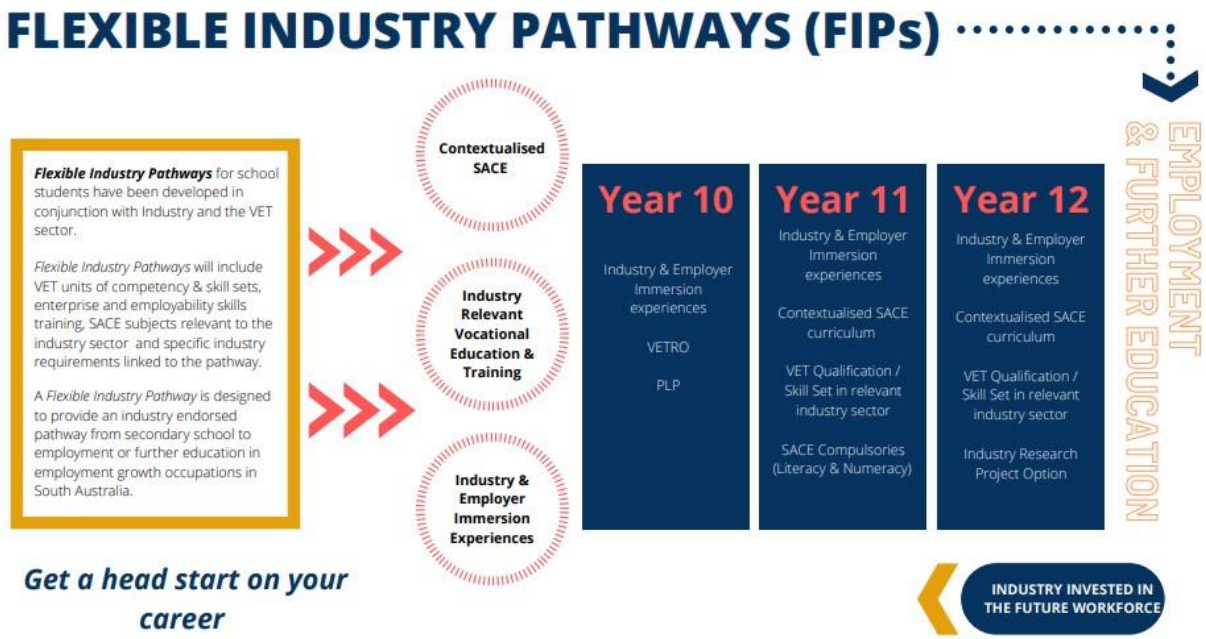
Compulsory Stage 1	Students must achieve a C grade or higher for Stage 1 requirements and a C- or higher for Stage 2 requirements to complete their SACE
Compulsory Stage 1 and Stage 2	
Compulsory Stage 2	
Choice of Subjects and/or courses (Stage 1 and/or 2)	Students must achieve a grade or equivalent for subjects and/or courses selected.

If your choices in a particular section exceed the minimum number of credits required, you should count the extra credits in another relevant section

YEAR 10 – 12 PATHWAYS

Flexible Industry Pathways infuse vocational practices into the curriculum through industry & employer immersion opportunities.

Students can build a unique learning portfolio by adding a VET qualification to their SACE program, developing skills at an industry-standard level. Students have the opportunity to pursue multiple learning pathways which lead to apprenticeships & traineeships, further education and tertiary qualifications post school.



FLEXIBLE INDUSTRY PATHWAYS (FIP)

Flexible Industry Pathways (FIP) are a way of approaching the delivery of Vocational Pathways in schools. Flexible Industry Pathways are designed to prepare students for the world of work as well as meeting industry and employer's needs.

Flexible Industry Pathway programs have been designed in consultation with industry and are aimed at equipping students with the skills, knowledge and qualifications to enter into employment or further study in the industry. Flexible Industry Pathways provide students with a clearly articulated pathway through secondary school to employment, or further education in key growth industries across South Australia.

FIPs can include multiple options depending on the student, their entry level, overall program of study and the industry requirements. Students will undertake competencies from national training packages which have been nominated by industry to support relevancy and access to future employment opportunities as well as contextualised SACE curriculum. Students may choose to complete their Research project as part of the pathway program. Students will participate in a range of Industry Immersion experiences and hands on learning opportunities.

Students will be supported to identify an appropriate Flexible Industry Pathway suited to their interests and strengths through quality career education and industry & employer immersion opportunities.

In 2026 Flexible Industry Pathways will be offered in the following areas:

- **Primary Industries & Agriculture**
- **Health & Community Services**
- **Tourism, Event Management, Hospitality & Cookery**
- **Automotive**
- **Building & Construction**
- **Engineering & Civil**
- **Education, Early Childhood and Child Care**
- **Information Technology**
- **Hair & Beauty**

AUSTRALIAN SCHOOL-BASED APPRENTICESHIPS

Students may be able to start an Australian School-Based Apprenticeship (ASBA) while they are still as school. ASBA's in the form of Apprenticeships in trades such as Automotive and Hairdressing, or Traineeships such as Administration or Retail, enable students to gain vocational skills and experience whilst still completing their secondary school studies.

ASBA'S are a great career option for students in Year 10 to Year 12. They have a number of features:

AUSTRALIAN SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS MAY ALLOW YOU TO:

- Learn practical skills that employers desire
- Start earning money
- Get a head start on gaining a Nationally Recognised Qualification for your future career
- Gain credits towards your final years of schooling
- Go on to higher education using the qualification as a pre-requisite once you have completed your Apprenticeship or Traineeship.

Students are paid while training, which may take the place of casual work. The rate of pay varies depending upon the industry, the year level and the qualification. A local Australian Apprenticeship Support Network (AASN) should be able to provide more detail.

Students undertaking a Traineeship or Apprenticeship may also gain SACE Credits, which may result in a reduction in the number of subjects the student needs to complete as part of their secondary school studies.

CAREER PATHWAYS

In exploring careers options, campuses and what they offer, students can access key websites;

Sites Worth Looking up on the web	Information
www.yourcareer.gov.au/resources/australian-jobs-report	Australian Jobs is a handy report for a range of individuals. It provides information about employment trends by location, age, industry and occupation.
Other useful sites	
Australian Apprenticeships www.australianapprenticeships.gov.au	Job Outlook www.joboutlook.gov.au
Australian Apprenticeships Pathways www.aapathways.com.au/	MAS National www.masnational.com.au
Australian Government – Career Information www.dewr.gov.au/skills-and-training/help-guide-your-career-choices	Adzuna www.adzuna.com.au/
ACTU Worksite for Schools www.worksite.actu.org.au	My Future www.myfuture.edu.au
Adelaide University: Info for future students www.adelaide.edu.au/study/	My Skills www.myskills.gov.au
Australian job search www.jobactive.gov.au/	CareerOne www.careerone.com.au/
Business SA www.business-sa.com	Career Employment Group www.ceg.net.au
Centrelink www.servicesaustralia.gov.au/	Safe Work SA www.safework.sa.gov.au
Deakin University www.deakin.edu.au	SEEK www.seek.com.au/
Defence jobs www.defencejobs.gov.au	Jobs and Skills Australia www.jobsandskills.gov.au/
Department of Education, Skills and Employment www.education.gov.au	TAFE SA www.tafesa.edu.au
Fair Work www.fairwork.gov.au	University of South Australia www.unisa.edu.au/
Gramac Solutions www.gramacsolutions.com.au	Flinders University: Info for future students www.flinders.edu.au/study
Group Training Employment www.gte.org.au	Good Universities Guide www.gooduniversitiesguide.com.au/
Interskills www.interskills.edu.au	

The "Tertiary Entrance 2026/2027/2028" booklet is published on behalf of the three universities and the Institutes of TAFE in South Australia. It is made available online at www.satac.edu.au/satac-publications

Selecting subjects is very important. We believe every student should make a serious effort to plan their future beyond school.

STAGE 1 SUBJECT LIST

ARTS		
Year 11 Community Studies: Art Crawl – Semester One Digital Communication Solutions	Dance A & B Drama A & B Music (10 or 20 Credits)	Visual Arts – Art A & B Visual Arts – Design A & B
BUSINESS, ENTERPRISE AND TECHNOLOGY		
Clothing & Textiles – Material Solutions Digital Technologies Furniture Construction A & B	Information Processing A (Personal Publishing) Information Processing B (Business Publishing)	IT Essentials – PC Hardware & Software Metalwork A – Welding Metalwork B – Machining
CROSS-DISCIPLINARY		
Activating Identities and Futures (AIF) Community Studies	Workplace Practices	SAASTA (Open to ATSI students in years 10 – 12) – Refer to page 17 for further information.
ENGLISH		
English as an Additional Language A & B English A & B	English Literary Studies A & B Essential English A & B	Media Studies English for Apprenticeships A & B
HEALTH AND PHYSICAL EDUCATION		
Child Studies Food and Hospitality 1 and 2	Health and Wellbeing Outdoor Education	Physical Education 1 and 2 Special Sports – Integrated Learning
HUMANITIES AND SOCIAL SCIENCES		
Business Innovation Modern History	Society and Culture	Tourism
MATHEMATICS		
Essential Mathematics A & B	Essential Mathematics for Apprenticeships A & B 0	Advanced Mathematics A,B, C & D General Mathematics A & B
SCIENCE		
Chemistry A & B Nutrition Psychology 1&2	Physics A & B Physics for apprenticeships – integrated learning	Biology 1 (Human Focus) Biology 2 (Environmental Focus)

VOCATIONAL PATHWAYS

***Some of the Vocational Pathways available - run at various sites.**

****For further information – please see Mrs Crispino, Vocational Pathways Coordinator, for course information. These courses may incur additional costs to families due to delivery by a Registered Training Organisation. If there are any other courses a student is looking to consider, please speak with Mrs Crispino.***

• Primary Industries & Agriculture • Health & Community Services • Tourism, Event Management, Hospitality & Cookery • Automotive	• Building & Construction • Engineering & Civil • Education, Early Childhood and Child Care • Information Technology • Hair & Beauty

STAGE 1 SUBJECTS

ARTS

YEAR 10/11 COMMUNITY STUDIES: ART CRAWL – [10 CREDITS]

The Art Crawl has been a successful community event run by Mount Gambier High School for the past two years as part of the Year 10 Visual Arts Course. This has now been restructured as Community Studies: Arts in the Community subject. Year 10 and Year 11 students will engage in the process of becoming an artist through the opportunity to develop and demonstrate different capabilities. This will involve the development of an artwork to be placed in a local business for sale. Students will develop ideas, research, analyse, explore to create a piece or body of work while learning about the business side of being an artist including, but not limited to; researching location of exhibit, communicating with businesses, working with budgets, hanging artwork and hosting an opening night. Students will reflect on their experience, while developing their knowledge and capabilities including literacy, numeracy, critical and creative thinking, and personal and social capability.

This course will run as a 10-credit subject in semester 1 only. Students will provide evidence of their learning through two assessment types:

- Assessment Type 1: Contract of Work
- Assessment Type 2: Reflection

DIGITAL COMMUNICATION SOLUTIONS – [10 CREDITS]

In this hands-on SACE subject, students explore how symbols, images, sound, behaviour, and data can be transformed into powerful digital communication products. They will develop and apply industry-relevant skills using professional software and hardware to produce a major project of their own design.
Students may explore areas such as:

- Digital Media Production – including film, animation, photography, and visual effects
- Interactive & Emerging Technologies – such as web design, game design, and virtual/augmented reality

Through guided tutorials and independent exploration, students build their creative and technical capabilities while refining their problem-solving, project management, and communication skills. Assessment includes a portfolio of learning activities, a major product, and an evaluation of both the process and outcome.

This subject prepares students for further study and creative careers in media, design, digital arts, and communication—offering pathways into freelance work or employment in regional, national, and international contexts.

DANCE A & B – [10 OR 20 CREDITS]

Pre-requisite: Successful completion of Year 10 Advanced Dance or on audition basis. It is expected that students have prior dance experience.

Through the study of Dance students will develop a creative, technical, and physical understanding and appreciation of Dance as an art form. Students will explore and analyse dance theatre performance and learn about choreography of local and international artists. Skills and knowledge gained in practical composition classes will enable them to create their own works. They will have opportunities to study a range of global dance traditions, influences and perspectives.

Students will study the following areas of learning:

- Technique
- Composition
- Performance and Presentation
- Analytical Response

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

- Assessment Type 1: Skills Development (30%)
- Assessment Type 2: Creative Explorations – Choreography and performance (50%)
- Assessment Type 3: Dance Contexts (20%)

Students engaged in this subject will be expected to perform to wider community audiences. **Costs may apply for costumes and Dance Camp.**

DRAMA A & B – [10 OR 20 CREDITS]

Drama is the art of understanding human relationships by applying psychology to tell stories and influence others.

In Drama, students learn about different roles of a production including:

- Writing
- Directing
- Acting
- Designing (Lighting, Costume, Set and props)

Students choose one or more of these roles and create a Group Production. This can include:

- Plays and puppet shows
- Short Films
- Cosplay Characters
- Slam Poetry
- Touring a show to primary Schools
- Anything else that can tell a story

This subject will help you with confidence, teamwork, communication, and growing into the best version of you.

MUSIC – [10 OR 20 CREDITS]

Music provides students with an enriching exploration of musical concepts and performance. This course focuses on developing skills in music theory, composition and arranging, and performance across various genres and styles. Students will have opportunities to perform solo and in ensembles, enhancing their technical abilities and musical expression.

Students are assessed on three main components:

- Understanding Music: Students develop understanding of musical elements through the creation of their own music, using a range of notation options. Learning activities may include: investigating stylistic elements of their own repertoire; basic aural perception practice and theory exercises; comparative studies of musical works; engagement with external musical resources such as performances; engagement with musical technologies to understand and create music.
- Creating Music: Students perform, arrange or compose works for instrument(s) and/or voice, with the option to use recording technologies such as digital audio. Learning activities may include: engaging with community mentors; attending performances; exploring, planning, and structuring creative ideas; event management.
- Responding to Music: Students learn to identify and discuss musical elements, and structural and stylistic features, in popular music contexts. Students develop their ability to appraise and refine their own creative works. Learning activities may include: attending and reviewing live performances and maintaining a reflection journal.

VISUAL ARTS: ART A & B – [10 OR 20 CREDITS]

Visual Arts students will engage in mainly practical studies through the development of ideas, creative processes, and planning, which culminate in resolved visual art works. This will involve the development of ideas, research, analysis, exploration, and experimentation with media and techniques, resolution and production of works. The emphasis will be on the quest for originality and expression and communication in the resolved artworks. Students will have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

Stage 1 Visual Arts – Art can be studied as a 10 credit or 20 credit subject. For both 10 credit and 20 credit programs, the following three areas of study are covered:

- Visual thinking
- Practical resolution (2 parts)
- Visual Arts in context

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

10 Credits (One Semester):

- Assessment Type 1: Folio
- Assessment Type 2: Practical and Practitioner's Statement
- Assessment Type 3: Visual Study

20 Credits (Full Year):

- Assessment Type 1: Folio x 2
- Assessment Type 2: Practical and Practitioner's Statement x 2
- Assessment Type 3: Visual Study x 2

***Students will require a laptop to access the supplied software (Photoshop and Illustrator) for this course.**

VISUAL ARTS: DESIGN A & B – [10 OR 20 CREDITS]

Design students will express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio-visual techniques leading to resolved pieces. Students will have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts. The broad area of Design includes Graphic and Visual Communication Design, Environmental and Product Design. It emphasises defining the problems, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.

Stage 1 Visual Arts – Design can be studied as a 10-credit or 20-credit subject. For both 10-credit and 20-credit programs, the following three areas of study are covered:

- Visual Thinking
- Practical Resolution (2 Parts)
- Visual Arts in Context

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

10 Credits (One Semester):

- Assessment Type 1: Folio
- Assessment Type 2: Practical and Practitioner's Statement
- Assessment Type 3: Visual Study

20 Credits (Full Year):

- Assessment Type 1: Folio x 2
- Assessment Type 2: Practical and Practitioner's Statement x 2
- Assessment Type 3: Visual Study x 2

Students will require a laptop to access the supplied software (Photoshop and Illustrator) for this course.

BUSINESS, ENTERPRISE AND TECHNOLOGY

CLOTHING AND TEXTILES - MATERIAL SOLUTIONS – [10 CREDITS]

This context involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to create a product using textile materials. Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and materials in the textiles field. The course provides opportunities to develop design thinking, to investigate textile solutions, (taking into account the resources available) to develop a plan, to realise the solution, and to evaluate the outcome. Students will independently work on their design solutions. They may need to supply some of their own materials for their chosen projects. (dependent on the project chosen) It would be an advantage if students do have some sewing/textile skills.

DIGITAL TECHNOLOGIES – [10 CREDITS]

In Stage 1 Digital Technologies, students develop and apply their skills in computational thinking and in program design to create practical, innovative solutions to problems of interest. The focus areas of this course are Programming, Advanced Programming, Data Analytics, and Exploring Innovations. Students will undertake individual and collaborative tasks, using project-based and inquiry-based approaches. Students will demonstrate evidence of their learning through Project Skills (research, data analysis, design and programming skills, and/or project-development techniques) and Digital Solution (web apps, mobile apps, desktop apps, and/or tangible technology).

FURNITURE CONSTRUCTION A – [10 CREDITS]

Design and Technology/Material Products Category

This is a course covering the principles and practical activities used in the manufacture of solid carcass furniture. The project work in this course will be individually designed by students. Students will be expected to use a wide range of power tools and equipment. Sufficient material will be provided to meet the course requirements. A student who plans work which exceeds this will be required to meet the additional costs. Assessment is based on Skills & Applications Tasks, Folio Creation and Product Realisation.

FURNITURE CONSTRUCTION B – [10 CREDITS]

Design and Technology/Material Products Category

Background: Furniture Construction A is a prerequisite for Furniture Construction B.

This course will enable students to plan a more complex project which will include the construction and hanging of doors and/or drawers. Sufficient material will be provided to meet the course requirements. A student who plans work which exceeds this will be required to meet the additional costs. Assessment is based on Skills & Applications Tasks, Folio Creation and Product Realisation.

INFORMATION PROCESSING A: PERSONAL PUBLISHING – [10 CREDITS]

Personal Publishing enables students to create paper-based products using appropriate software and establish good keyboarding skills. The knowledge and skills that are gained can be applied to all learning. Students will gain an appreciation of the social and ethical issues related to information processing and publishing for personal use. Students are encouraged to adopt an enterprising approach to tackle the tasks set. This involves the development of innovative and creative design solutions that can be used to communicate information. Students follow the design process to produce paper-based and electronic publications such as letters, reports, flyers, menus, programs, invitations and essays. Personal Publishing provides a background for Stage 2 Information Processing and Publishing.

INFORMATION PROCESSING B: BUSINESS PUBLISHING – [10 CREDITS]

Background: Completion of Personal Publishing is an advantage.

Business Publishing enables students to use information processing and publishing tools in a business context, which will provide them with broad, entry-style industry skills. They will consider issues related to information processing and publishing in business environments. The subject combines the use of software with the elements and principles of design and an understanding of the processes involved in using information to produce business publications. Students are encouraged to adopt an enterprising approach to tackle the tasks set. This involves the development of innovative and creative design solutions that can be used to communicate information or develop promotional options for products and services. Students follow the design process to produce paper-based and electronic publications such as letters, business reports, agendas, minutes of meetings, invitations, menus, advertisements, itineraries, business forms, and brochures. Business Publishing provides a background for Stage 2 Information Processing and Publishing

IT ESSENTIALS – PC HARDWARE AND SOFTWARE – [10 CREDITS]

Background: There are no prerequisites however a keen interest in computer technology is desirable.

The IT Essentials course is designed for students who want to pursue careers in IT and learn how computers work, how to assemble computers and how to troubleshoot hardware and software issues. This course covers the fundamentals of computer hardware and software and advanced concepts such as maintenance, security, networking and the responsibilities of an IT professional. Through hands-on lab activities, students learn how to assemble and configure computers, install operating systems and software and troubleshoot hardware and software issues. Virtual software tools will also be used to supplement classroom learning. The course material is accessed online through the Cisco Networking Academy. Assessment will include online topic tests and exams, labs and folio investigations.

Students will need Internet access at home for online work.

METALWORK A – WELDING – [10 CREDITS]

Background: Year 10 Metalwork highly recommended.

This course incorporates a range of theoretical and practical experiences providing students with an understanding of the Engineering sector and the various opportunities offered through the Flexible Industry Pathways.

The course offers students the opportunity to develop machining skills with the metal lathe and milling machine. Students will explore metal machining methods and processes, technical drawing and measuring systems. A study of materials and current industrial issues are also covered in the course. Project work will be based on a project-solving approach incorporating designing, making and appraising.

Assessment is based on Skills and Application tasks, a project folio and individual project creation.
The course provides background for Stage 2 workshop Practice and Flexible Industry Pathway-Engineering.

METALWORK B – MACHINING – [10 CREDITS]

Background: Yr 10 Metalwork highly recommended.

This course incorporates a range of theoretical and practical experiences providing students with an understanding of the Engineering sector and the various opportunities offered through the Flexible Industry Pathways.
The course offers students the opportunity to develop machining skills with the metal lathe and milling machine. Students will explore metal machining methods and processes, technical drawing and measuring systems. A study of materials and current industrial issues are also covered in the course. Project work will be based on a project-solving approach incorporating designing, making and appraising.

Assessment is based on Skills and Application tasks, a project folio and individual project creation.
The course provides background for Stage 2 workshop Practice and Flexible Industry Pathway-Engineering.

CROSS-DISCIPLINARY

ACTIVATING IDENTITIES AND FUTURES (AIF) – [10 CREDITS]

Activating Identities and Futures is a compulsory subject of the SACE. All Stage 1 students will complete AIF and must achieve a C grade or better. The purpose of AIF is for students to take greater ownership and agency over their learning (learning how to learn) as they select relevant strategies (knowing what to do when you don't know what to do) to explore, create and/or plan to progress an area of personal interest towards a learning output.

Students explore ideas related to an area of personal interest through a process of self-directed inquiry. They draw on knowledge, skills and capabilities developed throughout their education that they can apply in this new context and select relevant strategies to progress the learning to a resolution. The focus of the exploration aims to develop capabilities and support students in their chosen pathways.

School assessment:

- Assessment Type 1: Portfolio (35%)
- Assessment Type 2: Progress Checks (35%)

External assessment:

- Assessment Type 3: Appraisal (30%)

Students enrol in either Research Project A or B, depending on their intended pathway. These enrolment options vary only in how students present the external assessment.

COMMUNITY STUDIES – [10 OR 20 CREDITS]

Community Studies provides students with insights into the ways in which communities are shaped and operate. It offers students the opportunity to learn in a community context, both within and beyond the school environment. The community provides the framework in which students develop capabilities that enable them to contribute actively and successfully to community activities. In interacting with teachers, peers, and community members, students use their experiences as a means of achieving personal growth and gaining an awareness of social identity.

By reflecting on their learning and success in achieving their goals, students gain insights into how they can be active and responsible participants in their communities, and how they can make valuable contributions to them.

An identifying feature of this subject is the autonomy it gives students in deciding the focus and direction of their community activity. Students expand and enhance their skills and understanding in a guided and supported learning program, by beginning from a point of personal interest, skill, or knowledge, and setting challenging and achievable goals. Students develop their ability to work independently and to apply their knowledge and skills in practical ways in their communities.

In developing an individual program of learning around interests, knowledge, and skills, each student prepares a contract of work to undertake a community activity in one of the following six areas of study:

- Arts and the Community
- Communication and the Community
- Foods and the Community
- Health, Recreation and the Community
- Science, Technology and the Community
- Work and the Community

As part of their as part of their program of learning, students may undertake a community activity that applies to more than one area of study. The area of study chosen should reflect the primary focus or emphasis of the activity.

The Following assessment types enable students to demonstrate their learning:

- Assessment Type 1: Contract of Work
- Assessment Type 2: Reflection

***Please note: Students interested in this course, please liaise with the Year 11/12 Learning and Engagement Leader. This selection will not be available on Web Preferences.*

WORKPLACE PRACTICES – [10 CREDITS]

Stage 1 Workplace Practices is undertaken as a 10 credit subject. Workplace Practices allows students to develop knowledge and understanding of the nature, type, and structure of the workplace; engage in general learning that has a vocational perspective as well as formal learning in a work-related context.

Workplace practices in stage 1 includes the completion of 30 hours of work experience during the semester.

In Workplace Practices the emphasis is particularly on developing students' capability for work.

- participating in learning in the workplace and in work-related contexts
- building knowledge and understanding of work and different work environments
- understanding how responsible behaviours and attitudes can contribute positively to learning, work, and community life
- identifying, developing, and applying generic work skills to the workplace
- understanding local, national, and global issues that influence the work environment
- knowing and understanding individual and shared obligations and rights in relation to themselves, others, and the environment
- Recognising and demonstrating safe and positive workplace attitudes and practices.

ENGLISH

The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. In Stage 1 English, students read, view, write and compose, listen and speak, and use ICTs (information and communication technologies) in appropriate ways for different purposes. Stage 1 English allows students to achieve the literacy requirement of the SACE. Students who achieve a C grade or better in 20-credits of this subject meet the literacy requirement. There are four forms of Stage 1 English available at Mount Gambier High School.

ENGLISH A & B – [20 CREDITS]

Background: Successful achievement in Year 10 English

English places an emphasis on language and communication across a broad range of socio-cultural contexts. It requires students to further develop their verbal and written communication skills. Students will be required to read and view widely as well as engage critically with increasingly complex material. The emphasis of this course is equipping students with the analytical and creative skills required for Year 12 English and lifelong learning. This subject provides students with a pathway to Stage 2 English.

ENGLISH AS AN ADDITIONAL LANGUAGE A & B – [20 CREDITS]

Stage 1 English as an Additional Language is designed to improve students' general proficiency in the English language. There is an emphasis on communication, comprehension, analysis and text creation. This subject leads to Stage 2 English as an Additional Language, which has a focus on developing students' academic literacy skills.

In this subject, students are expected to:

- Exchange information, opinions, and experiences through writing and speaking in a range of situations and contexts
- Comprehend and interpret information, ideas, and opinions presented in texts
- Analyse personal, social and cultural perspectives in texts
- Understand and analyse how language features are used to communicate for different purposes
- Create oral, written, and multimodal texts using a range of language skills appropriate to purpose, audience and context.

ENGLISH LITERARY STUDIES A & B – [20 CREDITS]

Background: Successful completion in Year 10 English Literary Studies. Students who have achieved well in Year 10 English General and wish to consider English Literary Studies should consult with their teacher and the English coordinator.

English Literary Studies places an emphasis on helping students develop the critical literacy skills to interpret and evaluate literary texts and critical readings. It requires students to write extensively about literature in a variety of forms, especially critical essays. In order to be prepared to write under exam conditions, students will engage with their teacher in exam preparation and study skills as part of their learning program. Students will complete a 90-minute exam as part of their assessment.

This subject provides a pathway to Stage 2 English Literary Studies or Stage 2 English.

ESSENTIAL ENGLISH A & B – [20 CREDITS]

The study of Essential English helps students to develop their personal and social identity through responding to and composing texts for a range of personal, social, cultural and/or vocational contexts. The content of this course is appropriate for students who are pursuing an apprenticeship or work-related pathway.

MEDIA STUDIES – [10 CREDITS]

Media is one of the most powerful influences in modern life — shaping how we see the world, communicate with others, and understand ourselves. In Stage 1 Media Studies, students explore how media texts are constructed, how they represent people and ideas, and how different audiences respond to them. Through both analysis and hands-on production work, students develop the skills to interpret, question, and create media across formats such as film, photography, advertising, radio, social media, or online platforms.

In this course you will:

- Analyse how people, cultures, and communities are represented in the media.
- Study advertising, news, youth culture, documentaries, social media, and more.
- Investigate how your own identity and habits are shaped by your media use.
- Develop and produce your own media texts (e.g. short films, podcasts, photo essays, websites).
- Work both independently and in teams to plan and deliver creative projects.

Assessment includes:

- Media analysis and exploration tasks (Folio)
- A personal media interaction study (e.g. how you use YouTube, social media, or music apps)
- One or more creative media productions

This subject is great for students who enjoy media, storytelling, communication, and digital creativity. It builds skills in analysis, collaboration, and design, and lays a strong foundation for Stage 2 Media Studies.

ENGLISH FOR APPRENTICESHIPS A & B – [20 CREDITS]

This course is designed for students who are planning to pursue a vocational or trade-based pathway, such as an apprenticeship in fields like automotive, construction, hairdressing, or cabinet making. The subject focuses on developing practical literacy, communication, and workplace English skills relevant to both TAFE and industry settings.
It provides targeted support for students intending to engage in VET or School-Based Apprenticeship programs and helps them build the confidence and competence to read, write, and speak effectively in real-world contexts.
Note: Enrolment in this subject requires approval from both the English Coordinator and the Vocational Pathways Coordinator.

HEALTH AND PHYSICAL EDUCATION

CHILD STUDIES – [10 CREDITS]

This subject examines the period of childhood from conception to eight years and issues related to the growth, health and well-being of children. It examines the diverse range of 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.
The areas of study are:

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

Students will demonstrate evidence of learning through investigation, problem-solving, practical application, collaboration and reflection. **Students will need to meet material costs in excess of course requirements.** *This course is highly desirable for students wishing to do Stage 2 Child Studies*

FOOD AND HOSPITALITY 1 – [10 CREDITS]

This course will give you an insight into an exciting and dynamic industry.
There are five areas of study covered in this unit:

- Food; the individual and the family
- Local and global issues in food & hospitality
- Trends in food and culture
- Food and safety
- Food and Hospitality Industry

Students need to have a genuine interest in the industry as activities involve practical food experiences. The course will necessitate students bringing ingredients to contribute to food practicals and the ability to participate in excursions to local food outlets. These topics are assessed in either individual or group activities and investigative theory tasks.
This course provides background for Stage 2 Food and Hospitality.

FOOD AND HOSPITALITY 2 – [10 CREDITS]

This course further studies the Food and Hospitality Industry. Students studying this course can extend knowledge and skills learnt in Food and Hospitality 1, although it is not a pre-requisite for entry.

This course provides an insight into these five areas of study:

- Factors that influence diet and health
- Contemporary issues in food product and preparation
- Socio-cultural issues
- Occupational Health and Safety issues
- Small group catering enterprises – Collaborative tasks

These topics are assessed in either individual or group activities and investigative theory tasks.
The course provides background for Stage 2 Food and Hospitality.

HEALTH AND WELLBEING – [10 CREDITS]

Stage 1 Health and Wellbeing consists of an exploration of the following concepts:

- Health Literacy
- Health Determinants
- Social Equity
- Health Promotion

Students undertake three assessments:

Practical Action task(s)

A Practical Action task may include; reviewing and contributing to existing community initiatives, undertaking a personal health action, collaborating to develop a health and wellbeing showcase, developing educational resources and creating a local action to address a current or emerging health issue.

Issue Inquiry task(s)

The Issue Inquiry might include investigating a health issue, exploring what it means to be a healthy person or analysing the impact of social media and messages regarding personal identity.

OUTDOOR EDUCATION – [10 CREDITS]

Through Outdoor Education students gain an understanding of ecology, environmental sustainability, cultural perspectives and physical and emotional health through participating in outdoor activities. This course seeks to equip students with skills in conservation, planning, leadership, navigation, risk assessment and first aid principles.

Students undertake practical expeditions which may include: Bushwalking, Rogaining, Surfing or Rock Climbing. Attendance on camps and excursions is a requirement of this course. Costs of expeditions will be approximately $220 and need to be paid at the beginning of the course. Additional excursions can be negotiated with the teacher.

A commitment to pay will be required for practical expeditions. **Assessment** at Stage 1 is school based. Students demonstrate evidence of their learning through Coastal processes and Ecology assignments and their reflective analysis of their practical skills from their expeditions.

PHYSICAL EDUCATION – [10 OR 20 CREDITS]

Students can choose to undertake 1 or 2 semesters of Physical Education. These semesters are stand alone units of work.

Stage 1 Physical Education has three focus areas

- Focus Area 1: In movement-Application of skill acquisition for improvement, analysis of movement, application of energy sources, effects of training on physical performance.
- Focus Area 2: Through movement-Social strategies to enhance equity in participation, personal influences on participation.
- Focus Area 3: About movement-The body's response to physical activity, learning and refining skills.

Focus areas can be studied in their entirety or in part, taking into account student interests, and preparation for pathways into the future study of physical education. The key ideas selected can be sequenced and structured to suit individual cohorts of students.

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

The following assessment types enable students to demonstrate their learning

- Assessment Type 1: Performance Improvement
- Assessment Type 2: Physical Activity Investigation

SPECIAL SPORTS – INTEGRATED LEARNING – [10 CREDITS]

Enrolment in this subject is through individual negotiation with the HPE or Special Sports Program Coordinators. Students will not be accepted into this subject without prior negotiation.

This course is designed to provide a pathway for students completing Special Sport Programs in the junior school to further develop their knowledge, skills and capabilities in their chosen sporting field. It will assist students with extensive commitments in their sport at a community, regional, state or national level to make links between this aspect of their lives and their learning.

Studies in Integrated Learning allow students to link knowledge, skills and concepts from one or more learning areas and to engage with these in a variety of ways. It allows for a program to be negotiated, according to the needs and interests of the students.

Course content would be negotiated on an individual/group basis but could include: Fitness/Pre-season training, Officiating, Coaching, Personal sport development/playing, Community involvement, Sports Injuries, Sports Psychology, Nutrition for performance, Principles of training and Training methods. Some costs may be incurred in this course, depending on the negotiated course content e.g. Coaching/officiating courses, gym visits. Enrolment in this subject is through individual negotiation with the HPE or Special Sports Program Coordinators.

HUMANITIES AND SOCIAL SCIENCES

BUSINESS INNOVATION – [10 CREDITS]

In Stage 1 Business Innovation, students have two optional streams:
Business Innovation: students begin to develop the knowledge, skills, and understandings to engage in business contexts in the modern world. In a time when 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. The customer is at the centre of the innovation process and the generation of viable business products, services and processes.
Economics Focus: In Economics, students explore and analyse a variety of authentic economic contexts to develop, extend, and apply their skills, knowledge, understanding, and capabilities. Students develop an understanding that economic thinking can offer insights into many of the issues faced by society.

Stage 1 Business Innovation is a 10-credit subject studied through one of the following contexts:

- Start-up business 48
- Existing business
- Scarcity, choice, opportunity, cost
- Cause and effect of economic decisions

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

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

Students gain an understanding of fundamental business or economic concepts and ideas, including:

- the nature and structure of business
- Economic systems and institutions
- key business functions
- Assess the degree to which systems and institutions satisfy people's needs and wants.
- forms of ownership and legal responsibilities.

This subject is recommended for Stage 2 Business and Enterprise and Stage 2 Economics

MODERN HISTORY – [10 CREDITS]

Students undertaking this course will study two in-depth topics:

- Rights of Indigenous Peoples: This depth study will focus on the experiences of alienation, dispossession, disruptions to life and culture, and survival of Native Americans and Aboriginal and Torres Straits Islanders since European colonisation.
- Revolution: This study will involve students investigating the Russian Revolution. Students will investigate pre-revolutionary Russia, focusing on the leading causes and complexities of the downfall of the Romanov regime and the beginning of the Soviet Union.

Through these studies students they will explore the nature of historical sources such as newspaper reports, speeches, letters, diaries, photographs, political cartoons, statistics, and documentaries. Students will build on their skills of historical inquiry through developing an awareness of their uses and limitations. Students will be able to demonstrate evidence of their learning through assessment consisting of a student created source analysis, extended response, individual rights and freedoms research essay and creative empathic response.

SOCIETY AND CULTURE – [10 CREDITS]

Society and Culture will investigate contentious issues relevant to us today, this course will help students to gain an understanding of the world they life in, how society has changes over time, helping them to become more informed and global citizens. Students will explore and analyse the interactions between people, societies and cultures to better understand the issues. Students will be given the chance to learn how social, political, historical, environmental, economic and cultural factors affect different issues and societies, and how people function and communicate in and across cultural groups.

Students will demonstrate evidence of their learning through sources analysis, a group activity and an investigation of a contentious issue. Skills the students develop in this course will be beneficial to a range of courses. Society and culture offers flexibility and student choice, some possible topics include:

- The media
- Popular culture
- The social impact of environmentally sustainable practices and environmentally unsustainable practices
- Relationships between societies and natural environments
- Forces for social change or continuity
- Prejudice and discrimination
- Cultures and subcultures in Australian society
- Australia's global connections and Australians as global citizens
- Peace and conflict

TOURISM – [10 CREDITS]

In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry. They investigate tourism locally, nationally, and globally and learn that tourism, as the world's largest industry, is more than an economic phenomenon. The content of the subject consists of themes and topics. A 10-credit subject consists of three topics. Teachers develop a teaching and learning program that best suits the needs of their students based on a combination of themes and topics, incorporating the development and demonstration of relevant practical tourism skills. A small additional cost for local excursions may occur.

Themes

- Understanding the Tourism Industry
- Identifying Visitors and Hosts
- Creating Sustainable Tourism
- Working in the Tourism Industry

Topics

- Investigating the History of Tourism
- Exploring Tourism in the Local Area
- Preparing for International Travel
- Tourism Industry Skills
- Examining Tourism and Technologica Change
- Appreciating Tourism in Australia
- Investigating Tourism Markets
- Examining Local Impacts of Tourism
- Understanding Tourism and Natural Environments
- Understanding the Role of Organisations and Government in Tourism

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

- Assessment Type 1: Case Study
- Assessment Type 2: Sources Analysis
- Assessment Type 3: Practical Activity
- Assessment Type 4: Investigation.

Cost: There may be additional costs associated with camps, excursions, or external activities related to this subject.

MATHEMATICS

ESSENTIAL MATHEMATICS A & B – [10 OR 20 CREDITS]

Background: Completion of Year 10 General Mathematics or Essential Mathematics

Essential Mathematics focuses on using mathematics to make sense of the world by using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. This subject provides the opportunity for students to prepare for post-school options of employment and further training.

There are six topics studied:

Semester 1

- Calculations, Time, and Ratio
- Earning and Spending
- Investing

Semester 2

- Measurement
- Data in Context
- Vocational Maths

Assessment is based on Skills and Applications Tasks (Tests) and folio tasks. Each semester students sit a 70-minute exam. A satisfactory completion of 20 Credits of Essential Mathematics at a B grade or better will lead to students being recommended for Stage 2 Essential Mathematics. **Students will require a scientific calculator (cost approx. $40).**

ESSENTIAL MATHEMATICS FOR APPRENTICESHIPS A & B – [10 OR 20 CREDITS]

Background: Completion of Year 10 General Mathematics or Essential Mathematics

Essential Mathematics for Apprenticeships is designed for students interested in exploring mathematical concepts relevant to specific trades. The course provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings.

There are six topics included:

Semester 1

- Calculations, Time and Ratio
- Earning and Spending
- Investing

Semester 2

- Measurement
- Data in Context
- Vocational Maths

In semester 2, there will be an emphasis on industry relevant contexts that will allow students to develop trade specific knowledge and understanding in preparation for an apprenticeship. Students will complete set tasks tailored to increase knowledge necessary for understanding their chosen apprenticeship field. A selection of apprenticeship specific courses are listed below for student to select from:

- Electrical
- Hospitality
- Bricklaying
- Childcare
- Horticulture
- Retail
- Plumbing
- Automotive
- Business Administration
- Concreting
- Nursing
- Tiling
- Aged Care
- Beauty Therapy
- Building and Carpentry
- Hairdressing
- Plastering and Rendering
- Other by negotiation

Pathways: This course supports pathways into apprenticeships and careers in various trades. Students will gain skills and knowledge applicable to their future careers in the trades industry.
Assessment is based on Skills and Applications Tasks (Tests) and folio tasks (collections of work which documents student learning). Each semester students sit a 70-minute exam. **Students will require a scientific calculator (cost approx. $40).**

GENERAL MATHEMATICS A & B – [10 OR 20 CREDITS]

Background: Successful completion of Year 10 Advanced Mathematics or General Mathematics.
General Mathematics is designed for students who wish to undertake further studies where mathematical knowledge facilitates problem solving and decision making. It focuses on using the techniques of discrete mathematics to solve problems in contexts that include financial modelling, network analysis, route and project planning, decision making, and discrete growth and decay. It allows students to analyse and solve a range of problems in areas such as measurement, scaling, triangulation and navigation; and to develop strategies to answer statistical questions involving comparing groups, exploring associations and analysing time series.
There are six topics studied:

- Investing and borrowing
- Measurement
- Statistical Investigation
- Applications of Trigonometry
- Linear Functions and their Graphs
- Matrices and Networks.

Assessment is based on Skills and Applications Tasks (Tests) and Mathematical Investigations. Each semester students sit a 100-minute exam. A satisfactory completion of 20 Credits of General Mathematics will lead to students being recommended for Stage 2 General Mathematics or Stage 2 Essential Mathematics. **Students will require a scientific calculator (cost approx. $40), however a Graphic Calculator is recommended (cost approx. $270). Students intending to study a Stage 2 Mathematics course will require a Graphic Calculator. In 2026, the CASIO fx-CG20AU or CG50AU Graphic Calculator will be used at MGHS.**

ADVANCED MATHEMATICS A, B, C & D – [40 CREDITS]

Background: Successful completion of Year 10 Advanced Mathematics A and B with students showing an aptitude for academic study in mathematics.
Advanced Mathematics A, B, C & D provides the foundation for further study in mathematics for Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics. It develops an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments and proofs, and using mathematical models. By using functions, their derivatives and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.
There are twelve topics studied:

- Functions and graphs
- Trigonometry
- Counting and Probability
- Statistics
- Growth and Decay
- Sequences and Series
- Geometry
- Vectors in the Plane
- Further Trigonometry
- Matrices
- Real and Complex Numbers
- Introduction to Differential Calculus

Assessment is based on Skills and Applications Tasks (Tests) and Mathematical Investigations. Each semester students sit a 130-minute exam.
A high level of mastery in this course is required for students to be recommended to progress to Stage 2 Mathematical Methods or Specialist Mathematics. A satisfactory completion of 30 Credits of Advanced Mathematics A, B & C is required for Stage 2 Mathematical Methods and 40 credits of Advanced Mathematics A, B, C & D for Stage 2 Specialist Mathematics. Specialist Mathematics is studied in conjunction with Mathematical Methods.
Pathways: Stage 2 Mathematical Methods can lead to tertiary studies of economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. Stage 2 Specialist Mathematics can be a pathway to mathematical sciences, engineering, space science, and laser physics.
Students will require a Graphic Calculator (cost approx. $270). Students intending to study a Stage 2 Mathematics course in 2026 will use the CASIO fx-CG50AU graphic calculator at MGHS.

SCIENCE

CHEMISTRY A – [10 CREDITS]

Pre-requisite: Successful completion of Year 10 Science.

Students learn about a variety of natural and synthetic materials in our world and investigate how the structure of materials impact their properties. Fundamental chemistry concepts such as the structure of atoms, bonding, properties and the Periodic Table will be examined. Students will also look into the structure and function of hydrocarbons in our society and become proficient in naming and drawing a range of organic molecules. Students develop investigation skills and explore the interaction between science and society enabling them to become questioning, reflective, and critical thinkers.

The topics covered will be:

- Topic 1: Materials and their Atoms
- Topic 2: Combinations of Atoms
- Topic 3: Molecules

As a 10-credit subject, students provide evidence of their learning, both collaboratively and individually, through four summative assessment tasks:

Assessment Type 1: Investigations Folio

- Deconstruct and Design Practical Investigation
- Science as a human Endeavour Investigation

Assessment Type 2: Skills and Applications Tasks

- Two skills and application tasks

A number of formative tasks will also be undertaken including an end of semester exam.

Pathways: This is a prerequisite for Stage 1 Chemistry B and Stage 2 Chemistry. Future pathways can include, medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.

CHEMISTRY B – [10 CREDITS]

Pre-requisite: Successful completion of Stage 1 Chemistry A.

Building upon the knowledge and skills developed in Chemistry A, students continue to study the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. They will explore how the polarity of solutions affects their ability to be mixed and express reactions using appropriate chemical terminology. Through investigations they will explore reactions of acids and bases, and the pH of a variety of solutions. Students will also learn about important technologies such as batteries and will be able to explain the chemistry behind how they work. Students develop investigation skills, and explore the interaction between science and society enabling them to become questioning, reflective, and critical thinkers.

The topics covered will be:

- Topic 4: Mixtures and Solutions
- Topic 5: Acids and Bases
- Topic 6: Redox Reactions
- Topic 7: Analytical Chemistry

As a 10-credit subject, students provide evidence of their learning, both collaboratively and individually, through four summative assessment tasks:

Assessment Type 1: Investigations Folio

- Deconstruct and Design Practical Investigation
- Science as a human endeavour investigation

Assessment Type 2: Skills and Applications Tasks

- Two skills and application tasks

A number of formative tasks will also be undertaken including an end of semester exam.

Pathways: This is a prerequisite for Stage 2 Chemistry. Future pathways can include, medical or pharmaceutical research, pharmacy, agriculture, chemical engineering, and innovative product design.

NUTRITION – [10 CREDITS]

Pre-requisite: Successful completion of Year 10 Science.

This subject will provide students with the opportunity to learn about the fundamentals of human nutrition, physiology, health, and both current and emerging trends. They will look at dietary, lifestyle, and healthy eating patterns with a specific focus on nutrients in food, how the body uses nutrients, and the relationship between diet, health and disease. Students will also have to consider factors such as food availability and political, economic, cultural and ethical influences. Throughout this topic, students will develop their nutritional literacy and numeracy skills. Students will apply knowledge and understanding of nutrition to conduct investigations and examine scenarios. Students will use technologies, scientific evidence, and research to critically analyse information and make informed decisions or recommendations.

Two or three topics from the following list will be covered:

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

As a 10-credit subject, students provide evidence of their learning, both collaboratively and individually, through three summative assessment tasks:

Assessment Type 1: Investigations Folio

- Deconstruct and Design Practical Investigation
- Science as a Human Endeavour Investigation

Assessment Type 2: Skills and Applications Tasks

- One skills and application task

A number of formative tasks will also be undertaken including an end of semester exam.

Pathways: This is a prerequisite for Stage 2 Nutrition. Future pathways include nutrition, nursing, medicine, and a range of other allied health professions.

BIOLOGY 1 (HUMAN FOCUS) – [10 CREDITS]

Pre-requisite: Successful completion of Year 10 Science.

Throughout this subject, students will have the opportunity to learn about infectious diseases, the various agents that cause them, immune responses in various organisms, and the impact they have on populations. Students will also explore how vaccinations and other biotechnology has contributed to our understanding of the immune system and developed the treatment of diseases. Students will examine the structure and function of various multicellular organisms including their organ systems. Students will also explore the importance of ethics in scientific fields and evaluate ethics from various scenarios.

The content covered in Biology 2 (Environmental Focus) will primarily come from:

- Topic 1: Cells and Microorganisms (focus on cells)
- Topic 2: Infectious Disease
- Topic 3: Multicellular Organisms

As a 10-credit subject, students provide evidence of their learning, both collaboratively and individually, through four summative assessment tasks:

Assessment Type 1: Investigations Folio

- Completion Practical
- Deconstruct and Design Practical Investigation
- Science as a Human Endeavour Investigation

Assessment Type 2: Skills and Applications Tasks

- One test completed in 2 parts

A number of formative tasks will also be undertaken including an end of semester exam.

Pathways: This subject provides good background knowledge for Stage 2 Biology. The course is good for students anticipating a career in medical and vetinary fields, maring science, natural resource management and ecology.

BIOLOGY 2 (ENVIRONMENTAL FOCUS) – [10 CREDITS]

Pre-requisite: Successful completion of Year 10 Science.

Objectives

During this subject students will examine the development of the cell theory and the idea that the cell is the basic unit of life. This includes cell functioning, exchange of materials with the external environment and common features of both eukaryotic and prokaryotic cells. They also investigate diverse ecosystems, exploring the range of biotic and abiotic components to understand the dynamics, diversity, and underlying unity of these systems. They will develop an understanding of the processes involved in the movement of energy and matter in ecosystems. They investigate ecosystem dynamics, including interactions within and between species, natural selection, and evolution. Students use classification keys to identify organisms, describe the biodiversity in ecosystems, and investigate patterns and changes in relationships between species.

The content covered in Biology 2 (Environmental Focus) will primarily come from:

- Topic 1: Cells and Microorganisms
- Topic 4: Biodiversity and Ecosystem Dynamics

As a 10-credit subject, students provide evidence of their learning, both collaboratively and individually, through four summative assessment tasks:

Assessment Type 1: Investigations Folio

- Deconstruct and Design Practical investigation
- Science as a Human Endeavour Investigation

Assessment Type 2: Skills and Applications Tasks

- Two skills and application tasks

Pathways: This subject provides good background knowledge for Stage 2 Biology. The course is good for students anticipating a career in medical and veterinary fields, marine science, natural resource management and ecology.

PSYCHOLOGY 1 – [10 CREDITS]

Pre-requisite: Successful completion of Year 10 Science.

Psychology is the scientific study of the brain and behaviour. The study of Psychology enables students to understand their own behaviours and the behaviours of others. Students develop an understanding of current psychological theory and research relating to various aspects of life. 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 method. The study of Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (that is, observation, experimentation, and experience), this subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.

The distinctive benefits of studying Psychology derive from its subject matter. In general, the skills learnt through Psychology are parallel to those learnt in other Science subjects: how to be a critical consumer of information; how to identify psychological processes at work in everyday experiences; how to apply knowledge to real-world situations; how to investigate psychological issues; and how to be an effective communicator.

The topics covered will be chosen from the following and will be different in each semester:

- Topic 1: Cognitive Psychology
- Topic 2: Neuropsychology
- Topic 3: Lifespan Psychology
- Topic 4: Emotion
- Topic 5: Psychological Wellbeing
- Topic 6: Psychology in Context

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

Assessment Type 1: Investigations Folio

- Psychological Investigation
- Science as a Human Endeavour Investigation

Assessment Type 2: Skills and Applications Tasks

- Two Skills and Applications Tasks

Students provide evidence of their learning through four assessments. Each assessment type has a weighting of at least 20%.

Pathways: This subject provides good background knowledge for Stage 2 Psychology. The course is good for students anticipating a career in healthcare, human services, or any other field that involves working with others.

PSYCHOLOGY 2 – [10 CREDITS]

Pre-requisite: Successful completion of Year 10 Science

Psychology 2 builds upon the skills developed in Psychology 1. Analytical and critical thinking skills are further developed and used to investigate a range of behaviour and cognition. These skills will assist students to develop the capabilities required to progress into Stage 2 Psychology.

The topics covered will be chosen from the following and will be different in each semester:

- Topic 1: Cognitive Psychology
- Topic 2: Neuropsychology
- Topic 3: Lifespan Psychology
- Topic 4: Emotion
- Topic 5: Psychological Wellbeing
- Topic 6: Psychology in Context

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

Assessment Type 1: Investigations Folio

- Psychological Investigation
- Science as a Human Endeavour Investigation

Assessment Type 2: Skills and Applications Tasks

- Two Skills and Application Tasks

Students provide evidence of their learning through four assessments. Each assessment type has a weighting of at least 20%.

Pathways: This subject provides good background knowledge for Stage 2 Psychology. The course is good for students anticipating a career in healthcare, human services, or any other field that involves working with others.

PHYSICS A – [10 CREDITS]

Pre-requisite: Successful completion of Year 10 Science.

Students learn to interpret physical phenomena through a study of heat, energy, waves, and nuclear models. They apply their knowledge to solve problems, develop investigation skills through practical and other learning activities.

As they explore the interaction between science and society, students recognise that the knowledge and understanding of Physics is constantly changing and increasing through the application of new ideas and technologies.

Students will cover concepts from the following topics:

- Heat
- Waves
- Nuclear Models and Radioactivity

Students provide evidence of their learning, both collaboratively and individually, through four summative assessment tasks:

Assessment Type 1: Investigations Folio –

- Deconstruct and Design Practical Investigation
- Science as a Human Endeavour Investigation

Assessment Type 2: Skills and Applications Tasks

- Two skills and applications tasks

Pathways: This is a prerequisite for Stage 1 Physics B and Stage 2 Physics. Students are able to pursue scientific pathways in engineering, renewable energy generation, communications, materials innovation, transport and vehicle safety, medical science, scientific research, and the exploration of the universe.

PHYSICS B – [10 CREDITS]

Pre-requisite: Successful completion of Stage 1 Physics A.

Physics B builds upon the skills developed in Physics A. Skills in gathering, analysing, and interpreting primary and secondary data are further developed and used to investigate a range of phenomena such as motion in two dimensions, electricity, magnetism and energy. These skills will assist students to develop the capabilities required to progress into Stage 2 Physics.

Students will cover concepts from the following topics:

- Electric Circuits
- Linear Motion and Forces
- Energy and Momentum

Students provide evidence of their learning, both collaboratively and individually, through four summative assessment tasks:

Assessment Type 1: Investigations Folio

- Deconstruct and Design Practical Investigation
- Science as a Human Endeavour Investigation

Assessment Type 2: Skills and Applications Tasks

- Two skills and applications tasks

Pathways: This is a prerequisite for Stage 2 Physics. Students are able to pursue scientific pathways in engineering, renewable energy generation, communications, materials innovation, transport and vehicle safety, medical science, scientific research, and the exploration of the universe.

PHYSICS FOR APPRENTICESHIPS - INTEGRATED LEARNING – [10 CREDITS]

Physics for Apprenticeships is designed for students interested in exploring physics concepts relevant to various trades. This course has an emphasis on hands-on, explorative learning, allowing students to delve into a range of topics that they could come across in their trade studies. Students will collaborate with industry professionals to gain the physics knowledge necessary for understanding their chosen apprenticeship fields, aligning with the requirements of the SACE Stage 1 Integrated Studies topic.

A selection of concepts from the following topics will be explored according to students' varying interests:

- Electricity and Electric Circuits
- Heat and Refrigeration
- Fluid Dynamics
- Mechanics and Material Strength
- Thermodynamics
- Other trade related Physics Topics

Students provide evidence of their learning , both collaboratively and individually, through four summative assessment tasks:

Assessment Type 1: Practical Exploration

- Practical Investigation related to Trade Applications

Assessment Type 2: Connections

- Industry Collaboration Project

Assessment Type 3: Personal Venture

- Trade Development Venture
- Journal of Personal Learning and Reflection

Pathways: This course supports pathways into apprenticeships and careers in various trades, including electrical, plumbing, HVAC, refrigeration, boiler making, and mechanical fields. Students will gain practical skills and knowledge applicable to their future careers in the trades industry.

INFORMATION FOR YEAR 12/13 STUDENTS IN 2026

The SACE is designed to give students the skills they need for work and life, whether they aim to study at university, TAFE, get a trade or go straight into a job.

UNIVERSITY AND TAFE ENTRY

Students studying for the SACE and applying for university entry in 2026 and beyond must:

- complete the SACE
- complete at least 90 credits of SACE Stage 2, of which 60 credits must be from 3 20-credit Tertiary Admission Subjects (TAS). The remaining 30 credits are considered to be a flexible option. Your score for the flexible option is the best 30 credits of scaled scores or scaled score equivalents from:
- 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
- Scaled score equivalents for recognised studies to the value of 10 or the maximum 20 credits
- complete the prerequisite requirements for some university courses
- obtain an Australian Tertiary Admissions Rank (ATAR).

Applications for university and TAFE courses are handled by the South Australian Tertiary Admissions Centre (SATAC).

Students need an ATAR to apply for university courses.

The ATAR is:

- a measure of a student's academic achievement compared to other students
- used by universities to select students who have completed Year 12
- given to students on a range from 0 to 99.95 (students receiving an ATAR of 99.95 are the highest ranked in the State).

TERTIARY ADMISSION SUBJECTS

A Tertiary Admission Subject is a SACE Stage 2 subject which is recognised by the universities as providing appropriate preparation for tertiary studies. The universities require students to study a minimum number of credits of TAS to be eligible to receive a selection score or rank.

While most subjects in the SACE are recognised as TAS, there are some that are not recognised by the universities for the purposes of calculating your ATAR. These non-TAS subjects include Community Studies and modified subjects (for students with severe disabilities).

SCALING

All results for SACE subjects contributing to a student's ATAR are scaled.

Scaling is a process which converts students' subject scores into tertiary admission points in each of their SACE Stage 2 (Year 12) subjects. This means that when different subjects are used to calculate an ATAR, the ATARs produced are comparable from student to student, regardless of the subjects they have studied. SATAC has more information on scaling.

ARE ALL SUBJECT COMBINATIONS ALLOWED?

Some combinations of subjects are not allowed to count towards the SACE and university entrance, generally because the subjects are similar. These are called 'precluded combinations'.

Also there are limits on how many subjects in the same discipline can count towards university entrance, even if the subjects are not precluded combinations. These are called 'counting restrictions'. Precluded combinations and counting restrictions are listed each year in SATAC's Tertiary Entrance booklet (available at www.satac.edu.au/satac-publications)

It is the student's responsibility to ensure they have checked that their subject combination does not have counting restrictions or precluded combinations. Students must also ensure they have checked university requirements for prerequisite subjects.

TAFE ENTRY

Completing the SACE meets the minimum entry requirements for most TAFE SA courses, but there are some details you need to know.

For a start, as well as your SACE, TAFE also considers a variety of other qualifications when it selects students for its courses.

TAFE courses, above Certificate I level, have minimum entry requirements which are different for each level. For entry to TAFE in 2026, you will have to meet the following requirements:

- For Certificate I level courses there are **no Minimum Entry Requirements.**
- For entry to Certificate II level courses you must successfully complete the literacy and numeracy standards in the SACE – this means achieving a C grade or better in two Stage 1 English subjects (worth 20 credits) and one Stage 1 Mathematics subject (10 credits).
- For entry to Certificate III and higher you must achieve the SACE and complete the CORE Skills Profile for Adults (CSPA)

TAFE SA higher education courses have a minimum ATAR requirement of 60. Some courses have additional entry requirements along with a minimum ATAR, such as passes in specific Year 12 subjects.

You can access a range of vocational education and training courses and degrees at TAFE SA. Each course may have particular admission criteria you need to meet.

If you wish to access subsidised training, you will need to complete the CSPA.

There are other ways to meet Minimum Entry Requirements for Certificate II and above. For full information please visit the TAFE SA website

SACE COURSE PLANNER – STAGE 2

Personal Learning Plan (PLP) = 10 credits	Credits
Completed in Year 10	10
SUBTOTAL	10

Literacy = 20 credits *Choose from a range of English subjects or courses*

Numeracy = 10 Credits *Choose from a range of Mathematics subjects or courses*

Stage 2 subjects or courses = 60 Credits *Choose from a range of Stage 2 subjects and courses*

SUBTOTAL 30

Activating Identities and Futures (AIF) = 10 Credits

Completed in Year 11	10

Additional choices = 90 Credits *Choose from a range of Stage 1 and Stage 2 subjects and courses*

SUBTOTAL 70

SUBTOTAL 90

To Gain the SACE, you must earn 200 credits **TOTAL 200**

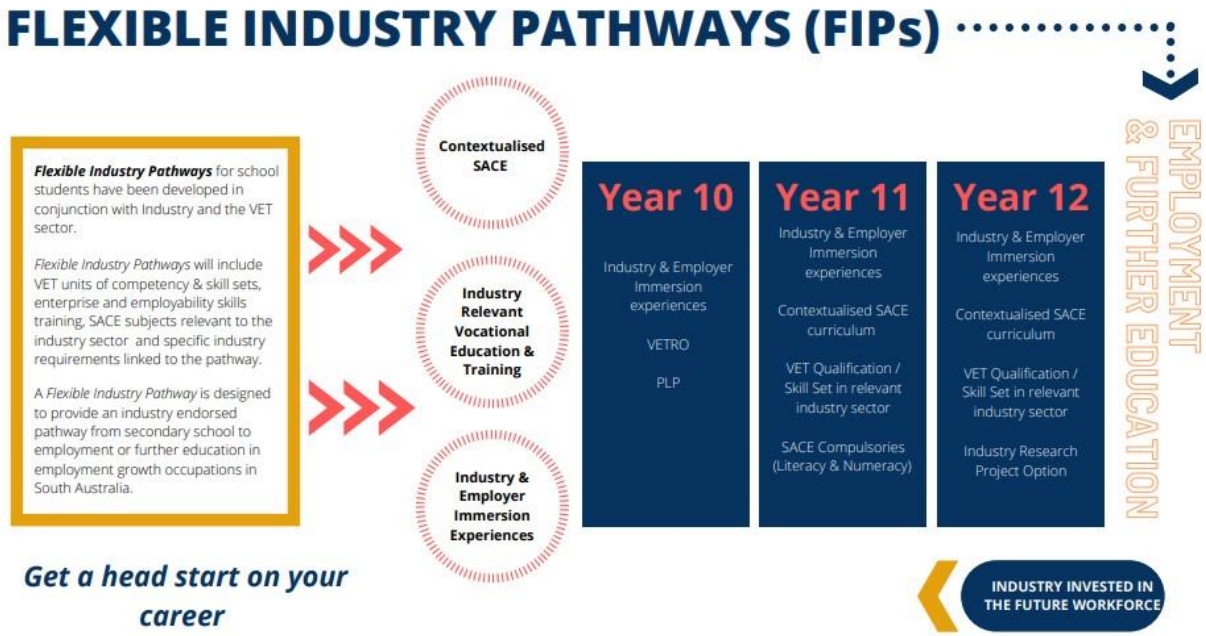
Compulsory Stage 1	Students must achieve a C grade or higher for Stage 1 requirements and a C- or higher for Stage 2 requirements to complete their SACE
Compulsory Stage 1 and Stage 2	
Compulsory Stage 2	
Choice of Subjects and/or courses (Stage 1 and/or 2)	Students must achieve a grade or equivalent for subjects and/or courses selected.

If your choices in a particular section exceed the minimum number of credits required, you should count the extra credits in another relevant section

YEAR 10 – 12 PATHWAYS

Flexible Industry Pathways infuse vocational practices into the curriculum through industry & employer immersion opportunities.

Students can build a unique learning portfolio by adding a VET qualification to their SACE program, developing skills at an industry-standard level. Students have the opportunity to pursue multiple learning pathways which lead to apprenticeships & traineeships, further education and tertiary qualifications post school.



FLEXIBLE INDUSTRY PATHWAYS (FIP)

Flexible Industry Pathways (FIP) are a way of approaching the delivery of Vocational Pathways in schools. Flexible Industry Pathways are designed to prepare students for the world of work as well as meeting industry and employer's needs.

Flexible Industry Pathway programs have been designed in consultation with industry and are aimed at equipping students with the skills, knowledge and qualifications to enter into employment or further study in the industry. Flexible Industry Pathways provide students with a clearly articulated pathway through secondary school to employment, or further education in key growth industries across South Australia.

FIPs can include multiple options depending on the student, their entry level, overall program of study and the industry requirements. Students will undertake competencies from national training packages which have been nominated by industry to support relevancy and access to future employment opportunities as well as contextualised SACE curriculum. Students may choose to complete their Research project as part of the pathway program. Students will participate in a range of Industry Immersion experiences and hands on learning opportunities.

Students will be supported to identify an appropriate Flexible Industry Pathway suited to their interests and strengths through quality career education and industry & employer immersion opportunities.

In 2026 Flexible Industry Pathways will be offered in the following areas:

- **Primary Industries & Agriculture**
- **Health & Community Services**
- **Tourism, Event Management, Hospitality & Cookery**
- **Automotive**
- **Building & Construction**
- **Engineering & Civil**
- **Education, Early Childhood and Child Care**
- **Information Technology**
- **Hair & Beauty**

STAGE 2 SUBJECT LIST

ARTS		
Dance Digital Communication Solutions	Drama Music	Visual Arts – Art Visual Arts – Design
ENTERPRISE AND TECHNOLOGY		
Information Processing and Publishing	Furniture Construction	Metalwork
CROSS-DISCIPLINARY		
Community Connections Community Studies	Workplace Practices	SAASTA (Open to ATSI students in years 10 - 12) – Refer to page 17 for further information.
ENGLISH		
English as an Additional Language English	English Literary Studies Media Studies	Essential English
HEALTH AND PHYSICAL EDUCATION		
Child Studies Food and Hospitality	Health and Wellbeing Integrated Learning – Sport and Community	Outdoor Education Physical Education
HUMANITIES AND SOCIAL SCIENCES		
Business Innovation Society and Culture	Modern History	Tourism
MATHEMATICS		
Essential Mathematics General Mathematics	Mathematical Methods	Specialist Mathematics
SCIENCE		
Biology Chemistry	Physics Psychology	Nutrition

VOCATIONAL PATHWAYS

***Some of the Vocational Pathways available - run at various sites.**

****For further information – please see Mrs Crispino, Vocational Pathways Coordinator, for course information. These courses may incur additional costs to families due to delivery by a Registered Training Organisation. If there are any other courses a student is looking to consider, please speak with Mrs Crispino.***

• Primary Industries & Agriculture • Health & Community Services • Tourism, Event Management, Hospitality & Cookery • Automotive	• Building & Construction • Engineering & Civil • Education, Early Childhood and Child Care • Information Technology • Hair & Beauty

Many Tertiary or Higher Education courses have specific subject prerequisites and entry requirements which are in addition to qualifying for the SACE. These vary between each of the Institutions and individual courses. You will need to refer to Tertiary entrance 2026, 2027, 2028 Information booklet, SATAC/VTAC Guides, individual Institution handbooks or your Counsellors for the specific details of any prerequisites or entry requirements that you may need to meet to become eligible to apply for entry into a course.

STAGE 2 SUBJECTS

ARTS

DANCE – [20 CREDITS]

Pre-requisite: Successful completion of Stage 1 Dance or audition. It is expected that students have some prior dance experience.
Dance consists of three areas of study:

Assessment Type 1: Performance Portfolio - External assessment (40%)

- Students participate in a variety of dance pieces covering a range of genres. The performance work will contain ensemble and/or solo/duo/trio pieces to give all students the prospect of clearly showcasing their skills.

Assessment Type 2: Dance Contexts (30%)

- Recording - Students select, research and explore their chosen context or contexts as a catalyst for the creation of their own self-devised dance works, which are recorded. The student is not required to participate in the performance.
- Choreographic analysis - The choreographic analysis is based on the recording the student has created.

Assessment Type 3: Skills Development Portfolio (30%)

- Students complete a Skills Development Portfolio which explores their development as a dance artist. The portfolio allows students to communicate their ideas, use appropriate dance terminology and enable students to demonstrate evidence of their ability to make informed judgments about their development as a dance practitioner through research and reflection on their own creative work.

Students specify an area of interest that pertains to their personal development as a dancer. ***Costs may apply for costumes and Dance Camp.**

DIGITAL COMMUNICATION SOLUTIONS – [10 CREDITS]

In this hands-on SACE subject, students explore how symbols, images, sound, behaviour, and data can be transformed into powerful digital communication products. They will develop and apply industry-relevant skills using professional software and hardware to produce a major project of their own design.
Students may explore areas such as:

- Digital Media Production – including film, animation, photography, and visual effects
- Interactive & Emerging Technologies – such as web design, game design, and virtual/augmented reality

Through guided tutorials and independent exploration, students build their creative and technical capabilities while refining their problem-solving, project management, and communication skills. Assessment includes a portfolio of learning activities, a major product, and an evaluation of both the process and outcome.

This subject prepares students for further study and creative careers in media, design, digital arts, and communication—offering pathways into freelance work or employment in regional, national, and international contexts.

DRAMA – [20 CREDITS]

Drama is the art of understanding human relationships by applying psychology to tell stories and influence others.
In Drama, students learn about different roles of a production including:

- Writing
- Directing
- Acting
- Designing (Lighting, Costume, Set and props)

Students choose one or more of these roles and create a Group Production. This can include:

- Plays and puppet shows
- Short Films
- Cosplay Characters
- Slam Poetry
- Touring a show to primary Schools
- Anything else that can tell a story

This subject will help you with confidence, teamwork, communication, and growing into the best version of you.

MUSIC – [10 OR 20 CREDITS]

Music provides students with an enriching exploration of musical concepts and performance. This course focuses on developing skills in music theory, composition and arranging, and performance across various genres and styles. Students will have opportunities to perform solo and in ensembles, enhancing their technical abilities and musical expression.

Students are assessed on three main components:

- Understanding Music: Students develop understanding of musical elements through the creation of their own music, using a range of notation options. Learning activities may include: investigating stylistic elements of their own repertoire; basic aural perception practice and theory exercises; comparative studies of musical works; engagement with external musical resources such as performances; engagement with musical technologies to understand and create music.
- Creating Music: Students perform, arrange or compose works for instrument(s) and/or voice, with the option to use recording technologies such as digital audio. Learning activities may include: engaging with community mentors; attending performances; exploring, planning, and structuring creative ideas; event management.
- Responding to Music: Students learn to identify and discuss musical elements, and structural and stylistic features, in popular music contexts. Students develop their ability to appraise and refine their own creative works. Learning activities may include: attending and reviewing live performances and maintaining a reflection journal.

VISUAL ARTS – ART – [10 OR 20 CREDITS]

**Please note students wanting to undertake both Visual Arts – Art and Visual Arts – Design are eligible for SACE however an ATAR cannot be received.*

Students will learn to conceive, develop and make Art works to reflect individuality and their personal aesthetic. They should be able to demonstrate visual thinking through explorations of ideas, technical skills with media, materials, and technologies. Students will learn to develop connections between their own and other practitioners' works to enable them to analyse, interpret and respond to Visual Arts in cultural, social and/or historical contexts. They are expected to demonstrate their inquiry skills to explore Visual Arts issues, ideas, concepts, processes, techniques and questions.

The following three areas of study must be covered:

- Visual thinking
- Practical Resolution – 2 parts
- Visual Arts in Context

The following assessment types enable students to demonstrate their learning:

School Based Assessment

- Assessment Type 1: Folio (30%)
- Assessment Type 2: Practical – 2 parts (40%)

External Assessment

- Assessment Type 3: Visual Study (30%)

***Costs of specialised materials may apply. Students will require a laptop to access the supplied software (Photoshop and Illustrator) for this course.**

VISUAL ARTS – DESIGN – [10 OR 20 CREDITS]

**Please note students wanting to undertake both Visual Arts – Art and Visual Arts – Design are eligible for SACE however an ATAR cannot be received.*

Students will learn to conceive, develop and make Design works to reflect individuality and their personal aesthetic. They should be able to demonstrate visual thinking through explorations of ideas, technical skills with media, materials and technologies. Students will learn to develop connections between their own and other practitioners' works to enable them to analyse, interpret and respond to Design in cultural, social and/or historical contexts. They are expected to demonstrate their inquiry skills to explore Design issues, ideas, concepts, processes, techniques and questions. Areas of Design which can be studied will include Graphic and Visual Communication, Product and Environmental Design.

The following three areas of study must be covered:

- Visual thinking
- Practical Resolution – 2 parts
- Visual Arts in Context

The following assessment types enable students to demonstrate their learning:

School Based Assessment

- Assessment Type 1: Folio (30%)
- Assessment Type 2: Practical – 2 parts (40%)

External Assessment

- Assessment Type 3: Visual Study (30%)

***Costs of specialised materials may apply. Students will require a laptop to access the supplied software (Photoshop and Illustrator) for this course.**

BUSINESS, ENTERPRISE AND TECHNOLOGY

INFORMATION PROCESSING AND PUBLISHING – [20 CREDITS]

Background: Stage 1 Information Processing and Publishing is an advantage but not assumed.
This course is designed to be undertaken as a 20 Credit course. Information Processing and Publishing consists of the following 2 units of study: Desktop Publishing & Business Documents.
Desktop Publishing involves the use of a computer and page layout software to assemble text and graphics electronically for publishing on paper. The focus of the study is publishing from the desktop.
Business Documents involves the use of computer hardware and software to present and display material for the purpose of communication. The focus of the study is the use of the computer as a tool for communication for business, and for clubs, societies, and charitable institutions.
Both units contain two sections, one on practical skills and the other on issues and understandings. Assessment components: Practical Skills (40%), Designing and Skills Applications (30%), Issues Analysis (15%), Technical and Operational Understandings (15%). No examination is required for these units. Students will find it advantageous to have a mouse and internet access at home.

FURNITURE CONSTRUCTION – [20 CREDITS]

Background: Stage 1 Furniture Construction
This subject covers the principles and practical activities required to construct a significant item from solid timber, manufactured board or metals. It includes an emphasis on project design and drawing, using modern and traditional assembly techniques, power tools, finishing processes as well as hardware selection and fitting. Assessment is based on Skills and applications Tasks, Product Realisation and Folio Creation (30% weighting – Externally assessed).
Students will need to meet material costs in excess of course requirements. This course may be delivered as a Community Studies option to suit student requirements.

METALWORK MACHINING OR WELDING – [20 CREDITS]

This subject involves going through a thorough design process including technical drawings and investigating existing products to create a solution to an issue. Previous skills using cylindrical lathes and different types of welding will be used. Assessment is based on skills and application tasks, product realization and folio creation (30% weighting – Externally Assessed).

Students will need to meet material costs in excess of course requirements. This course may be delivered as a community studies option to suit student requirements

CROSS-DISCIPLINARY

COMMUNITY CONNECTIONS – [20 CREDITS]

Previous background knowledge of the chosen field of study is an advantage but not assumed.
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.
Each individual program of learning is placed within one of the following fields of study:

- Humanities and Social Sciences Connections
- Science, Technology, Engineering, and Mathematics (STEM) Connections
- Interdisciplinary Connections
- Practical Connections.

In consultation with the SACE Coordinator, subject teacher, student enrolment in Community Connections can occur at the start of the year, or during the year. A student can undertake more than one Community Connections subject, however, students wishing to apply for tertiary entrance cannot use Community Connections results to contribute towards their Australian Tertiary Admissions Rank (ATAR).
The following assessment types enable students to demonstrate their learning:

School Assessment

- Assessment Type 1: Folio (50%)
- Assessment Type 2: Reflection (20%)

External Assessment

- Assessment Type 3: Community Application Activity (30%)

Please note: Students interested in this course, please liaise with the Year 11/12 Learning and Engagement Leader. This course will not be available on Web Preferences

COMMUNITY STUDIES – [20 CREDITS]

Previous background knowledge of the chosen field of study is an advantage but not assumed.
Community Studies provides students with insights into the ways in which communities are shaped and operate. It offers students the opportunity to learn in a community context, both within and beyond the school environment. The community provides the framework in which students develop capabilities that enable them to contribute actively and successfully to community activities. In interacting with teachers, peers, and community members, students use their experiences as a means of achieving personal growth and gaining an awareness of social identity.
By reflecting on their learning and their success in achieving their goals, students gain insights into how they can be active and responsible participants in their communities, and how they can make valuable contributions to them.
An identifying feature of this subject is the autonomy it gives students in deciding the focus and direction of their community activity/community application activity. Students expand and enhance their skills and understanding in a guided and supported learning program, by beginning from a point of personal interest, skill, or knowledge, and setting challenging and achievable goals. Students develop their ability to work independently and to apply their knowledge and skills in practical ways in their communities. In developing an individual program of learning around his or her interests, knowledge, and skills, each student prepares a contract of work to undertake a community activity in one of the following six areas of study:

- Arts and the Community
- Communication and the Community
- Foods and the Community
- Health, Recreation and the Community
- Science, Technology and the Community
- Work and the community

As part of their program of learning, students may undertake a community activity that applies to more than one area of study. The area of study chosen should reflect the primary focus or emphasis of the activity. Students may undertake more than one Community Studies subject, but only one enrolment per field of study. Students wishing to apply for tertiary entrance cannot use Community Studies results to contribute towards their Australian Tertiary Admissions Rank (ATAR).
The Following assessment types enable students to demonstrate their learning:
School Assessment

- Assessment Type 1: Contract of work (70%)

External Assessment

- Assessment Type 2: Reflection (30%)

Please note: Students interested in this course, please liaise with the Year 11/12 Learning and Engagement Leader. This course will not be available on Web Preferences
***Students wishing to apply for tertiary entrance cannot use Community Studies results to calculate their Australian Tertiary Admission Rank (ATAR).**

WORKPLACE PRACTICES – [20 CREDITS]

Workplace Practices allows students to develop the knowledge, skills and understanding of the dynamic nature of different industries and workplaces at a local, national, and global level. They learn about work-related issues and practices, the changing nature of work, industrial relations influences and the roles and responsibilities of employers and employees. Students will further develop their knowledge, skills and understanding through the completion of two weeks of vocational learning (work experience), which allows them to reflect on and evaluate their experiences in relation to their capabilities, interests and aspirations. Vocational learning is also a great opportunity for students to gain experience and exposure in the industry of their choice and has proved to be very beneficial for those seeking apprenticeships or traineeships. The subject has been designed so that students can focus on the workplace or industry relevant to them and due to the nature of the subject it is **highly recommended for students who are undertaking Vocational Pathway courses.**
In Workplace Practices the emphasis is particularly on developing students' capability for work.

- participating in learning in the workplace and in work-related contexts
- building knowledge and understanding of work and different work environments
- understanding how responsible behaviours and attitudes can contribute positively to learning, work, and community life
- identifying, developing, and applying generic work skills to the workplace
- understanding local, national, and global issues that influence the work environment
- knowing and understanding individual and shared obligations and rights in relation to themselves, others, and the environment
- recognising and demonstrating safe and positive workplace attitudes and practices.

ENGLISH

ENGLISH AS AN ADDITIONAL LANGUAGE – [20 CREDITS]

English as an Additional Language is a 20-credit subject at Stage 2. English as an Additional Language is designed for students for whom English is a second language or an additional language or dialect. These students have had different experiences in English and one or more other languages. Students who study this subject come from diverse personal, educational, and cultural backgrounds.

In this subject, students are expected to:

- Understand and analyse how language and stylistic features are used to achieve different purposes
- Comprehend and evaluate information, ideas, and opinions presented in texts
- Analyse and evaluate personal, social, and cultural perspectives in texts
- Respond to information, ideas, and opinions, using sustained, persuasive, and effective communication
- Created extended oral, written, and multimodal texts appropriate to different purposes, audiences, and contexts

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

ENGLISH – [20 CREDITS]

Pre-requisites: 'C' Grade or better in Stage 1 English or Stage 1 English Literary Studies

In 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.

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%)

ENGLISH LITERARY STUDIES – [20 CREDITS]

Pre-requisites: 'C' Grade or better in Stage 1 English Studies or Stage 1 English

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.

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%) Exam conditions

ESSENTIAL ENGLISH – [20 CREDITS]

Pre-requisites: 'C' Grade or better in Stage 1 English or Stage 1 Essential English

This learning program offers students who are completing a Vocational Pathway program, working part-time or seeking a trade/vocational pathway an opportunity to complete an English subject with close links to their area of career development. Several of its assessments may require students to respond to or reflect on their involvement in a workplace learning program and the skills that they have learned.

In this subject students respond to and create texts in and for a range of personal, social, community, and workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

Assessment:

School Assessment (70%)

- Assessment Type 1: Responding to Texts (30%)
- Assessment Type 2: Creating Texts (40%)

External Assessment (30%)

- Assessment Type 3: Language Study (30%)
- Students selecting this course will be ineligible to apply for Interstate Universities

MEDIA STUDIES – [20 CREDITS]

Media is a powerful force in shaping how we see the world — from the stories told in films and TV shows to the advertising we scroll past and the news we consume. In Stage 2 Media Studies, students critically examine how media constructs meaning, influences culture, and affects identity, politics, and social values. Students explore how audiences interact with media, and how creators use techniques, technologies, and conventions to shape public perception. Alongside this analytical work, students gain hands-on experience in media production, building practical skills in areas such as video, audio, photography, or digital design.

In this course you will:

- Explore the influence of media on identity, politics, and society in both local and global contexts.
- Analyse the way media texts (like ads, films, websites, or social media) represent people, ideas, and values.
- Investigate how audiences engage with, resist, and shape media content.
- Design and create two original media products — such as short films, podcasts, websites, or photo essays — accompanied by reflective producer statements.
- Undertake an independent investigation into a current media issue (e.g. social media ethics, streaming platforms, media bias, AI in journalism).

Assessment Includes:

- Folio of analysis and personal media interactions (30%)
- Two original media productions with statements (40%)
- One externally assessed investigation into a media issue (30%)

This subject suits students interested in media, journalism, film, marketing, design, communications, or creative arts — and anyone keen to become a more informed media consumer and creator.

Pathways: Leads into university or TAFE study in Media, Communication, Journalism, Marketing, Film, or Design

HEALTH AND PHYSICAL EDUCATION

CHILD STUDIES – [20 CREDITS]

This subject focuses on children's growth from conception to eight years of age. Students will critically examine attitudes and values about parenting/care-giving and gain an understanding of the growth and development of children. This subject enables students to develop a variety of research, management, and practical skills. Childhood is a unique, intense period of growth and development. Children's lives are affected by their relationships with others; and intellectual, emotional, social, and physical growth; cultural, familial, and socio-economic circumstances; geographic location; and educational opportunities.

Students will critically examine attitudes and values about parenting and gain an understanding of a child's development in relation to the following Areas of Study:

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

Practical activities relate to the health and wellbeing of children. Materials need to be provided by students.

Students will complete a 2000-word Investigation (30% of the course mark) that will be both teacher and externally marked. This course largely caters for students who have an interest in junior primary teaching and the childcare industry.

FOOD AND HOSPITALITY – [20 CREDITS]

Background: Nil, but a food oriented course at Stage 1 is preferred. (e.g. Food and Hospitality 1 or 2)
Procedures and practices for safe food handling will be studied, as well as investigating the nature and scope of trends within the food and hospitality industry. Students will be expected to demonstrate skills in food selection, preparation and presentation, using methods appropriate for catering enterprises.

Food practicals are geared to broaden knowledge, improve personal organisation and evaluate work habits. Students will conduct an independent investigation of 2000 words (20 credit subject) (30% of course work) that will be both teacher and externally marked. This course caters largely for students who are interested in future studies in the hospitality and tourism areas, or students wishing to build on their food preparation and presentation skills.

HEALTH AND WELLBEING – [20 CREDITS]

Health is a state of physical, mental, and social wellbeing. Wellbeing is a complex combination of all dimensions of health and is an implicit element of health. Health and wellbeing is an evolving subject with varying contexts and perspectives. The term health encompasses wellbeing.

Stage 2 Health and Wellbeing is a 20-credit subject that consists of the following concepts:

- Health Literacy
- Health Determinants
- Social Equity
- Health Promotion

Students become agents of change who may be independent and collaborative learners, critical and creative thinkers of their own and others perspectives.

The following assessment types enable students to demonstrate their learning in Stage 2 Health and Wellbeing.

School assessment (70%)

- Assessment Type 1: Initiative (40%)
- Assessment Type 2: Folio (30%)

External assessment (30%)

- Assessment Type 3: Inquiry (30%).

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

- two initiative tasks, one of which should be collaborative
- two folio tasks
- one inquiry.

INTEGRATED LEARNING – SPORT AND COMMUNITY – [20 CREDITS]

Integrated Learning is a subject framework that enables students to make links between aspects of their lives, their learning about themselves and their capabilities. Schools design Integrated Learning programs for a specific purpose, product or outcome according to the needs and interests of students in their local context.

In designing a program focus, teachers at Mount Gambier High School will consider the interests, capacities, and needs of the student cohort. The program focus can be about a real-world situation, task, event or learning opportunity and could be designed around a local theme, community, or context. The program focus will have relevance for students through their involvement in community sport and will give context to their learning. It is the lens through which students make links with their knowledge of themselves as learners, and develop, extend, and apply their capabilities.

All Stage 2 subjects have a school assessment component and an external assessment component.
The following assessment types enable students to demonstrate their learning in Stage 2 Integrated Learning.
School assessment (70%)

- Assessment Type 1: Practical Inquiry (40%)
- Assessment Type 2: Connections (30%)

External assessment (30%)

- Assessment Type 3: Personal Endeavour (30%). Maximum of 2,000 words.

For a 20-credit subject, students should provide evidence of their learning through five or six assessments, including the external assessment component. Students undertake:

- at least two practical inquiries
- at least one connections task
- one personal endeavour.

Students choosing this course must have an interest in Physical Education, Community Sport endeavours, developing practical sporting skills and be able to work in a collaborative manner.

OUTDOOR EDUCATION – [20 CREDITS]

Outdoor Education focuses on developing awareness of and appreciation for the natural environment through observation and evaluation. This course seeks to equip students with skills in conservation, planning, navigation, survival, group dynamics and first aid. Students are also encouraged to develop responsibility, leadership skills and self-reliance through practical and field experiences, classroom activities and a major investigation. Students undertake practical expeditions, which include snorkelling and bushwalking camps plus a self-reliant, student planned camp. Practical attendance for all expeditions is compulsory.
Total costs of expeditions will be approximately $300.

- Snorkelling $100
- Grampians-Bushwalking and Rock Climbing (if elected) Camp $70-$150
- Bushwalking $50

Costs may vary due to travel and equipment fees.
The three focus areas are:

- Planning and Application
- Evaluation and Reflective Practice
- Exploration, Understanding and Analysis

School-based Assessment: (70%)

- About Natural Environments: (20%)
  - Understanding of the natural environment, focusing on formation, conservation and sustainability
  - Coastal Processes – developing an understanding of human impact on the coastal environment
- Experiences in Natural Environments (50%)
  - Practical Camps, Skills, Knowledge and Reflection

External Assessment: (30%)

- Connections with Natural Environments (30%)
  - Major Investigation Assignment

PHYSICAL EDUCATION – [20 CREDITS]

Background: Any Stage 1 Physical Education and/or Biology recommended. An interest in Sport, Fitness, Recreation and skill improvement is essential.
Students pursue practical skills to a high level and are expected to initiate leadership activities. Appropriate footwear and sports clothing is essential for practical activities.
Costs may be incurred with some out of school activities.
Stage 2 Physical Education has three focus areas:

- Focus Area 1: In movement
- Focus Area 2: Through movement
- Focus Area 3: About movement

The focus areas provide the narrative for the knowledge, skills, and capabilities that students develop. Learning is delivered through an integrated approach where opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities (e.g. sports, theme-based games, laboratories, and fitness and recreational activities). Students explore movement concepts and strategies through these physical activities to promote and improve participation and performance outcomes.
The following assessment types enable students to demonstrate their learning in Stage 2 Physical Education:
School Assessment (70%)

- Assessment Type 1: Diagnostics (30%)\
  Students undertake two or three diagnostics tasks:
  - They participate in one or more physical activities (sports, theme-based games, fitness and recreational activities) to collect, analyse, and evaluate evidence to demonstrate contextual application of knowledge and understanding of the focus areas and movement concepts and strategies.
  - Students extend and apply skills in collecting reliable and ethical evidence, including the use of technology (e.g. apps and video analysis tools), existing data collection methods (e.g. standardized fitness tests, GPAI), and/or developing their own data-collection tools.
- Assessment Type 2: Improvement Analysis (40%)\
  Students undertake one improvement analysis task. The improvement analysis task has two interconnected parts:
  - Portfolio of evidence
  - Evaluation
  - The portfolio of evidence is assessed by the teacher and feedback provided to the student before the student begins the evaluation.

External Assessment (30%)

- Assessment Type 3: Group Dynamics (30%).\
  Students undertake one group dynamics task:

- The purpose of this assessment task is to extend the focus of physical activity beyond the individual to investigate the impact that team members, individually and collectively, have on the participation and performance of others.
- This is a collaborative task through which students provide individual evidence of achievement. Students work in groups comprised of their entire class, subsets of the class, or with other year levels, extracurricular teams, or local community sporting clubs.

Students should provide evidence of their learning through four or five assessments, including the external assessment component. Students undertake:

- Two or three diagnostics tasks
- One improvement analysis task
- One group dynamics task

It is highly recommended that students purchase the Essentials education Physical Education workbook – approx. $50.

HUMANITIES AND SOCIAL SCIENCES

BUSINESS INNOVATION – [10 20 CREDITS]

Business Innovation focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally. Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices.

Each learning area has a subject outline that is designed to give flexibility in developing teaching and learning programs at Stage 2 that focus on specific local needs and interests.

For a 20-credit subject, students should provide evidence of their learning through assessments including:

- business skills tasks
- business model summaries
- business pitches

At least one business skills tasks should be a collaborative task. Students may work in a school or community-based group, or any other appropriate collaboration. They may collaborate face-to-face or in a digital environment including social media.

Across the set of business skills tasks, students demonstrate:

- application of customer-focused approaches to explore and solve problems or needs
- analysis of business and financial information and application of decision-making skills using assumption-based planning tools
- development and evaluation of business models
- analysis of the responsibilities and impact of business models on communities
- analysis of opportunities presented by digital and emerging technologies
- communication and collaborative skills.

In a Business Pitch, students individually prepare a business model summary of a solution to a customer need or problem. The business model summary includes:

- a branding concept, including business name and tag line
- the customer problem or need
- proposed solution – product, service, or process
- customer segment
- competitor analysis
- marketing and distribution strategy
- cost structure and revenue model

MODERN HISTORY – [20 CREDITS]

Students explore changes within the world since 1750, examining developments and movements, the ideas that inspired them, and their short-term and long-term consequences for societies, systems, and individuals. Students explore the impact of these developments and movements on people's ideas, perspectives, circumstances, and lives. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies. Students consider the dynamic processes of imperialism, revolution, and decolonisation, and how these have reconfigured political, economic, social, and cultural systems.

Core topics:

- Australia 1901 – 1956' which looks at economic challenges, political responses and social changes in Australia during this period.
- 'USA 1914-1945' which focuses on the Great Depression and subsequent New Deal, the isolationist policy of America and its entry into WWII
- 'The changing World order until 1945' which investigates the origins of superpower rivalry and the Cold War on a global scale.

Evidence of learning includes:

Historical Skills Task (50%)

- Source analysis
- Essay responses

- Timelines
- Empathetic writing or like tasks

Individual History Investigation (20%)

- An area of the student's own choice from 1750 onwards

Digital External Examination (30%)

- Essay response
- Source analysis

TOURISM – [20 CREDITS]

Background: Non required, though Stage 1 Tourism is a benefit.

In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry. They investigate tourism locally, nationally, and globally and learn that tourism, as the world's largest industry, is more than an economic phenomenon. The content of the subject consists of themes and topics. A 10-credit subject consists of three topics. Teachers develop a teaching and learning program that best suits the needs of their students based on a combination of themes and topics, incorporating the development and demonstration of relevant practical tourism skills. A small additional cost for local excursions may occur.

Potential Topics:

- Applications of Technology in Tourism
- The Economics of Tourism
- Establishing a Tourism Venture
- Indigenous People and Tourism
- Management of Local Area Tourism
- The Impacts of Tourism
- Marketing Tourism
- Special Interest Tourism
- Responsible Travel
- The Role of Governments and Organisations in Tourism
- Tourism Industry Skills
- Negotiated Topic

Evidence of learning includes:

Assessment Type One: Folio (20%)

Assessment Type Two: Practical Activity (25%)

Assessment Type Three: Investigation (25%)

Digital External Examination (30%)

Cost: There may be additional costs associated with camps, excursions, or external activities related to this subject

SOCIETY AND CULTURE – [20 CREDITS]

In Society and Culture, students explore and analyse the interactions of people, societies, cultures, and environments. Students analyse the structures and systems of modern societies and cultures. This course allows students to develop the ability to influence their own future by acquiring skills, values, and understandings enabling them to participate in contemporary society. Students use inquiry processes to explore concepts of society and culture in Australian and global contexts. They choose and explore a range of primary and secondary sources and evaluate different viewpoints and perspectives. Students will learn to challenge their own thinking and develop skills in presenting opinions supported by evidence.

Society and culture course offers flexibility and student choice, covering three different topics throughout the year, Culture, Global Issues and Contemporary Challenges these topics could focus on the following options Cultural Diversity, Youth Culture, The Material World, Technological Revolutions, People and the Environment, Globalisation, Rights or People and Power

MATHEMATICS

ESSENTIAL MATHEMATICS – [20 CREDITS]

Background: Successful completion of 2 units of Stage 1 General Mathematics or 2 units of Stage 2 Essential Mathematics at a B grade or better.

Stage 2 Essential Mathematics develops mathematical skills that apply to practical problem-solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in the topics. There are five topics in this subject:

- Scales, Plans, and Models
- Measurement
- Business Applications
- Statistics
- Investments and Loans

Stage 2 Essential Mathematics prepares students with the mathematical knowledge, skills, and understanding needed for entry to a range of practical trades and vocations. Assessment consists of 5 skills and application tasks, 2 Folio tasks a 130-minute external examination.

Costs: A Graphic Calculator is recommended (cost approx. $270); students may borrow a second-hand one. MGHS uses only CASIO graphic calculators; the current model is the CASIO fx-CG20AU or CASIO fx-CG50AU graphic calculator. A Revision Guide is also recommended (cost approx. $40).

GENERAL MATHEMATICS – [20 CREDITS]

Background: Successful completion of 2 units of Stage 1 Advanced Mathematics A, B & C or 2 units of Stage 2 General Mathematics at a B grade or better.

Stage 2 General Mathematics is designed for students wishing to undertake further studies where mathematics knowledge facilitates problem solving and decision making. The subject offers students the opportunity to develop a strong understanding of the process of mathematical modelling and its application to problem-solving in everyday workplace contexts. A problem-based approach is integral to the development of both the models and the associated key concepts. The subject consists of the following five topics:

- Modelling with Linear Relationships
- Modelling with Matrices
- Statistical Models
- Financial Models
- Discrete Models

Stage 2 General Mathematics prepares students for entry to tertiary courses requiring a non-specialised background in mathematics. Assessment consists of 5 skills and application tasks, 1 mathematical investigation and a 130-minute external examination.

Costs: A Graphic Calculator is required (cost approx. $270); students may try to source a second-hand one. MGHS uses only CASIO graphic calculators; the current model is the CASIO fx-CG20AU or CASIO fx-CG50AU graphic calculator. A Revision Guide is also recommended (cost approx. $30).

MATHEMATICAL METHODS – [20 CREDITS]

Background: Successful completion of at least 3 units of Stage 1 Advanced Mathematics A, B & C at a B grade or better.

Stage 2 Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. It is designed for students whose future paths may involve mathematical studies at university. The subject focuses on the development of mathematical skills and techniques that enable students to explore, describe, and explain aspects of the world around them in a mathematical way. It places mathematics in relevant contexts and deals with relevant phenomena from the students' common experiences, as well as from scientific, professional, and social contexts. The subject consists of the following six topics:

- Further Differentiation and Applications
- Integral Calculus
- Logarithmic Functions
- Discrete Random Variables
- Continuous Random Variables and the Normal Distribution
- Sampling and Confidence Intervals

Stage 2 Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that 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. Assessment consists of 6 skills and application tasks, 1 mathematical investigation and a 130-minute external examination.

Costs: A Graphic Calculator is required (cost approx. $270). MGHS uses only CASIO graphic calculators; the current model is the CASIO fx-CG50AU graphic calculator. A Revision Guide is also required (cost approx. $30).

SPECIALIST MATHEMATICS – [20 CREDITS]

Background: Successful completion of 3 units of Stage 1 Advanced Mathematics A, B & C at a B grade or better. Specialist Mathematics must be studied in conjunction with Stage 2 Mathematical Methods.

Stage 2 Specialist Mathematics 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 topics extend students' mathematical experience and their mathematical flexibility and versatility, in particular, in the areas of complex numbers and vectors. The general theory of functions, differential equations, and dynamic systems provides opportunities to analyse the consequences of more complex laws of interaction. Stage 2 Specialist Mathematics consists of the following six topics:

- Mathematical Induction
- Complex Numbers
- Functions and Sketching Graphs
- Vectors in Three Dimensions
- Integration Techniques and Applications
- Rates of Change and Differential Equations

The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Assessment consists of 6 skills and application tasks, 1 mathematical investigation and a 130-minute external examination.

Costs: A Graphic Calculator is required (cost approx. $270). MGHS uses only CASIO graphic calculators; the current model is the CASIO fx-CG50AU graphic calculator. A Revision Guide is also required (cost approx. $30).

SCIENCE

BIOLOGY – [20 CREDITS]

Pre-requisite: Successful completion of at least one Stage 1 Biology course or another Stage 1 Science.

The study of Biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments. Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives, 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.

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

Students provide evidence of their learning, both collaboratively and individually, through seven summative assessment tasks:

Assessment Type 1: Investigations Folio (30%)

- Completion Practical Investigation
- Deconstruct and Design Practical Investigation
- Science as a Human Endeavour Investigation

Assessment Type 2: Skills and Applications Tasks (40%)

- Three Skills and Application Tasks (including at least 2 tests)

Assessment Type 3: External Examination - 2 hours (30%)

Pathways: Biology prepares students for a range of scientific pathways, for example in medical research, veterinary science, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation, and ecotourism.

**Students are strongly encouraged to purchase the SASTA Workbook (approx. $69) and Study Guide (approx. $35).*

CHEMISTRY – [20 CREDITS]

Pre-requisite: Successful completion of Stage 1 Chemistry A and Chemistry B.

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. 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. 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 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.

The topics covered in Chemistry are:

- Topic 1: Monitoring the Environment
- Topic 2: Managing Chemical Processes
- Topic 3: Organic and Biological Chemistry
- Topic 4: Managing Resources

Students provide evidence of their learning, both collaboratively and individually, through seven summative assessment tasks:

Assessment Type 1: Investigations Folio (30%)

- Deconstruct and Design Practical Investigation
- Science as a Human Endeavour Task

Assessment Type 2: Skills and Applications Tasks (40%)

- Four skills and application tasks

Assessment Type 3: External Examination - 2hrs (30%)

A number of formative tasks will also be undertaken throughout the year, including a mid-year exam.

Pathways: Students are able to pursue scientific pathways in areas as diverse as medical or pharmaceutical research, pharmacy, agriculture, chemical engineering, and innovative product design.

** It is highly recommended that Chemistry students purchase an SASTA Workbook (approx. $69) and Revision Guide (approx. $35).*

PHYSICS – [20 CREDITS]

Pre-requisite: successful completion of Stage 1 Physics A and B. Passes in Stage 1 Mathematics A and C is highly recommended.

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction amongst them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. Students develop an understanding of how new evidence can lead to the refinement of existing models and theories and lead to the development of different, more complex ideas, technologies, and innovations. Skills in gathering, analysing, and interpreting primary and secondary data are used to investigate a range of phenomena. Students develop and apply their understanding of the complex ways in which science interacts with society, and investigate the dynamic nature of physics.

The topics covered in Physics are:

- Topic 1: Motion and Relativity- Projectile Motion, Forces and Momentum, Circular Motion and Gravitation, Relativity.
- Topic 2: Electricity and Magnetism- Electric Fields, Magnetic Fields, Motion in Electric and Magnetic Fields, Electromagnetic Induction.
- Topic 3: Light and Atoms- Wave Behaviour of Light, Wave-Particle Duality, Structure of the Atom, Standard Model.

Students provide evidence of their learning, both collaboratively and individually, through seven summative assessment tasks:

Assessment Type 1: Investigations Folio (30%)

- Completion Practical Investigation
- Deconstruct and Design Practical Investigation
- Science as a Human Endeavour Task

Assessment Type 2: Skills and Applications Tasks (40% weighting)

- Three skills and applications tasks

Assessment Type 3: External Examination - 2hrs (30%)

A number of formative tasks will also be undertaken throughout the year, including a mid-year exam.

Pathways: Students are able to pursue scientific pathways in areas as diverse as engineering, renewable energy generation, communications, materials innovation, transport and vehicle safety, medical science, scientific research, and the exploration of the universe.

**It is highly recommended that students purchase a SASTA Workbook (approx. $69) and Revision Guide (approx. $35).*

PSYCHOLOGY – [20 CREDITS]

Pre-requisite: Successful completion of at least 1 semester of Stage 1 Psychology.

Psychology is the scientific study of the brain and behaviour, the study of Psychology enables students to understand their own behaviours and the behaviours of others. Psychology is based on evidence gathered as a result of investigations following the principles of the scientific method. The study of Psychology builds on the scientific method by involving students in the collection and analysis of data. By emphasising evidence-based procedures (that is, observation, experimentation, and experience), this subject allows students to develop skills in analytical and critical thinking and in making inferences. The benefits of studying Psychology stem from its subject matter. In general, the skills learnt through Psychology are parallel to those learnt in other Science subjects: how to be a critical consumer of information; how to identify psychological processes at work in everyday experiences; how to apply knowledge to real-world situations; how to investigate psychological issues; and how to be an effective communicator. Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It does this through the study of behaviour, the processes that underlie it, and the factors that influence it. Psychology also addresses the ways in which behaviour can be changed.

Content

The following topics are covered in Stage 2 Psychology:

- Psychology of the Individual
- Psychological Health and Wellbeing
- Organisational Psychology
- Social Influence
- The Psychology of Learning

School based assessment:

- Assessment Type 1: Investigations Folio (30% weighting)
- Assessment Type 2: Skills and Applications Tasks (40% weighting)

External assessment:

- Assessment Type 3: External Examination (30% weighting)

Pathways: The course is good for students anticipating a career in healthcare, human services, or any other field that involves working with others.

**It is highly recommended that students purchase the SASTA Study Guide (approx. $35).*

NUTRITION – [20 CREDITS]

Pre-requisite: Successful completion of any Year 11 Science.

This subject will provide students with the opportunity to immerse themselves 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. They will look at nutritional needs of various demographics while examining the political, economic, cultural, and ethical influences as well as the ecological sustainability in order to recommend action or develop arguments about future food needs and food ethics. Students will evaluate food systems and quality standards, marketing of food, food availability, and cultural influences on food selection. They will also have opportunities to investigate contemporary issues of global and local food trends, advances in technology, and the development of new foods and food packaging. These issues will affect the future health and nutrition of populations. Students will apply knowledge and understanding of nutrition to conduct investigations and examine scenarios. Students use technologies, scientific evidence, and research to critically analyse information and make informed decisions or recommendations.

The Topics for Stage 2 Nutrition are:

- Topic 1: Principles of nutrition, physiology, and health
- Topic 2: Health promotion and emerging trends
- Topic 3: Sustainable food systems

Students provide evidence of their learning, both collaboratively and individually, through eight summative assessment tasks:
Assessment Type 1: Investigations Folio (30%)

- Design Investigation (Practical)
- Science as a Human Endeavour Investigation

Assessment Type 2: Skills and Applications Tasks (40%)

- Three Skills and Application Tasks (including at least 1 case study)

Assessment Type 3: External Examination – 2 hours (30%)

A number of formative tasks will also be undertaken throughout the year, including a mid-year exam.

Pathways: Future pathways include nutrition, nursing, medicine, sports science, and a range of other allied health professions.
**Students are strongly encouraged to purchase the Essential Education Workbook (approx. $75).*