

# MOUNT GAMBIER HIGH SCHOOL COURSE COUNSELLING BOOKLET 2027



LEARNING • BELONGING • RESPONSIBILITY

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# WELCOME TO MOUNT GAMBIER HIGH SCHOOL

Mount Gambier High School offers a dynamic, creative and supportive learning environment in which all students are encouraged by 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 years 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 parent/caregivers and staff 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.

This 2027 Course Information Booklet has been designed to help students and families understand the range of subject options available for students at Mount Gambier High School. Students are asked to select subjects on the understanding that they will be returning to the school in 2027 and progressing to the next year level.

When making subject selections, students are encouraged to consider their Semester 1 reports, teacher recommendations and suggestions, previous achievement, career interests and aspirations, as well as the information provided throughout this booklet. Subject choices should be made carefully and as accurately as possible, as staffing and resource allocations are determined based on these selections.

As a parent/caregiver, you can assist by reading this Curriculum Guide carefully and 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 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 to 12. Please seek the advice of your child's teachers and/or Learning Area Leaders if you would like further clarification.

**Kym Grant**  
Principal

This booklet also provides valuable information to support students in planning future courses, pathways and career opportunities. Parents and caregivers seeking further information about the school's educational programs or curriculum are encouraged to contact the school on 8721 0200 and ask to speak with a Learning and Engagement Leader, Wellbeing Leader or Head of School. We welcome the opportunity to discuss any aspect of the school curriculum with you.

**Kerran Wingard**  
Deputy Principal

# COURSE COUNSELLING PROCESS

Our 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 TEACHER

The Homegroup teacher will:

- Discuss a possible course of study for 2027 based upon the interests and aspirations of the student, the ability of the student to succeed and parental wishes, during homegroup
- Direct students to download the course booklet
- Assist students with accessing Web Preferences
- Distribute or direct students to online University, Vocational Pathways and career information
- Remind students to complete Special Program application forms and submit by due dates
- Assist with Online Booking Information for course counselling appointments (Year 10 and 11 students only)

## ROLE OF STUDENT

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 potential career pathways. Students will:

- Engage in homegroup 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 career information
- Complete subject selection via Web Preferences
- Submit Special Program application forms by 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 pathways and 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 PARENT/CAREGIVER

Parents and caregivers play a pivotal role in supporting their child through this process. Parents and 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 29 July
- Complete an Online Booking for course counselling appointments for students in Years 10 to 11

Parents/Caregivers and students should note:

- Student 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 2027 will be made in Term 4, 2026. Some students will need to be re-counselled as some combinations of choice subjects may not be possible because of timetable structures.

# MIDDLE SCHOOL

## YEAR 7

Year 7 students engage with all learning areas of the South Australian Curriculum through an integrated Middle School approach that promotes deep learning, real-world connections, and the development of essential skills.

A core component of the Year 7 program is Global Perspectives, which integrates English and Humanities and Social Sciences (HASS), including History, Geography, Civics and Citizenship. Solutions combines Mathematics and Science, encouraging inquiry, problem-solving, and critical thinking. Students also undertake Health and Physical Education (HPE) throughout the year, encompassing Health, Physical Education, Food and Nutrition.

To support informed subject selection in future years, all Year 7 students participate in a broad range of elective subjects. This exposure helps students discover their interests, strengths and talents while building confidence in making decisions about their learning pathways as they progress through secondary school.

Recognising that students arrive from diverse primary school experiences, the Year 7 program provides a variety of learning opportunities designed to broaden their understanding of different curriculum areas before selecting subjects for Year 8 and beyond.

Students participate in a year-long The Arts program, exploring Drama, Dance, Music and Visual Art. In addition, they undertake semester-based studies in Language and Culture, Digital Technologies and Material Technologies, providing a rich and engaging learning experience that supports creativity, innovation and personal growth.

SEMESTER	GLOBAL PERSPECTIVES (ENGLISH/HASS)	SOLUTIONS (MATHS/SCIENCE)	HEALTH, PHYSICAL EDUCATION, FOOD AND NUTRITION	THE ARTS	LANGUAGES AND CULTURE
SEMESTER					TECHNOLOGIES

## YEAR 8

Year 8 students continue their learning journey through the integrated Middle School approach, benefiting from a consistent learning environment supported by a reduced number of teachers. This model fosters strong relationships, continuity of learning, and personalised support as students further develop their knowledge, skills, and independence.

Students undertake year-long core subjects, including Global Perspectives, Solutions, Health and Physical Education, and Food and Nutrition. These courses are designed to strengthen foundational knowledge, enhance critical thinking and problem-solving skills, and encourage students to explore and develop their individual interests.

In addition to their core studies, students participate in semester-based learning across key South Australian Curriculum Learning Areas, including Technologies and The Arts. Students also have the opportunity to choose between continuing their studies in Nations and Culture or commencing Japanese, allowing them to broaden their cultural understanding and global perspective.

The Year 8 program provides a balanced and engaging curriculum that supports academic growth, personal development, and informed subject selection for future years of secondary education.

SEMESTER	GLOBAL PERSPECTIVES (ENGLISH/HASS)	SOLUTIONS (MATHS/SCIENCE)	HEALTH, PHYSICAL EDUCATION, FOOD AND NUTRITION	THE ARTS	LANGUAGE: JAPANESE OR NATIONS AND CULTURE
SEMESTER					TECHNOLOGIES

# MIDDLE SCHOOL

## YEAR 9

Year 9 provides students with increased choice and flexibility as they continue to engage with the South Australian Curriculum while exploring a broader range of elective opportunities. This expanded curriculum enables students to pursue their interests, develop their strengths, and begin considering future aspirations, while building the knowledge, skills, and confidence required for success in Senior School and beyond.

As a key transition year, Year 9 supports students in making more informed decisions about their learning pathways. Students have access to a diverse range of specialist subjects that cater to both academic and personal interests, helping them identify areas they may wish to pursue in greater depth throughout their senior years of schooling.

A wide selection of semester and year-long electives allows students to experience different curriculum areas, discover new interests, and challenge themselves in new learning environments. These opportunities foster independence, resilience, and self-awareness, while helping students develop skills and knowledge that may influence future study and career choices.

Career education is embedded throughout the Year 9 program, encouraging students to begin exploring life beyond school. Through classroom learning, project-based experiences, guest speakers, workplace connections, and career exploration activities, students gain insight into a variety of industries, pathways, and employment opportunities. This integrated approach helps students understand the connection between their education, personal interests, strengths, and future career possibilities.

By encouraging students to reflect on their values, abilities, and goals, the Year 9 curriculum empowers them to make informed decisions about Senior School, further education, training, and future career pathways.

SEMESTER	ENGLISH	HUMANITIES AND SOCIAL SCIENCES	MATHEMATICS (Two courses available)	SCIENCE	HEALTH, FOOD AND NUTRITION	ELECTIVE	ELECTIVE
SEMESTER					PHYSICAL EDUCATION (Or Special Sport Program)	ELECTIVE	ELECTIVE

## ELECTIVE SUBJECTS

- Language: Japanese
- Nations and Culture
- Specialist Sport Program
- Visual Arts
- Music
- Drama
- Dance- General
- Dance- Advanced
- Media Arts
- Theatre Production
- Digital Technologies
- Woodwork
- Metalwork
- Pedal Prix
- Clothing and Textiles

# SAASTA

The South Australian Aboriginal Secondary Training Academy (SAASTA) supports Aboriginal and Torres Strait Islander students through education, culture, leadership, wellbeing, and career development opportunities.

The program is offered to students in years 10, 11 and 12 with a focus on educational success achieved by connecting with community, learning about Aboriginal and Torres Strait Islander Culture and history, as well as participating in a range of recreational and creative activities.

The program is held one day per week and all key associated costs are covered by SAASTA. For students to be eligible for the program they must meet SAASTA's key performance indicators of positive behaviour, strong attendance (>80%), and achieve solid academic results.

## Curriculum

All subjects have a focus on Aboriginal culture, development of identity and leadership capacity building. They emphasise community engagement and Aboriginal voice. Embedding critical connections with culture and identity within SACE subjects strengthens students' engagement in their learning, supporting them to complete the SACE and transition successfully from school to further education, training or employment.

## Year 10 / Stage 1

Students will undertake Stage 1 Integrated Learning and Stage 1 Aboriginal Studies providing students with 20 Stage 1 SACE credits.

## Year 12

Students alternate each year between:

- Stage 2 Integrated Learning
- Stage 2 Aboriginal Studies
- Stage 2 Health and Wellbeing

to achieve 20 Stage 2 SACE credits.

## Camps and Experiences

### SAASTA Power Cup

Held in Term 2, the SAASTA Power Cup is a week-long, all-expenses-paid trip to Adelaide supported by Santos. Students participate in:

- AFL Nines competition
- Cultural activities
- Career Expo
- Meet and greet with Port Adelaide Football Club players
- The experience concludes with students attending a match at Adelaide Oval.

### SHIELD Camp

The Shield Camp is run in Term 3 as a three-day camp for students, where they participate in a nominated sport. Year 12 students also attend the SAASTA Graduation Evening as part of the experience.

**SAASTA**   
South Australian Aboriginal  
Secondary Training Academy

# VOCATIONAL PATHWAYS

## PATHWAYS

Vocational pathways provide students with practical, industry-endorsed learning opportunities that develop the skills and knowledge required for specific careers, trades and industries. Unlike broader academic study, vocational education focuses on hands-on learning, workplace experience and nationally recognised qualifications that can lead directly to employment, apprenticeships or further study.

Students at Mount Gambier High School can access a range of Vocational Education and Training (VET) courses as part of their senior secondary education. These courses contribute towards the completion of the South Australian Certificate of Education (SACE) while allowing students to gain valuable industry skills and qualifications.

## FLEXIBLE INDUSTRY PATHWAYS (FIPs)

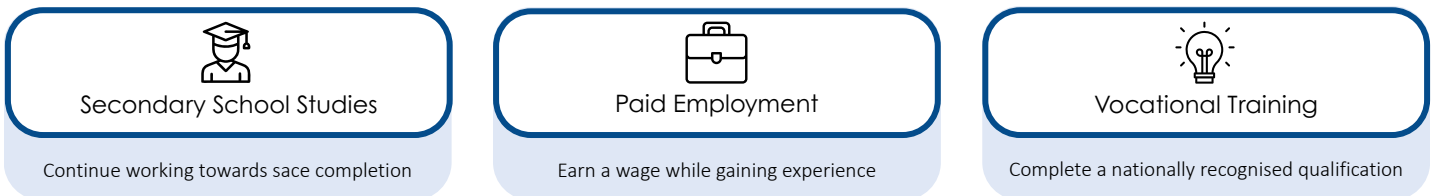
Flexible Industry Pathways (FIPs) support students to connect their school studies with career goals and industry opportunities. FIPs are designed to equip students with the skills, knowledge and qualifications needed to transition successfully into employment, apprenticeships, traineeships or further training and study within their chosen industry.

*Flexible Industry Pathways* for school students have been developed in conjunction with Industry and the VET sector. *Flexible Industry Pathways* include VET units of competency & skill sets, enterprise and employability skills training relevant to the industry sector, compulsory SACE subjects and contextualised delivery of other subjects and specific industry requirements linked to the pathway. A *Flexible Industry Pathway* is designed to provide an industry endorsed pathway from secondary school to employment or further education

YEAR 10	YEAR 11	YEAR 12
Industry & Employer Immersion Experiences	Industry & Employer Immersion Experiences	Industry & Employer Immersion Experiences
VETRO	VET Qualification / Skill Set in relevant industry sector	VET Qualification / Skill Set in relevant industry sector
EIF	SACE Compulsories (Literacy, Numeracy & AIF)	Contextualised SACE curriculum
Compulsory SACE subjects and contextualised delivery of other school subjects	Contextualised SACE curriculum	

## AUSTRALIAN SCHOOL-BASED APPRENTICESHIPS

An Australian School-based Apprenticeship (ASbA) allows students to combine:



Students can undertake an apprenticeship or traineeship in a traditional trade or a wide range of industry areas while still attending school.

The duration of an ASbA can range from one to four years, depending on the qualification and industry area. In some cases, students may complete their qualification while still at school, while others may continue their apprenticeship or traineeship after graduation. Recognition of prior learning and workplace experience may also reduce the overall training time required.

Australian Apprentices are employed under a federal or state award or agreement and receive a wage based on factors such as:

- the industry or occupation
- the type of apprenticeship or traineeship
- the year level of training.

## WHY CHOOSE AN ASbA?

Students can:

- Gain valuable hands-on industry experience
- Earn a wage while studying
- Develop employability and workplace skills
- Build industry connections
- Work towards successful SACE completion

Students undertaking an ASbA are entitled to the same workplace rights and responsibilities as other employees in Australia, including superannuation, workers' compensation and workplace protections.

## GETTING STARTED



\*Australian Apprenticeship Support Network

# LIMESTONE COAST TECHNICAL COLLEGE

Applications are now open for Year 10 or 11 students for 2027.

You can apply for part-time training in 1 of 4 in-demand industry specialisations:



## AGRI-TECH

(for careers in forestry and primary industries)

## EARLY CHILDHOOD AND EDUCATION

## HEALTH AND SOCIAL SUPPORT

## MULTI TRADES

(for careers such as plumbers, buildres, electricians, boilermakers)

Students in Industry Training Programs will remain enrolled at their school while attending Limestone Coast Technical College (LCTC) for week-long training blocks throughout the year. There is no cost for attending LCTC for public school students, including uniforms.

At LCTC, our contemporary facilities and innovative programs are complemented by extensive workplace experience with support from employer partners to ensure that our industry training is relevant and engaging.

Students at LCTC will be supported by a skilled team of educators, trainers and industry partners. Our team will work closely with students to develop their technical and employability skills to contribute towards SACE completion and prepare them for their future careers.

Students will also complete SACE components and receive Coaching and Mentoring through a hybrid-learning model with Limestone Coast Technical College.

Students also have the opportunity for fast-track entry into higher education through Flinders University in Allied Health, Nursing and Education streams.

## HOW TO APPLY:

- Talk to your Pathways / Careers Leader to learn how you can train at the Limestone Coast Technical College while completing your SACE. They will guide you in completing the necessary paperwork and submitting your application. Please note that places are limited and applications will be assessed for entry.
- Limestone Coast Technical College will work with your school on the next steps.
- For entry into Year 11 programs, successful completion of the Language, Literacy, Numeracy and Digital Skills testing is a requirement.

For more information or to submit a Registration of Interest visit  
[www.technicalcolleges.sa.gov.au/our-colleges/limestone-coast-technical-college](http://www.technicalcolleges.sa.gov.au/our-colleges/limestone-coast-technical-college)

# SENIOR SCHOOL

## YEAR 10

Year 10 is an important foundation year that supports students in preparing for the transition into senior school and South Australian Certificate of Education (SACE). During this year, students begin to consider their interests, strengths, and possible future pathways.

Students complete a full year of South Australian Curriculum subjects, including:

- Literacy (English, English Literary Studies, or Essential English)
- Numeracy (General Mathematics or Advanced Mathematics)
- Science

In addition, students study History for one semester.

Students undertake Exploring Identities and Futures (EIF), which includes the first compulsory Stage 1 SACE component in semester one and supports their preparation for senior secondary studies.

A range of elective subjects are available, allowing students to pursue more specialised learning across areas such as The Arts, Design and Technology, Health and Physical Education, Languages, Geography, and Introduction to Psychology. This breadth of learning allows students to explore different learning areas while developing the knowledge and skills required for Stage 1. Students can also undertake additional Stage 1 SACE studies, subject to approval by the relevant Learning Area Leader in conjunction with the Head of Senior Years. This option is typically available to students who demonstrate excellent attendance, engagement, and achievement, and usually involves studying a year 11 subject in place of an elective.

Further pathways may include applying to the Limestone Coast Technical College (LCTC), South Australian Aboriginal Secondary Training Academy (SAASTA) or undertaking a School-Based Apprenticeship or Traineeship, where opportunities are available.

### Assessment

Assessment in Year 10 is school-based (except in the case of EIF) where student work is graded against the South Australian Curriculum learning standards (A-E). Student achievement is also communicated to parents through Semester 1 and Semester 2 reports. As EIF is a Stage 1 SACE subject it is graded using an A–E scale, or N (Not Achieved) and is subject to external moderation to ensure consistent grading across schools.

SEMESTER	ENGLISH (Three courses available)	MATHEMATICS (Two courses available)	SCIENCE	HISTORY	ELECTIVE	ELECTIVE	ELECTIVE
SEMESTER				EXPLORING IDENTITIES AND FUTURES (EIF)	ELECTIVE	ELECTIVE	ELECTIVE

## ELECTIVE SUBJECTS

- Geography: Tourism
- Language: Japanese
- Nations and Culture
- Psychology
- Special Sports Program
- Health Education
- Physical Education
- Sport and Recreation
- Child Studies
- Food and Nutrition
- Visual Arts- Art
- Visual Arts- Design
- Music
- Drama
- Dance- General
- Dance- Advanced
- Media Arts
- Theatre Production
- Digital Technologies
- Woodwork
- Metalwork
- Pedal Prix
- Clothing and Textiles
- SAASTA (Open to Aboriginal and Torres Strait Islander students in years 10- 12. See page 7 for more information.)

# THE SACE

## What is the SACE?

The South Australian Certificate of Education (SACE) is a modern, internationally-recognised secondary school qualification designed to equip students with the skills, knowledge, and personal capabilities to successfully participate in our fast-paced global society.

The SACE has evolved to provide more flexibility to choose subjects that reflect student interests, skills, and career goals, using a combination of SACE subjects, vocational education and training (VET), community learning, university, and TAFE studies. SACE subjects are made up of investigations, performances, and other assessment tasks to demonstrate skills, knowledge, and personal capabilities throughout the year. Some subjects will have an end-of-year exam worth a maximum of 30% of the overall grade.

As students study the SACE, they will gain valuable literacy, numeracy, critical thinking and problem-solving skills, while gaining knowledge about the specific subjects they choose. The SACE also helps students learn how to work with and alongside others, and to understand how their decisions can affect people, situations and the world. These capabilities are essential to a student's future education, training and careers, and their role as an active and informed citizen.

## Students with disabilities

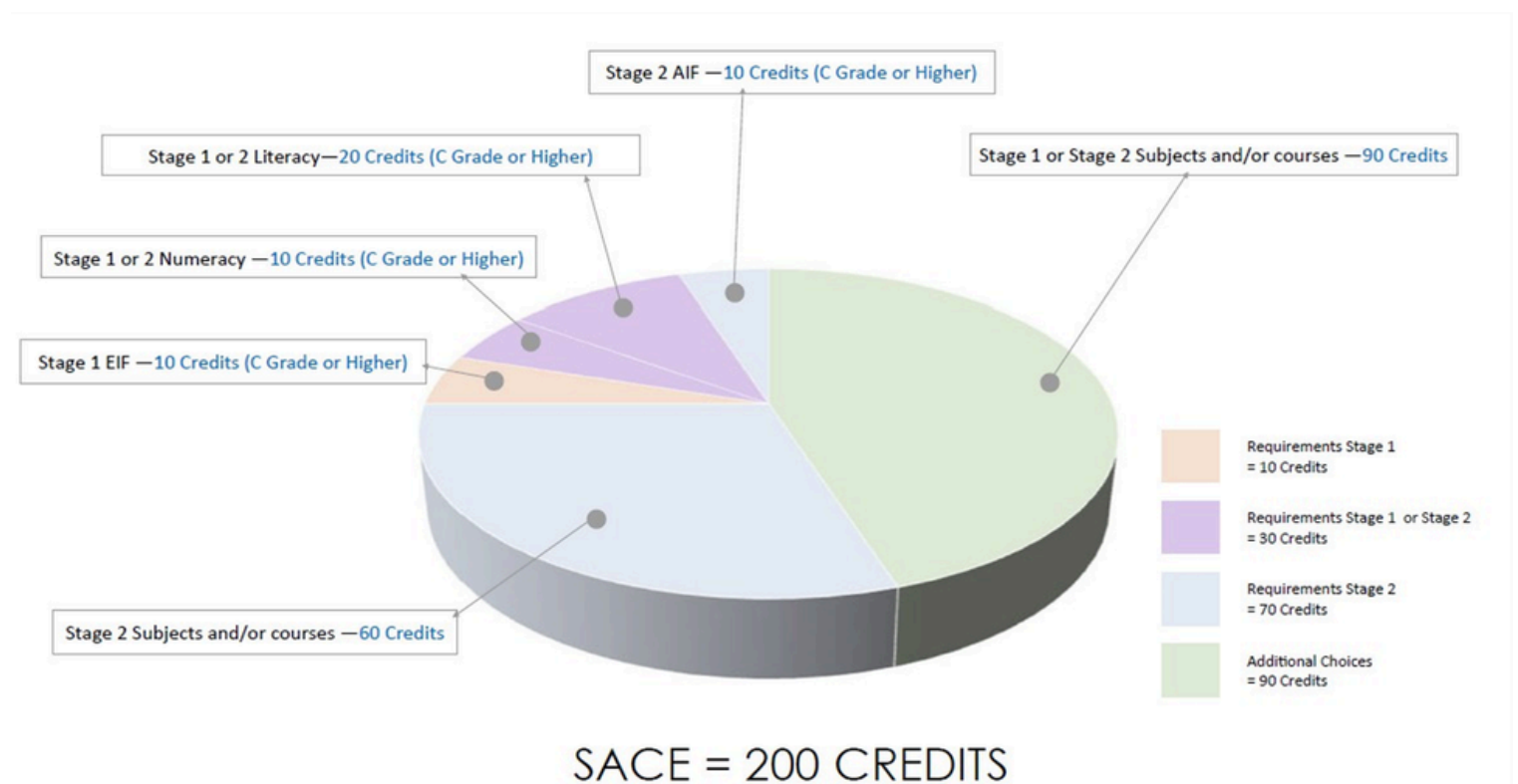
The SACE provides flexibility for schools to make reasonable adjustments in curriculum and assessment to enable students with disability to access and participate in SACE programs, and associated assessments, on the same basis as other students.

However, for students with disability/learning difficulties that result in significant impairment in intellectual functioning and/or adaptive behaviours, the learning requirements and performance standards in one or more SACE subjects are a barrier to achievement and SACE completion, even with reasonable adjustments.

The disabilities/learning difficulties of these students are highly complex and require substantial or extensive adjustments in curriculum and assessment. To meet the learning needs of individual students the SACE Board makes available a set of modified subjects. These subjects are highly individualised in which curriculum and assessment are designed around development of one or more SACE capabilities and personal learning goals that are appropriate for the student.

## Further information

Visit the SACE Board website at [www.sace.sa.edu.au](http://www.sace.sa.edu.au) for more information about the SACE. Another useful website is [www.sace.sa.edu.au/studying](http://www.sace.sa.edu.au/studying)



# SACE ADDRESS BOOK

## **SACE Subjects**

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

[www.sace.sa.edu.au/studying/subjects](http://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](http://www.sace.sa.edu.au/studying/support/study-tips)

## **Exams**

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

[www.sace.sa.edu.au/studying/assessment/exams](http://www.sace.sa.edu.au/studying/assessment/exams)

## **Careers**

[www.myfuture.edu.au/](http://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](http://www.headspace.org.au)

## **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](http://www.satac.edu.au)

## **Universities**

University of Adelaide – [www.adelaide.edu.au/](http://www.adelaide.edu.au/) Flinders

University – [www.flinders.edu.au/](http://www.flinders.edu.au/) University of South Australia

– [www.unisa.edu.au](http://www.unisa.edu.au)

## **TAFE**

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

[www.tafesa.edu.au/](http://www.tafesa.edu.au/)

## **SACE Board**

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

General inquiries 8115 4700

Life Line

24 hour help

13 11 14

Beyond Blue 24 hour help

1300 22 4636

[www.beyondblue.org.au/](http://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](http://www.sace.sa.edu.au)

# SACE COURSE PLANNER

## Exploring Identities and Futures = 10 credits

Completed in Year 10	Credits
	10

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

	SUBTOTAL	10

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

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## 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	Credits
	10

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

	SUBTOTAL	70

## To Gain the SACE, you must earn 200 credits

	SUBTOTAL	90
	<b>TOTAL</b>	<b>200</b>
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\*

# SENIOR SCHOOL

## SACE STAGE ONE

Year 11 is an important year where students begin shaping their pathway for year 12 and beyond. The subjects they choose help prepare them for further study, training, or their future career. To meet SACE requirements, all students must complete:

- Literacy (full year): selected from Stage 1 English subjects
- Numeracy (minimum one semester): selected from Stage 1 Mathematics subjects
- Activating Identities and Futures (AIF): a compulsory subject undertaken in Semester 1

In addition to these requirements, students choose from a broad range of Stage 1 elective subjects. Students may be considered for the opportunity to undertake a Stage 2 subject during year 11, subject to approval from the relevant Learning Area Leader and the Head of Senior Years. This pathway is typically available to students who demonstrate strong attendance, engagement, and achievement, and usually involves studying one full-year Stage 2 subject in place of two elective subjects. Where appropriate, eligible students may access modified SACE pathways to support their individual learning needs. Additional options, such as Open Access College may also be available. Flexible learning options are also available through Flexible Industry Pathways (FIPs). Eligible VET courses or qualifications can contribute towards SACE completion and may replace a Stage 1 subject. Students may also gain SACE credits through Community Learning, recognising achievements outside the classroom. Additional pathways may include applying to the Limestone Coast Technical College (LCTC), the South Australian Aboriginal Secondary Training Academy (SAASTA), or undertaking a School-Based Apprenticeship or Traineeship, where available.

### Assessment

Assessment at Stage 1 is school-based and reported to the SACE Board at the end of each semester. Student achievement is also communicated to parents through Semester 1 and Semester 2 reports. Some subjects may include end-of-semester examinations, which may contribute to the final grade. Stage 1 subjects are graded using an A–E scale, or N (Not Achieved). Compulsory subjects, including Literacy, Numeracy, Exploring Identities and Futures (EIF), and Activating Identities and Futures (AIF), are subject to external moderation to ensure consistent grading across schools.

SEMESTER	ENGLISH (Three courses available)	MATHEMATICS (Three courses available)	ELECTIVE	ELECTIVE	ELECTIVE	ELECTIVE
SEMESTER		ACTIVATING IDENTITIES AND FUTURES (AIF)	ELECTIVE	ELECTIVE	ELECTIVE	ELECTIVE

## ELECTIVE SUBJECTS

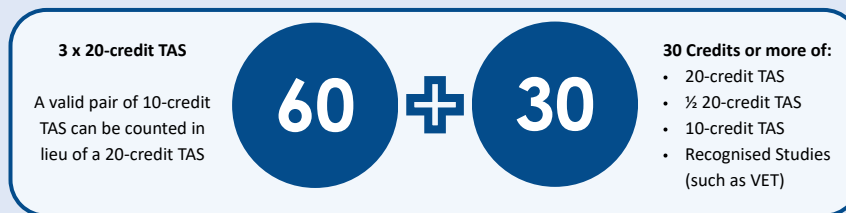
- Modern History
- Tourism
- Business Enterprise
- Business Economics
- Society and Culture
- Language
- Nations and Culture
- Psychology A
- Psychology B
- Biology: Human Focus
- Biology: Environmental Focus
- Physics 1
- Physics 2
- Nutrition
- Chemistry 1
- Chemistry 2
- Earth and Environmental Science
- Special Sports: Integrated Learning
- Health and Wellbeing
- Physical Education
- Child Studies
- Food and Hospitality 1
- Food and Hospitality 2
- Outdoor Education
- Visual Arts- Art
- Visual Arts- Design
- Music
- Drama
- Dance
- Media Arts
- Theatre Production
- Community Studies: Art Crawl
- Digital Technologies
- Digital Communication Solutions
- IT Essentials - Integrated Learning
- Metalwork: Welding
- Metalwork: Machining
- Clothing and Textiles: Material Solutions
- Furniture Construction A
- Furniture Construction B
- Community Studies
- Workplace Practices
- SAASTA (Open to Aboriginal and Torres Strait Islander students in years 10- 12. See page 7 for more information.).

# INFORMATION FOR YEAR 12/13 STUDENTS

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 2027 and beyond must complete the SACE and 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.



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.

## 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 2027, 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

# SENIOR SCHOOL

## SACE STAGE TWO

Year 12 is the final stage of schooling and an important transition point as students prepare for life beyond school. The subjects students choose, along with their commitment and effort throughout the year, play a key role in keeping a wide range of future pathways open. To meet SACE requirements, students must complete a total of 200 credits across Stage 1 and Stage 2, including at least 60 credits at Stage 2 level. This is typically achieved through:

- Three full-year Stage 2 subjects; or
- The equivalent of 60 credits from Flexible Industry Pathways (FIP) Certificate III courses; or
- A combination of both

Students wishing to be eligible for an Australian Tertiary Admission Rank (ATAR) must complete at least 90 credits at Stage 2. Within this, up to 20 credits can be from FIP courses, with an additional 10 credits recognised from the completion of Activating Identities and Futures (AIF) in Stage 1. All students commence the year studying four Stage 2 subjects (3 for those with a FIP course). This provides an appropriate level of academic challenge while maintaining the broadest possible range of post-school pathways and opportunities. Students who have not yet met compulsory SACE requirements in earlier years will need to address these as part of their year 12 subject selection. Where appropriate, eligible students may access modified SACE pathways to support their individual learning needs. Additional options, such as Open Access College and university studies, may also be available.

### Assessment

Assessment at Stage 2 includes both school-based and external components:

- School-based assessment (70%) is completed throughout the year and is subject to moderation, where external panels review student achievement against SACE performance standards to ensure consistency across schools.
- External assessment (30%) is set and marked by the SACE Board and may include examinations, investigations, or performances, depending on the subject.

Student achievement is reported using an A+ to E- scale. Progress grades are communicated to parents/caregivers throughout the year via the school reporting cycles, with final subject grades issued by the SACE Board at the end of the year. These results contribute to the calculation of the Australian Tertiary Admission Rank (ATAR) for eligible students.

SEMESTER	ELECTIVE	ELECTIVE	ELECTIVE	ELECTIVE
SEMESTER				

## ELECTIVE SUBJECTS

- English
- English Literary Studies
- Essential English
- Modern History
- Tourism
- Business Innovation
- Society and Culture
- Language
- General Mathematics
- Essential Mathematics
- Mathematical Methods
- Specialist Mathematics
- Psychology
- Biology
- Physics
- Nutrition
- Chemistry
- Earth and Environmental Science
- Health and Wellbeing
- Physical Education
- Child Studies
- Food and Hospitality
- Outdoor Education
- Sport and Community- Integrated Learning
- Visual Arts- Art
- Visual Arts- Design
- Music
- Drama
- Dance
- Media Arts
- Digital Technologies
- Digital Communication Solutions
- Metalwork
- Furniture Construction
- Community Studies
- Workplace Practices
- Community Connections
- SAASTA (Open to Aboriginal and Torres Strait Islander students in years 10- 12. See page 7 for more information.)

# ENGLISH

Please refer to subject descriptor for course length

\* COMPULSORY

YEAR 7

GLOBAL PERSPECTIVES \*

YEAR 8

GLOBAL PERSPECTIVES \*

YEAR 9

ENGLISH \*

YEAR 10

(Choice of)

ENGLISH \*

ENGLISH LITERARY STUDIES \*

ESSENTIAL ENGLISH \*

SACE STAGE ONE

(Choice of)

ENGLISH \*

ENGLISH LITERARY STUDIES \*

ESSENTIAL ENGLISH \*

SACE STAGE TWO

ENGLISH

ENGLISH LITERARY STUDIES

ESSENTIAL ENGLISH

It is strongly recommended that students who would like to pursue a University Pathway or study interstate undertake English or English Literary Studies at a SACE Stage 2 level.

# ENGLISH

## GLOBAL PERSPECTIVES

### YEAR 7 [FULL YEAR]

Year 7 English, through Global Perspectives, develops students' ability to analyse and create texts across cultures. Learners explore how language and context shape meaning, express ideas confidently, and build empathy by engaging with diverse perspectives from Australia and the wider world.

### YEAR 8 [FULL YEAR]

Year 8 English, through Global Perspectives, builds students' ability to create and analyse texts for varied audiences. Learners explore how language, context and culture shape meaning, while developing creativity, empathy and critical thinking when engaging with diverse global perspectives.

## ENGLISH

### YEAR 9 [FULL YEAR]

Year 9 English develops students' ability to analyse and create texts for different purposes and audiences. Learners explore how language, structure and literary devices shape meaning, while building confidence to express ideas independently and collaboratively. The course fosters curiosity, critical thinking and an appreciation of diverse perspectives and cultural representations in texts.

### YEAR 10 [FULL YEAR]

Year 10 English strengthens students' ability to analyse and create oral, written and multimodal texts. Learners explore how language, context and authorial choices shape meaning, influence audiences and reflect values. The course builds critical insight, personal voice and ethical awareness in communication.

### SACE STAGE 1 [FULL YEAR]

In Stage 1 English, students critically and creatively engage in a variety of types of texts including novels, film, media, poetry and drama texts. Students create texts, selecting language suitable to audience. They analytically respond to texts with a focus on how creators of texts use language and stylistic features to make meaning.

### SACE STAGE 2 [FULL YEAR]

*Background: SACE Stage 1 English or English Literary Studies is recommended*

Stage 2 English focuses on how the purpose of a text is achieved through text conventions and stylistic choices to influence the audience. Students analyse the interrelationship of author, text and audience, emphasising how language and stylistic features shape perspectives in different contexts.

## ENGLISH LITERARY STUDIES

### YEAR 10 [FULL YEAR]

*Background: Year 9 English is recommended*

Year 10 English Literary Studies extends students through close analysis of complex literary texts. Learners examine authorial choices, intertextuality and context to develop sophisticated interpretations. The course emphasises critical thinking, refined analytical writing and confident discussion, preparing students for SACE English Literary Studies

## ENGLISH LITERARY STUDIES

### SACE STAGE 1 [FULL YEAR]

*Background: Year 10 English Literary Studies is recommended*

Stage 1 English Literary Studies, aligned with the SACE, develops students' skills in interpreting and analysing texts. Students explore how texts represent culture, identity and experience, and learn to construct evidence-based responses. They engage with multiple perspectives and create analytical and imaginative texts demonstrating growing depth of understanding. Students will complete a 90-minute critical reading exam as part of their assessment.

### SACE STAGE 2 [FULL YEAR]

*Background: SACE Stage 1 English or English Literary Studies is recommended*

Stage 2 English Literary Studies focuses on the knowledge, skills, and critical thinking needed to interpret texts. Through shared and independent study, students explore how texts represent culture, identity, and human experience, and analyse the relationship between authors, texts, audiences, and contexts. Students learn to construct evidence-based arguments, engage with diverse interpretations, and reflect on the creative choices of authors. They apply these insights to produce analytical and creative texts that demonstrate clarity and depth of literary understanding

School-based Assessment 70%

External Assessment 30%

## ESSENTIAL ENGLISH

### YEAR 10 [FULL YEAR]

Year 10 Essential English supports students to develop practical communication skills for everyday, community and workplace contexts. Students interpret and create a range of texts, focusing on clear expression, understanding ideas and perspectives, and using language effectively to communicate meaning with confidence and purpose.

### SACE STAGE 1 [FULL YEAR]

Stage 1 Essential English is designed for a range of students, including those who are seeking to meet the SACE Literacy requirement and/or students planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on communication, comprehension, analysis and text creation.

*This course provides a pathway to Stage 2 Essential English*

### SACE STAGE 2 [FULL YEAR]

In Stage 2 Essential English, students respond to and create texts for a range of personal, social, cultural, community and/or workplace contexts. Students interpret information, ideas and perspectives in texts and consider how meaning is created.

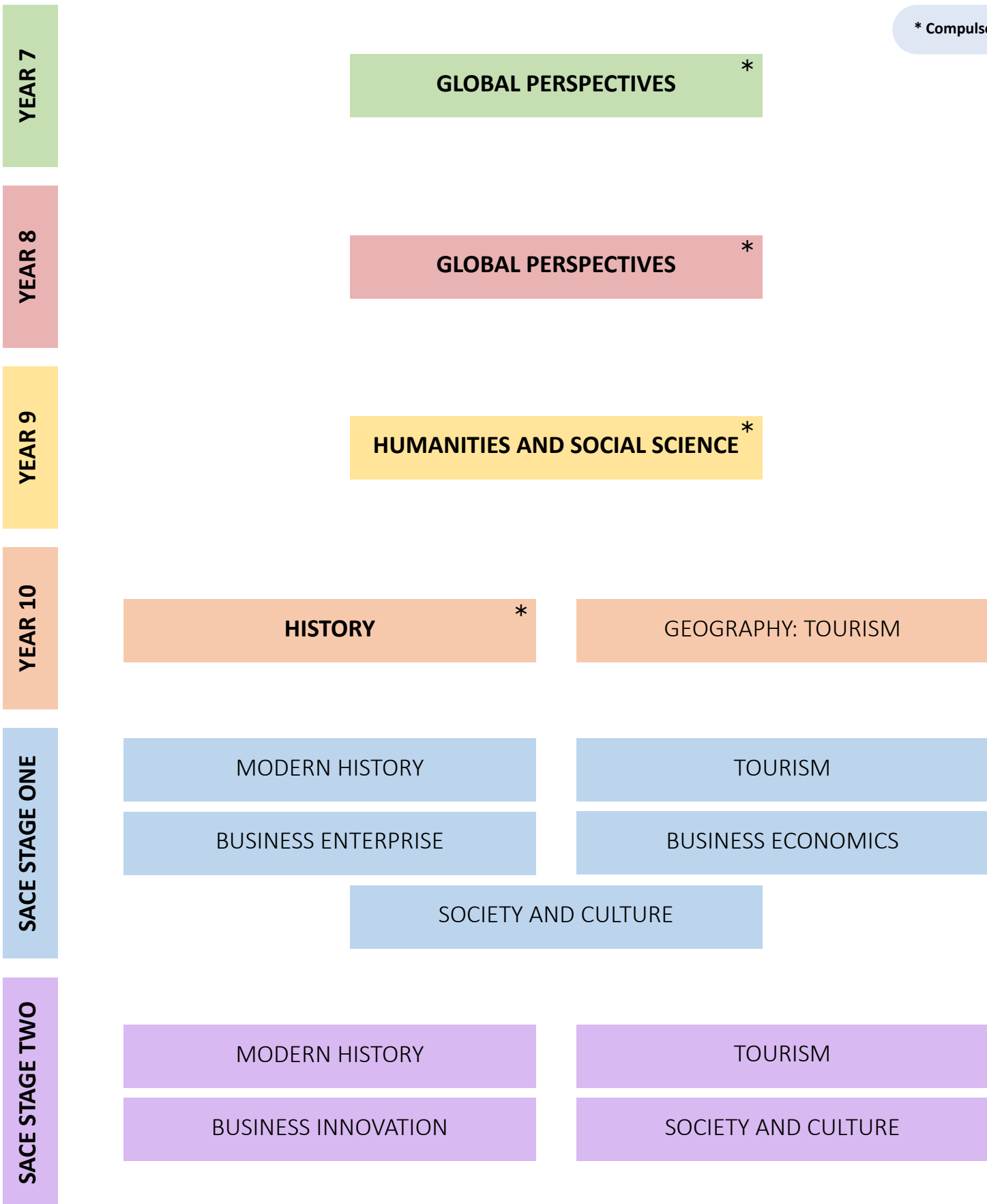
School-based Assessment 70%

External Assessment 30%

# HUMANITIES AND SOCIAL SCIENCE

Please refer to subject descriptor for course length

\* Compulsory



# HUMANITIES AND SOCIAL SCIENCES



## GLOBAL PERSPECTIVES

### YEAR 7 [FULL YEAR]

Year 7 HASS, through Global Perspectives, allows students to examine the interconnections that exist through a lens of History, Geography, Civics and Citizenship and Business and Economics. Students will study: Ancient Societies of the East and West - their contribution to modern, social, political and economic systems. Students will also investigate the nature of water as a natural resource as well as the liveability of places in relation to diverse people and places.

### YEAR 8 [FULL YEAR]

HASS at Year 8, through Global Perspectives, continues to integrate History, Geography, Civics and Citizenship, and Business and Economics. Students explore Medieval Europe, the Black Death, Vikings and Polynesian expansion, alongside landforms, landscapes and changing nations, analysing how people, places and systems shape societies. Students also develop their entrepreneurial skills through Sustainability Boss.

## HUMANITIES AND SOCIAL SCIENCES

### YEAR 9 [FULL YEAR]

Year 9 HASS explore Modern History through Making of the Australian Nation, the Industrial Revolution and World War I, alongside the Geography elements of Interconnections, Biomes and Food Security. Students analyse change, global links and sustainability, using evidence to evaluate perspectives and communicate informed, responsible responses to contemporary challenges.

## HISTORY

### YEAR 10 [ONE SEMESTER]

In Year 10 History, students will study the causes and events of World War 1 with a particular focus on Australia's involvement. They will explore the building of modern Australia post 1945 and the effects of the globalising world on society.

### SACE STAGE 1 - MODERN HISTORY [ONE SEMESTER]

Stage 1 Modern History explores global change since 1750, examining movements, ideas and their impacts. Students analyse Imperialism, Revolution and Decolonisation, investigating how individuals and

## HISTORY

### SACE STAGE 1 - MODERN HISTORY [ONE SEMESTER] (CONTINUED)

groups challenge systems, and evaluating consequences for societies, rights, perspectives and historical debates. Students will be required to complete an exam as part of their assessment.

### SACE STAGE 2 - MODERN HISTORY [FULL YEAR]

Students in Stage 2 Modern History study key world events as well as key individuals groups and events that changed the world from 1700 to the present. Topics covered in previous years have been The Russian Revolution 1917-1923 and the Cold War from 1945-1991. Students create a question on any historical topic since c1750 through their Independent History Enquiry assignment. Throughout the course, students write essays, letters, source analysis' and articles.

School-based Assessment 70%

- Folio of course work 50%

- Individual History Essay 20%

External Assessment 30%

- Electronic Exam

## GEOGRAPHY: TOURISM

### YEAR 10 [ONE SEMESTER]

Year 10 Geography (Tourism) examines human impacts on environments and destinations, analysing sustainability, wellbeing and global interconnections. Students investigate environmental change through diverse perspectives, evaluate tourism impacts, and propose informed, ethical strategies that balance economic development, cultural understanding and environmental stewardship across local and global contexts.

*A small cost for excursions may occur.*

## TOURISM

### SACE STAGE 1 [ONE SEMESTER]

In Stage 1 Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry, and the complex economic, social, cultural, and environmental impacts and interactions of tourism activity. They investigate tourism locally, nationally, and globally.

*A small cost for excursions may occur.*

# HUMANITIES AND SOCIAL SCIENCES

## TOURISM

### SACE STAGE 2 [FULL YEAR]

Stage 2 Tourism allows students to consider the ever-changing nature of tourism and how it responds to challenges, opportunities, and realities such as globalisation, economic crises, security issues, environmental needs, world events, and technological developments.

School-based Assessment 70%

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

External Assessment 30%

- Examination

## BUSINESS

### SACE STAGE 1 - BUSINESS ENTERPRISE [ONE SEMESTER]

In Stage 1 Business, students learn how to start, grow, and sustain a business in a digital age. They are immersed in the process of identifying and solving customer problems or needs through design thinking and the use of assumption-based planning tools. Students are given the opportunity to explore their own ideas and interests, and develop these into potential business concepts.

### SACE STAGE 1 - BUSINESS ECONOMICS [ONE SEMESTER]

In Stage 1 Economics, students investigate real-world economic issues that shape our society, from cost of living and inflation to global trade and environmental challenges. This subject gives students the opportunity to explore both micro and macro economic concepts through topics that interest them. By analysing authentic contexts, students develop skills to think critically and make informed decisions.

### SACE STAGE 2 [FULL YEAR]

*Background: SACE Stage 1 Business Enterprise or Economics is recommended*

Stage 2 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.

School-based Assessment 70%

- Business Skills 40%
- Business Model 30%

External Assessment 30%

- Business Plan and Pitch

## SOCIETY AND CULTURE

### SACE STAGE 1 [ONE SEMESTER]

Stage 1 Society and Culture investigates contentious issues relevant to us today and helps students gain an understanding of the world they live in, how society has changed over time, helping them to become more informed and global citizens. Students explore and analyse interactions between people, societies and cultures to better understand issues. Students are 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.

## SOCIETY AND CULTURE

### SACE STAGE 1 [ONE SEMESTER] (CONTINUED)

Students demonstrate evidence of learning through source analysis, a group activity and an investigation of a contentious issue.

### SACE STAGE 2 [FULL YEAR]

In Stage 2 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 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.

School-based Assessment 70%

- Folio 50%
- Interaction 20%

External Assessment 30%

- Investigation

# LANGUAGES

Please refer to subject descriptor for course length

\* COMPULSORY

YEAR 7

LANGUAGES AND CULTURE \*

YEAR 8

(Choice of)

LANGUAGE: JAPANESE \*

NATIONS AND CULTURE \*

YEAR 9

LANGUAGE: JAPANESE

NATIONS AND CULTURE

YEAR 10

LANGUAGE: JAPANESE

NATIONS AND CULTURE

SACE STAGE ONE

LANGUAGE

NATIONS AND CULTURE

SACE STAGE TWO

LANGUAGE

# LANGUAGES

## LANGUAGES AND CULTURE

### YEAR 7 [ONE SEMESTER]

Languages and Culture allows students to explore global citizenship, cultural understanding, and diverse perspectives. Through themes such as communication, storytelling, festivals, and travel, students build intercultural awareness. They will be provided opportunities to learn basic phrases across several languages and complete creative, written, and multimodal tasks to express ideas and deepen understanding of global connections.

## LANGUAGE

### YEAR 8 - JAPANESE [ONE SEMESTER]

Students begin communicating using modelled language and simple texts. They explore Japanese culture and develop foundational skills in speaking, listening, reading and writing, including hiragana and basic kanji. Students reflect on how language shapes meaning and identity while building confidence as emerging intercultural communicators and language learners.

### YEAR 9 - JAPANESE [ONE SEMESTER]

Students extend their Japanese communication skills to express personal ideas and respond to more complex texts and interactions. They deepen their understanding of language structures, including scripts and honorifics, and explore cultural perspectives. Students develop independence, intercultural awareness, and the ability to interpret and create meaning across contexts.

### YEAR 10 - JAPANESE [ONE SEMESTER or FULL YEAR]

*Background: Year 9 Japanese is recommended*

Students communicate with increasing fluency and flexibility across varied Japanese contexts. They analyse and apply complex language features, including kanji, register, and persuasive language. Students interpret and create texts, engage with diverse perspectives, and reflect critically on language, culture, and identity as capable, independent intercultural communicators. Students are encouraged to complete two semesters if wanting to continue to study Japanese at SACE level.

### SACE STAGE 1 [FULL YEAR] AND SACE STAGE 2 [FULL YEAR]

Students may continue their study of Japanese or another chosen language through approved external providers. They develop skills in listening, speaking, reading, and writing, while building intercultural understanding. Students engage with authentic texts and contexts. A fee of approximately \$50 may apply to support course access and materials. Please speak to the Languages curriculum leader to discuss available Languages.

## NATIONS AND CULTURE

### YEAR 8 [ONE SEMESTER]

Nations & Culture has students exploring how culture, identity, and place shape communities. Through guided inquiry, they investigate aspects such as traditions, daily life, and cultural expression across different countries. Students develop foundational research and communication skills, building curiosity, respect for diversity, and confidence in sharing their understanding of global cultures.

## NATIONS AND CULTURE

### YEAR 9 [ONE SEMESTER]

Students undertake student-driven inquiries into chosen countries, exploring aspects such as art, history, traditions, and social life. Through research, discussion, and creative projects, they develop critical thinking and intercultural understanding, building confidence in analysing perspectives and expressing informed viewpoints about global cultures.

### YEAR 10 [ONE SEMESTER]

Students build on prior learning to explore cultural identity within different societies. Through independent research and critical analysis of areas such as traditions, arts, and social structures, students deepen intercultural understanding, develop informed perspectives, and strengthen their ability to communicate insights about identity in global contexts.

### SACE STAGE 1 [ONE SEMESTER]

Students explore how identity, culture, and power shape societies across global contexts. They investigate cultural practices, perspectives, and interactions between nations, analysing how meaning is constructed and communicated. Students develop critical and intercultural understanding, applying inquiry skills to interpret diverse viewpoints and reflect on their place in the world.

## LANGUAGE & CULTURE STUDY TOUR: JAPAN 2027

Japanese Language and Nations & Culture students have the opportunity to travel to Japan (biennially) on a two-week study tour as an addition to our language programs. Students connect with our Sister School allowing them to be immersed in local culture, as well as visit many popular tourist attractions. This greatly benefits the development of language skills and intercultural understanding for all involved.

**Expressions of Interest and Parent-Information  
Evenings will be held in Term 3, 2026.**

\*Only open for students studying Years 10- 12 in 2027\*

# MATHEMATICS

Please refer to subject descriptor for course length

\* COMPULSORY

YEAR 7

SOLUTIONS \*

YEAR 8

SOLUTIONS \*

YEAR 9

(Choice of)

GENERAL MATHEMATICS \*

ADVANCED MATHEMATICS \*

YEAR 10

(Choice of)

GENERAL MATHEMATICS \*

ADVANCED MATHEMATICS \*

SACE STAGE ONE

(Choice of)

GENERAL MATHEMATICS \*

ADVANCED MATHEMATICS \*

ESSENTIAL MATHEMATICS \*

SACE STAGE TWO

GENERAL MATHEMATICS

ESSENTIAL MATHEMATICS

MATHEMATICAL METHODS

SPECIALIST MATHEMATICS

# MATHEMATICS



## SOLUTIONS

### YEAR 7 [FULL YEAR]

Year 7 Solutions connects Mathematics and Science through a structured approach that includes explicit teaching in each subject, alongside opportunities to apply learning across both areas. Students develop their understanding of scientific concepts while using mathematics to measure, represent, and explain ideas about the world around them. Students will learn Science concepts such as ecosystems and classification, earth systems and cycles (e.g. water, seasons), forces and motion and states of matter and changes. While also learning mathematics concepts such as whole numbers, fractions and decimals, measurement (length, mass, volume, time), simple algebra and patterns and data collection and representation. Students engage in both Mathematics and Science lessons, as well as connected investigations where mathematical skills are applied to scientific contexts. They collect and represent data, apply calculations, and use graphs and models to communicate findings. Learning is grounded in real-world contexts such as environmental systems, forces, and materials. This builds a strong foundation for future learning in both subjects and supports pathways into areas such as engineering, environmental science, health, and trades. Students develop curiosity through questioning, responsibility through accurate measurement and safe practice, and open-mindedness by considering different explanations, while strengthening their ability to reason with evidence and communicate clearly. Students may experience lessons as Mathematics, Science, or connected investigations depending on the learning focus.

### YEAR 8 [FULL YEAR]

Year 8 Solutions continues to develop connections between Mathematics and Science while maintaining explicit teaching of key concepts in each subject. Students deepen their understanding of how mathematical reasoning supports scientific thinking, and how scientific contexts provide meaningful applications for mathematics. What students learn science concepts, including; cells and body systems, rock cycle and geological change, energy transfer and transformations and physical and chemical change. Students will also learn Mathematical concepts such as ratios, rates, and percentages, algebraic expressions and equations, measurement and geometry, and statistics and probability. Students engage in both Mathematics and Science lessons, alongside investigations where mathematical skills are applied to scientific contexts.

## SOLUTIONS

### YEAR 8 [FULL YEAR] (CONTINUED)

They analyse and interpret data, apply formulas, identify patterns, and communicate ideas using graphs, equations, and scientific explanations. Learning is applied to real-world contexts such as energy use, health, and environmental change. This prepares students for year 9 pathway decisions and supports future learning in both Mathematics and Science. Students strengthen curiosity through investigation, responsibility through designing accurate processes, and open-mindedness by refining explanations using evidence, while developing their ability to reason with data and communicate ideas clearly.

## GENERAL MATHEMATICS

### YEAR 9 [FULL YEAR]

Year 9 General Mathematics develops students' ability to apply mathematical thinking to real-world problems while building confidence in core skills. Students strengthen their understanding of key concepts and begin to make connections between different areas of mathematics. Students will learn linear equations and relationships, percentages, ratios, and financial maths, measurement and geometry and statistics and probability. Students will do this by solving real-world problems, interpreting data and graphs, applying mathematical strategies and explaining their reasoning. This course prepares students for Year 10 General Mathematics and pathways into Essential or General Mathematics in SACE, supporting careers in trades, business, and applied fields. Students develop persistence, accuracy, and confidence in applying mathematics to everyday situations.

*\*A scientific calculator is required (cost approx. \$40).\**

### YEAR 10 [FULL YEAR]

Year 10 General Mathematics focuses on applying mathematics in practical and real-world contexts. Students build confidence in using mathematics to solve problems and make informed decisions. Students will learn; algebra and linear relationships, trigonometry, statistics and probability and financial mathematics by applying mathematics to real-world scenarios, analysing and interpreting data, modeling problems and evaluating solutions. This course leads to Stage 1 Essential or General Mathematics, supporting pathways into employment, apprenticeships, and further study.

*\*A scientific calculator is required (cost approx. \$40) \**

# MATHEMATICS

## GENERAL MATHEMATICS

### SACE STAGE 1 [ONE SEMESTER or FULL YEAR]

General Mathematics develops students' ability to use mathematics to model and interpret real-world situations. Students explore how mathematics supports decision-making in areas such as finance, measurement, and data analysis. Students will learn trigonometry and measurement, statistics and data analysis, financial modelling and applications and algebra in practical contexts. Students will learn this by constructing and applying mathematical models, analysing and interpreting data sets, solving contextual problems and communicating reasoning using mathematical language. This subject prepares students for Stage 2 General Mathematics and supports pathways into business, economics, health sciences, and applied university courses. Students develop independence, analytical thinking, and confidence in applying mathematics to real-world problems.

*\*Students will require a scientific calculator (cost approx. \$40), however a Graphic Calculator is recommended (cost approx. \$270).\**

### SACE STAGE 2 [FULL YEAR]

*Background: Stage 1 General Mathematics is recommended*

Stage 2 General Mathematics focuses on modelling and analysing real-world situations. Students use mathematics to interpret data, identify patterns, and support decision-making in a variety of contexts. Students will learn mathematical modelling, statistics and data analysis, financial mathematics, networks and matrices. Students will learn this by constructing and evaluating models, analysing trends and relationships, solving contextual problems and communicating reasoning effectively. This subject supports pathways into university, business, economics, and applied fields where mathematics is used for analysis and decision-making. Students develop strong analytical, reasoning, and communication skills.

*\*Students will require a Graphic Calculator (cost approx. \$270).\**

## ADVANCED MATHEMATICS

### YEAR 9 [FULL YEAR]

Year 9 Advanced Mathematics extends students into more abstract and complex mathematical thinking. Students work at a faster pace and engage with deeper algebraic concepts, preparing them for higher-level mathematics pathways. Students will learn algebraic manipulation and indices, simultaneous equations, introductory quadratic relationships and advanced problem solving. Students will learn this by solving complex, multi-step problems, exploring patterns and generalisations, justifying mathematical reasoning and moving between algebraic, graphical, and numerical forms. This course prepares students for Year 10 Advanced Mathematics and pathways into SACE Stage 1 Mathematics A, B, C, D, Mathematical Methods, and Specialist Mathematics. Students develop strong reasoning, independence, and confidence in abstract thinking.

*\*A scientific calculator is required (cost approx. \$40).\**

### YEAR 10 [FULL YEAR]

Year 10 Advanced Mathematics prepares students for the demands of higher-level mathematics. Students engage with abstract concepts and develop strong analytical and reasoning skills. Students will learn quadratic functions and equations, trigonometry and advanced algebra, introduction to calculus concepts and complex problem solving skills.

## ADVANCED MATHEMATICS

### YEAR 10 [FULL YEAR] (CONTINUED)

Students will do this by analysing relationships and patterns, solving abstract problems, justifying and communicating reasoning and applying multiple strategies. This course leads to SACE Stage 1 Mathematics A, B, C, D and pathways into Mathematical Methods and Specialist Mathematics. Students develop high-level reasoning, independence, and precision.

*\*Students will require a Graphic Calculator (cost approx. \$270).\**

### SACE STAGE 1 - MATHEMATICS A,B,C,D [ONE SEMESTER EACH]

MATHEMATICS A - One Semester

MATHEMATICS B - One Semester

MATHEMATICS C - One Semester

MATHEMATICS D - One Semester

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. 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.

Please note, Mathematics D is recommended for SACE Stage 2 Specialist Mathematics

*\*Students will require a Graphic Calculator (cost approx. \$270).\**

## ESSENTIAL MATHEMATICS

### SACE STAGE 1 [ONE SEMESTER or FULL YEAR]

Essential Mathematics focuses on using mathematics to make sense of everyday life. Students develop confidence in applying mathematical skills to real-world situations such as managing money, interpreting data, and solving practical problems. The subject is highly relevant and designed to build strong numeracy for life beyond school. Students will learn financial mathematics (budgeting, interest, loans), measurement, scale, and spatial reasoning, data representation and interpretation and problem-solving in practical contexts. Students will learn this by applying mathematics to real-life scenarios, interpreting and analysing data from everyday contexts, solving multi-step practical problems and communicating reasoning clearly and effectively. This subject supports pathways into employment, apprenticeships, vocational training, and community life. It is ideal for students who want mathematics that is practical, relevant, and directly applicable. Students develop resilience through problem-solving, resourcefulness in selecting strategies, and reflection when evaluating outcomes.

*\*A scientific calculator is required (cost approx. \$40).\**

### SACE STAGE 2 [FULL YEAR]

Stage 2 Essential Mathematics builds on practical mathematical skills and focuses on applying them to complex real-world situations. Students learn to analyse information, make decisions, and solve problems that reflect real-life contexts.

# MATHEMATICS

## ESSENTIAL MATHEMATICS

### SACE STAGE 2 [FULL YEAR] (CONTINUED)

Students will learn financial mathematics (loans, investments, budgeting), measurement and scale in real contexts, statistical analysis and data interpretation and problem-solving in workplace and community settings. Students will learn this by applying mathematics to authentic scenarios, interpreting and evaluating real-world data, solving multi-step problems and communicating solutions clearly and logically. This subject supports pathways into employment, apprenticeships, and further training, equipping students with essential life and workplace numeracy skills. Students apply resilience, resourcefulness, and reflection to real-world problem-solving.

*\*Students will require a Graphic Calculator (cost approx. \$270).\**

## MATHEMATICAL METHODS

### SACE STAGE 2 [FULL YEAR]

*Background: SACE Stage 1 Mathematics Advanced (A, B and C) is recommended*

Mathematical Methods develops a deep understanding of algebra, functions, and calculus. Students explore how mathematics describes relationships and change, applying abstract thinking to complex problems. Students will learn functions and graphs, differential and integral calculus and probability and statistics. Students will learn this by analysing mathematical relationships, applying calculus techniques, solving complex problems and communicating mathematical arguments. This subject supports pathways into engineering, science, health sciences, economics, and university courses requiring advanced mathematics. Students develop high-level reasoning, abstraction, and problem-solving skills.

*\*Students will require a Graphic Calculator (cost approx. \$270).\**

## SPECIALIST MATHEMATICS

### SACE STAGE 2 [FULL YEAR]

*Background: Mathematics Advanced (A, B, C and D) is recommended*

Specialist Mathematics extends students' mathematical thinking into highly abstract and complex areas. Students explore advanced concepts and develop the ability to analyse sophisticated mathematical systems. Students will learn advanced algebra and functions, complex numbers and vectors and advanced calculus and mathematical structures. Students will learn this by solving complex and abstract problems, applying advanced mathematical models, analysing relationships deeply and justifying reasoning rigorously. This subject supports pathways into engineering, physics, mathematics, and specialised STEM fields, often studied alongside Mathematical Methods. Students demonstrate high levels of resilience, precision, and analytical thinking.

*\*Students will require a Graphic Calculator (cost approx. \$270).\**

# SCIENCE

Please refer to subject descriptor for course length

\* COMPULSORY

YEAR 7	SOLUTIONS *	
YEAR 8	SOLUTIONS *	
YEAR 9	SCIENCE *	
YEAR 10	SCIENCE *	PSYCHOLOGY
SACE STAGE ONE	PSYCHOLOGY A	PSYCHOLOGY B
	BIOLOGY: HUMAN FOCUS	BIOLOGY: ENVIRONMENTAL FOCUS
	PHYSICS 1	PHYSICS 2
	NUTRITION	CHEMISTRY 1
	CHEMISTRY 2	EARTH AND ENVIRONMENTAL SCIENCE
SACE STAGE TWO	PSYCHOLOGY	BIOLOGY
	PHYSICS	NUTRITION
	CHEMISTRY	EARTH AND ENVIRONMENTAL SCIENCE

# SCIENCE



## SOLUTIONS

### YEAR 7 [FULL YEAR]

Year 7 Solutions connects Mathematics and Science through a structured approach that includes explicit teaching in each subject, alongside opportunities to apply learning across both areas. Students develop their understanding of scientific concepts while using mathematics to measure, represent, and explain ideas about the world around them. Students will learn Science concepts such as ecosystems and classification, earth systems and cycles (e.g. water, seasons), forces and motion and states of matter and changes. While also learning mathematics concepts such as whole numbers, fractions and decimals, measurement (length, mass, volume, time), simple algebra and patterns and data collection and representation. Students engage in both Mathematics and Science lessons, as well as connected investigations where mathematical skills are applied to scientific contexts. They collect and represent data, apply calculations, and use graphs and models to communicate findings. Learning is grounded in real-world contexts such as environmental systems, forces, and materials. This builds a strong foundation for future learning in both subjects and supports pathways into areas such as engineering, environmental science, health, and trades. Students develop curiosity through questioning, responsibility through accurate measurement and safe practice, and open-mindedness by considering different explanations, while strengthening their ability to reason with evidence and communicate clearly. Students may experience lessons as Mathematics, Science, or connected investigations depending on the learning focus.

### YEAR 8 [FULL YEAR]

Year 8 Solutions continues to develop connections between Mathematics and Science while maintaining explicit teaching of key concepts in each subject. Students deepen their understanding of how mathematical reasoning supports scientific thinking, and how scientific contexts provide meaningful applications for mathematics. Students will also learn science concepts including cells and body systems, rock cycle and geological change, energy transfer and transformations and physical and chemical change. Students will also learn Mathematical concepts such as ratios, rates, and percentages, algebraic expressions and equations, measurement and geometry, and statistics and probability.

## SOLUTIONS

### YEAR 8 [FULL YEAR] (CONTINUED)

Students engage in both Mathematics and Science lessons, alongside investigations where mathematical skills are applied to scientific contexts. They analyse and interpret data, apply formulas, identify patterns, and communicate ideas using graphs, equations, and scientific explanations. Learning is applied to real-world contexts such as energy use, health, and environmental change. This prepares students for year 9 pathway decisions and supports future learning in both Mathematics and Science. Students strengthen curiosity through investigation, responsibility through designing accurate processes, and open-mindedness by refining explanations using evidence, while developing their ability to reason with data and communicate ideas clearly.

## SCIENCE

### YEAR 9 [FULL YEAR]

Year 9 Science develops critical thinking and application of scientific ideas. Students analyse evidence and evaluate how science is used to explain and influence the world. Students will learn ecosystems and interdependence, climate systems, electricity and energy and atomic theory. Students will learn this by designing investigations, analysing and interpreting data, evaluating evidence and communicating explanations. This course prepares students for senior science subjects and pathways into health, engineering, environment, and technology.

### YEAR 10 [FULL YEAR]

Year 10 Science prepares students for specialised study in SACE. Students apply scientific thinking to complex problems and real-world contexts. Students will learn genetics and evolution, sustainability, forces and energy systems and chemical reactions. Students will learn this by designing and refining investigations, analysing complex data, applying knowledge to new contexts and communicating detailed explanations. This subject leads into Biology, Chemistry, Physics, Psychology, Nutrition, and Earth and Environmental Science pathways.

# SCIENCE

## PSYCHOLOGY

### YEAR 10 [FULL YEAR]

*Background: Year 9 Science is recommended*

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

### SACE STAGE 1 - PSYCHOLOGY A [ONE SEMESTER]

*Background: Year 10 Science is recommended*

Psychology A 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

### SACE STAGE 1 - PSYCHOLOGY B [ONE SEMESTER]

*Background: Year 10 Science is recommended*

Psychology B 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.

### SACE STAGE 2 [FULL YEAR]

*Background: SACE Stage 1 Psychology is recommended*

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,

## PSYCHOLOGY

### SACE STAGE 2 [FULL YEAR] (CONTINUED)

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.

## BIOLOGY

### SACE STAGE 1 - BIOLOGY: HUMAN FOCUS [SEMESTER ONE]

*Background: Year 10 Science is recommended*

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.

### SACE STAGE 1 - BIOLOGY: ENVIRONMENTAL FOCUS [SEMESTER TWO]

*Background: Year 10 Science is recommended*

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.

### SACE STAGE 2 [FULL YEAR]

*Background: any Stage 1 Biology is recommended*

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.

# SCIENCE

## BIOLOGY

### SACE STAGE 2 [FULL YEAR] (CONTINUED)

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

## PHYSICS

### SACE STAGE 1 - PHYSICS 1 [ONE SEMESTER]

*Background: Year 10 Science is recommended*

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.

### SACE STAGE 1 - PHYSICS 2 [ONE SEMESTER]

*Background: SACE Stage 1 Physics 1 is recommended*

Physics 2 builds upon the skills developed in Physics 1. 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.

### SACE STAGE 2 [FULL YEAR]

*Background: Stage 1 Physics 1 and 2 is 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.

## NUTRITION

### SACE STAGE 1 [ONE SEMESTER]

*Background: Year 10 Science is recommended*

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.

## NUTRITION

### SACE STAGE 1 [ONE SEMESTER] (CONTINUED)

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

### SACE STAGE 2 [FULL YEAR]

*Background: any SACE Stage 1 Science is recommended*

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. 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

## CHEMISTRY

### SACE STAGE 1 - CHEMISTRY 1 [ONE SEMESTER]

*Background: Year 10 Science is recommended*

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.

### SACE STAGE 1 - CHEMISTRY 2 [ONE SEMESTER]

*Background: SACE Stage 1 Chemistry 1 is recommended*

Students studying Chemistry 2 will then 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

# SCIENCE

## CHEMISTRY

### SACE STAGE 2 [FULL YEAR]

*Background: SACE Stage 1 and 2 Chemistry is recommended*

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.

## EARTH AND ENVIRONMENTAL SCIENCE

### SACE STAGE 1 [ONE SEMESTER]

*Background: Year 10 Science is recommended*

Earth and Environmental Science explores how Earth's systems interact and change over time. Students investigate natural processes such as climate systems, geological change, and environmental interactions, while beginning to understand the impact of human activity on the planet. This subject is highly relevant to current global challenges and encourages students to think critically about sustainability. Students will learn earth systems (geosphere, atmosphere, hydrosphere, biosphere), climate systems and environmental change, natural hazards and geological processes and human impacts on earth systems. Students will learn this by analysing environmental data and trends, investigating real-world environmental issues, evaluating scientific evidence and communicating findings using scientific language. This subject supports pathways into environmental science, sustainability, conservation, agriculture, and natural resource management.

### SACE STAGE 2 [FULL YEAR]

*Background: SACE Stage 1 Chemistry, Biology: Environmental Focus or Earth and Environmental Science is recommended*

Earth and Environmental Science deepens students' understanding of complex Earth systems and environmental change. Students analyse interactions between natural systems and human activity, exploring sustainability, climate science, and future environmental challenges. Students will learn, interactions between Earth systems, environmental management and sustainability, climate change and global impacts and human influences on natural systems. Students will learn this by investigating complex environmental issues, analysing and interpreting data, evaluating scientific models and evidence and communicating solutions and recommendations. This subject supports pathways into environmental management, conservation, geoscience, sustainability, and policy development.

# HEALTH AND PHYSICAL EDUCATION

Please refer to subject descriptor for course length

\* COMPULSORY

YEAR 7	HEALTH, PHYSICAL EDUCATION, FOOD AND * NUTRITION	
YEAR 8	HEALTH, PHYSICAL EDUCATION, FOOD AND * NUTRITION	
YEAR 9	HEALTH, PHYSICAL EDUCATION, FOOD AND * NUTRITION	SPECIAL SPORTS PROGRAM
YEAR 10	SPECIAL SPORTS PROGRAM	HEALTH EDUCATION
	PHYSICAL EDUCATION	SPORT AND RECREATION
	CHILD STUDIES	FOOD AND NUTRITION
SACE STAGE ONE	SPECIAL SPORTS - INTEGRATED LEARNING -	HEALTH AND WELLBEING
	PHYSICAL EDUCATION	CHILD STUDIES
	FOOD AND HOSPITALITY 1	FOOD AND HOSPITALITY 2
	OUTDOOR EDUCATION	
SACE STAGE TWO	HEALTH AND WELLBEING	PHYSICAL EDUCATION
	CHILD STUDIES	FOOD AND HOSPITALITY
	OUTDOOR EDUCATION	SPORT AND COMMUNITY - INTEGRATED LEARNING -

# HEALTH AND PHYSICAL EDUCATION



## HEALTH, PHYSICAL EDUCATION, FOOD AND NUTRITION

### YEAR 7 [FULL YEAR] AND YEAR 8 [FULL YEAR]

Students will undertake a compulsory year of study. It is the area of learning where students are involved in physical activity, Health and Food and Nutrition activities, and apply their knowledge about themselves to their health and the development of a healthy lifelong lifestyle.

The essence of HPE is to provide opportunities to:

- Develop skills, knowledge and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships.
- Build on personal and community strengths and assets to enhance safety and wellbeing.
- Acquire movement skills and concepts to enable participation in a range of physical activities confidently, competently and creatively.
- Develop a foundation for lifelong physical activity participation.
- Acquire and develop food practical skills, including safety in the kitchen.
- Continue to develop communication and collaboration skills through practical and theory activities.
- Participate in the SHINE SA Sexual Health course.

Health, Physical Education, Food and Nutrition provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active.

### YEAR 9 [FULL YEAR]

#### \*CHOICE OF PHYSICAL EDUCATION OR SPECIAL SPORTS PROGRAM\*

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 previous years.

Students will participate in one term of Health and one term of Food and Nutrition. Students will then have the option to participate in one semester in Physical Education or select a Special Sport Program. If students wish to participate in a second specialist sport, this will take the place of an elective subject.

## SPECIAL SPORTS PROGRAM

### YEAR 9 ONE SEMESTER] AND YEAR 10 [ONE SEMESTER]

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. Courses available:

- Football (Semester One)
- Netball (Semester One)
- Basketball (Semester Two)
- Soccer (Semester Two)

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 approx. \$100
- Fitness training sessions approx. \$30.00
- Coaching/Umpiring/Officiating Course TBA

Please note: Students can participate in a maximum of two Special Sport Programs per year.

### SACE STAGE 1 - INTEGRATED LEARNING [ONE SEMESTER]

Enrolment in this subject is through individual negotiation with the HPE or Special Sports Program Coordinators. This course is designed to provide a pathway for students completing Special Sport Programs in Years 9 and 10 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. Course content would be negotiated on an individual/group basis but could include: fitness/pre-season training, officiating, coaching, personal sport development and 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.

# HEALTH AND PHYSICAL EDUCATION

## HEALTH EDUCATION

### YEAR 10 [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.

## HEALTH AND WELLBEING

### SACE STAGE 1 [ONE SEMESTER]

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.

### SACE STAGE 2 [FULL YEAR]

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.

## PHYSICAL EDUCATION

### YEAR 10 [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 and Fitness testing, programming and development. Focused theory components undertaken may include; Study of sport in Society, Basic Physiology and Sport Injuries Treatment. Students will have the opportunity to negotiate with their teacher the type of program which best suits their needs.

### SACE STAGE 1 [ONE SEMESTER]

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.

### SACE STAGE 2 [FULL YEAR]

*Background: SACE Stage 1 Physical Education is recommended.*

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.

# HEALTH AND PHYSICAL EDUCATION

## SPORT AND RECREATION

### YEAR 10 [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, and 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.

## CHILD STUDIES

### YEAR 10 [ONE SEMESTER]

This course will give students 10 credits towards the SACE. It is an introductory course that aims to develop an understanding of the function and structures of families. It investigates changes from conception 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. This course provides students with 10 credits towards the SACE. It is designed as an introductory subject that develops an understanding of the functions and structures of families, as well as the stages of development from conception through to four years of age. Students will explore topics such as pregnancy and reproduction, and the growth and development of young children, with a particular focus on nutrition and play. The course includes practical components, which will require students to purchase some food items. There may also be opportunities to engage with a range of community members, and students will participate in a baby simulation experience as part of their learning.

### SACE STAGE 1 [ONE SEMESTER]

This subject examines the period of childhood from conception to eight years and issues related to the growth, health and wellbeing 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 and 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 recommended for students wishing to do Stage 2 Child Studies.

### SACE STAGE 2 [FULL YEAR]

*Background: SACE Stage 1 Child Studies is recommended.*

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.

## CHILD STUDIES

### SACE STAGE 2 [ONE SEMESTER] (CONTINUED)

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 and 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 NUTRITION

### YEAR 10 [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, Cultural influences and 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.

## FOOD AND HOSPITALITY

### SACE STAGE 1 - FOOD AND HOSPITALITY 1 [ONE SEMESTER]

There are five areas of study covered in this unit including Food; the individual and the family, Local and global issues in food & hospitality, Trends in food and culture, Food and safety and 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.

### SACE STAGE 1 - FOOD AND HOSPITALITY 2 [ONE SEMESTER]

This course further studies the Food and Hospitality Industry. Students studying this course can extend knowledge and skills learnt in Food and Hospitality 1.

This course provides an insight into these five areas of study including 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.

### SACE STAGE 2 [FULL YEAR]

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.

# HEALTH AND PHYSICAL EDUCATION

## **FOOD AND HOSPITALITY**

### **SACE STAGE 2 [FULL YEAR] (CONTINUED)**

Food practicals are geared to broaden knowledge, improve personal organisation and evaluate work habits. Students will conduct an independent investigation of 2000 words 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.

## **OUTDOOR EDUCATION**

### **SACE STAGE 1 [ONE SEMESTER]**

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 \$300 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.

### **SACE STAGE 2 [FULL YEAR]**

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 must undertake 9 days of practical expeditions, which include a snorkelling and bushwalking camp plus a student led camp. Practical attendance for all expeditions is compulsory. Total costs of expeditions will be approximately \$300.

## **SPORT AND COMMUNITY - INTEGRATED LEARNING**

### **SACE STAGE 2 [FULL YEAR]**

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.

## **SPORT AND COMMUNITY - INTEGRATED LEARNING**

### **SACE STAGE 2 [FULL YEAR] (CONTINUED)**

All Stage 2 subjects have a school assessment component and an external assessment component. 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.

# THE ARTS

Please refer to subject descriptor for course length

\* COMPULSORY

YEAR 7

THE ARTS \*

YEAR 8

THE ARTS \*

YEAR 9

VISUAL ARTS

MUSIC

DRAMA

DANCE- GENERAL

DANCE- ADVANCED

MEDIA ARTS

THEATRE PRODUCTION

YEAR 10

VISUAL ARTS- ART

VISUAL ARTS- DESIGN

MUSIC

DRAMA

DANCE- GENERAL

DANCE- ADVANCED

MEDIA ARTS

THEATRE PRODUCTION

SACE STAGE ONE

VISUAL ARTS- ART

VISUAL ARTS- DESIGN

MUSIC

DRAMA

DANCE

MEDIA ARTS

THEATRE PRODUCTION

COMMUNITY STUDIES: ART CRAWL

# THE ARTS

Please refer to check subject descriptor for course length

**\* COMPULSORY**

**SACE STAGE TWO**

VISUAL ARTS- ART

VISUAL ARTS- DESIGN

MUSIC

DRAMA

DANCE

MEDIA ARTS

# ARTS



## THE ARTS

### YEAR 7 [FULL YEAR] AND YEAR 8 [FULL YEAR]

The Arts in year 7 & 8 immerses students in performing and visual art subjects; Dance, Drama, Music and Visual Arts. Across The Arts students work on developing both practical and critical skills as artists and audiences. Students explore and respond to artworks from diverse cultures, times and places, including First Nations Australian perspectives, and use this understanding to inform their own creative work. They develop and apply technical skills, processes and artistic conventions to create, refine and present works, often collaboratively, using a range of materials, technologies and expressive techniques. Alongside making, students analyse, interpret and evaluate their own and others' work using appropriate arts language, building their ability to reflect, communicate meaning and consider multiple perspectives. Overall, the experience is designed to foster creativity, confidence, cultural understanding and critical thinking, with increasing independence and sophistication in how students plan, produce and present artistic ideas. Year 8 students will be given the option to participate in the biannual musical in a volunteer capacity in their own time (recess, lunch, after school rehearsals) in backstage roles only. The Mount Gambier High School Musical will run in odd years (2027, 2029, 2031, etc).

## VISUAL ARTS

### YEAR 9 [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.

## VISUAL ARTS - ART

### YEAR 10 [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.

### SACE STAGE 1 [ONE SEMESTER]

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.

### SACE STAGE 2 [FULL YEAR]

\*Please note: While students are welcome to study both Visual Arts – Art and Visual Arts – Design towards their SACE, only one of these subjects can be counted towards an ATAR calculation.

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.

# ARTS

## VISUAL ARTS - DESIGN

### YEAR 10 [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.

### SACE STAGE 1 [ONE SEMESTER]

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.

### SACE STAGE 2 [FULL YEAR]

\*Please note: While students are welcome to study both Visual Arts – Art and Visual Arts – Design towards their SACE, only one of these subjects can be counted towards an ATAR calculation.

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.

## MUSIC

### YEAR 9 [ONE SEMESTER]

The Year 9 Music course allows students the opportunity to explore a variety of musical styles and musical instruments, as well as engaging in a range of music and sound production activities. Students will also 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.

## MUSIC

### YEAR 10 [ONE SEMESTER]

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.

### SACE STAGE 1 [ONE SEMESTER] AND SACE STAGE 2 [FULL YEAR]

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, Creating Music and Responding to Music.

## DRAMA

### YEAR 9 [ONE SEMESTER] AND YEAR 10 [ONE SEMESTER]

In Drama, students 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.

### SACE STAGE 1 [ONE SEMESTER]

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 and 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 or anything else that can tell a story.

### SACE STAGE 2 [FULL YEAR]

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 and 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 or anything else that can tell a story. This subject will help students with confidence, teamwork, communication, and growing into the best version of themselves.

# ARTS

## DANCE

### GENERAL - YEAR 9 [ONE SEMESTER] AND YEAR 10 [ONE SEMESTER]

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.

### ADVANCED - YEAR 9 [ONE SEMESTER] AND YEAR 10 [ONE SEMESTER]

*Background: 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. 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 Stage 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.

### SACE STAGE 1 [ONE SEMESTER]

*Background: Year 10 Dance - Advanced or Practical Audition is recommended. It is expected that students have some 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 engaged in this subject will be expected to perform to wider community audiences.

*Costs may apply for costumes and Dance Camp.*

### SACE STAGE 2 [FULL YEAR]

*Background: SACE Stage 1 Dance or Practical Audition is recommended. It is expected that students have some prior dance experience*

Dance consists of three areas of study including:

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

**Dance Contexts:** Recording, where 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.

## DANCE

### SACE STAGE 2 [FULL YEAR] (CONTINUED)

The student is not required to participate in the performance. Or Choreographic analysis where the analysis is based on the recording the student has created. **Skills Development Portfolio:** Students complete a Skills Development Portfolio which explores their development as a dance artist.

Students specify an area of interest that pertains to their personal development as a dancer.

*\*Costs may apply for costumes and Dance Camp.*

## MEDIA ARTS

### YEAR 9 [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.

### YEAR 10 [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.

### SACE STAGE 1 [ONE SEMESTER]

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 platform.

### SACE STAGE 2 [FULL YEAR]

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.

# ARTS

## **THEATRE PRODUCTION**

**YEAR 9 [ONE SEMESTER], YEAR 10 [ONE SEMESTER] AND  
SACE STAGE 1 [ONE SEMESTER]**

Theatre Production is an exciting and collaborative subject where students in years 9, 10 and 11 work together with experienced teaching staff to bring a full-scale musical to life. From audition to final performance, students develop skills in acting, singing, dancing, stage management, lighting, sound, set design and costume, gaining hands-on experience across all aspects of live performance. This subject fosters creativity, teamwork, confidence and problem-solving, as students take on real-world roles and responsibilities in a supportive, professional environment. Theatre Production is ideal for students who enjoy the performing arts or want to explore behind-the-scenes opportunities, while contributing to a major school event that builds pride, connection and a strong sense of community. Year 8 students can have the opportunity to volunteer for backstage roles within the musical in their own time (recess, lunch, after school rehearsals). Year 10 and 11 students can assess Stage 1 SACE recognition for this subject through connection with the Integrated Learning subject framework. This subject runs biannually in odd years (2027, 2029, 2031, etc).

## **COMMUNITY STUDIES: ART CRAWL**

**SACE STAGE 1 [ONE SEMESTER]**

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.

# TECHNOLOGIES

Please refer to subject descriptor for course length

\* COMPULSORY

YEAR 7

TECHNOLOGIES \*

YEAR 8

TECHNOLOGIES \*

YEAR 9

DIGITAL TECHNOLOGIES

WOODWORK

METALWORK

PEDAL PRIX

CLOTHING AND TEXTILES

YEAR 10

DIGITAL TECHNOLOGIES

WOODWORK

METALWORK

PEDAL PRIX

CLOTHING AND TEXTILES

SACE STAGE ONE

DIGITAL TECHNOLOGIES

DIGITAL COMMUNICATION SOLUTIONS

IT ESSENTIALS

- INTEGRATED LEARNING -

METALWORK: WELDING

METALWORK: MACHINING

CLOTHING AND TEXTILES

- MATERIAL SOLUTIONS-

FURNITURE CONSTRUCTION A

FURNITURE CONSTRUCTION B

SACE STAGE TWO

DIGITAL TECHNOLOGIES

DIGITAL COMMUNICATION SOLUTIONS

METALWORK

FURNITURE CONSTRUCTION

# TECHNOLOGIES



## TECHNOLOGIES

### YEAR 7 [FULL YEAR] AND YEAR 8 [ONE SEMESTER]

In years 7 and 8, students engage in both Digital Technologies and Design and Technologies, building the capability to think critically, create solutions and respond to real-world challenges. In Digital Technologies, students explore how data is acquired, structured and interpreted, and apply computational thinking, such as decomposition, pattern recognition and algorithm design to design, test and refine digital solutions. They develop skills in coding, user interface design and evaluating how systems meet user needs, consider the impact of digital safety and how this translates to the world around them. In Design and Technologies, students investigate how designed solutions are created for specific purposes, considering factors such as sustainability, materials, systems and the needs of users. They apply design processes to generate and communicate ideas, safely produce solutions using a range of tools and technologies, and evaluate their effectiveness. Across both subjects, there is a strong emphasis on ethical decision-making, including managing privacy, safety and the responsible use of technologies. Through collaborative and inquiry-based learning, students strengthen their creativity, problem-solving, communication and project management skills, preparing them to be adaptable and innovative contributors in a rapidly changing technological world.

## DIGITAL TECHNOLOGY

### YEAR 9 [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.

## DIGITAL TECHNOLOGIES

### YEAR 10 [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.

### SACE STAGE 1 [ONE SEMESTER]

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).

### SACE STAGE 2 [FULL YEAR]

Stage 2 Digital Technologies is a 20-credit subject that explores how technology shapes the way we live, work, and solve problems. Students develop skills in coding, data analysis, and computational thinking as they design and create innovative digital solutions to real-world challenges. Through project-based learning, students investigate issues across areas such as business, the environment, and the community, using data to identify trends and develop sustainable ideas. They learn to design, test, and refine products or prototypes, working collaboratively and applying creative and critical thinking. This subject encourages students to take ownership of their learning while building valuable skills for future study and careers in a technology-driven world.

# TECHNOLOGIES

## DIGITAL COMMUNICATION SOLUTIONS

### SACE STAGE 1 [ONE SEMESTER] AND SACE STAGE 2 [FULL YEAR]

In Stage 1 Digital Communication Solutions, you take control of the creative process by choosing one of three distinct pathways for the semester: Digital Photography, Digital Character Design, or Digital Publication Design. Rather than just consuming media, you will learn how professional digital content is actually made using industry-standard software like Adobe Photoshop. The course is highly practical and built around hands-on creation. You will start by reverse-engineering professional techniques in short, specialized skills tasks, before moving on to pitch, design, and produce a major final project from scratch. Whether your goal is to edit a studio-quality photo series, design an original video game character, or build a professional brand identity and layout for a local business, this subject gives you the technical tools and problem-solving skills to bring your ideas to life. It is a perfect fit for creative students who enjoy getting hands-on with technology and want to build a real-world design portfolio.

## IT ESSENTIALS

### SACE STAGE 1 - INTEGRATED LEARNING [ONE SEMESTER]

Have you ever wanted to know how to build a computer from scratch or figure out how to fix one when it crashes? Stage 1 Integrated Learning (IT Essentials) gives you hands-on experience in the world of IT support and system building. Using the CISCO IT Essentials platform, you will learn exactly what it takes to be an IT technician. The course is highly practical and focuses on real-world skills:

- **Practical Exploration:** Get your hands on the hardware. You will physically dismantle and reassemble a personal computer, documenting your process as you learn how all the internal components actually work together.
- **Troubleshooting & Support:** Step into the shoes of a Level 1 Technician. Working in teams, you will tackle real-world troubleshooting scenarios—diagnosing and fixing faults on a "customer's" machine while developing the critical problem-solving skills used in the tech industry every day.
- **Consulting & System Design:** For your major project, you will act as an IT consultant. You will take a design brief from a client, build a custom hardware and software package to meet their specific needs, and manage the budget. You will also explore the bigger picture by analysing the social and environmental impacts of technology, such as e-waste, cyber security, or our digital footprints.

If you are considering a career in IT, hardware engineering, or just want to become the go-to tech expert for your family and friends, this subject is the perfect starting point.

## WOODWORK

### YEAR 9 [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.

## WOODWORK

### YEAR 10 [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.

## METALWORK

### YEAR 9 [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 10 [ONE SEMESTER]

This course expands on the skills, knowledge and interest developed in year 9 Metalwork. 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 will assist with career pathway information.

### SACE STAGE 1 - WELDING [ONE SEMESTER]

*Background: Year 10 Metalwork is 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 Flexible Industry Pathways. The course focuses on developing practical skills in metal fabrication and thermal joining techniques. Students will explore various welding processes, metal preparation, technical drawing, and safe operating procedures. A study of metallurgical properties and current industrial issues is also covered in the course. Project work will be based on a problem-solving approach incorporating designing, fabricating, and appraising welded structures.

### SACE STAGE 1 - MACHINING [ONE SEMESTER]

*Background: Year 10 Metalwork is 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.

# TECHNOLOGIES

## METALWORK

### SACE STAGE 1 - MACHINING [ONE SEMESTER] (CONTINUED)

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.

### SACE STAGE 2 [FULL YEAR]

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.*

## PEDAL PRIX

### YEAR 9 [ONE SEMESTER] AND YEAR 10 [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.*

## CLOTHING AND TEXTILES

### YEAR 9 [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.

### YEAR 10 [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.

## CLOTHING AND TEXTILES

### SACE STAGE 1 - MATERIAL SOLUTIONS [ONE SEMESTER]

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.

## FURNITURE CONSTRUCTION

### SACE STAGE 1 - FURNITURE CONSTRUCTION A [ONE SEMESTER]

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.

### SACE STAGE 1 - FURNITURE CONSTRUCTION B [ONE SEMESTER]

*Background: SACE Stage 1 Furniture Construction A is recommended*

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.

### SACE STAGE 2 [FULL YEAR]

*Background: SACE Stage 1 Furniture Construction A or B is recommended*

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. 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

Please refer to subject descriptor for course length

\* COMPULSORY

YEAR 10

EXPLORING IDENTITIES AND FUTURES \*

SACE STAGE ONE

ACTIVATING IDENTITIES AND FUTURES \*

COMMUNITY STUDIES

WORKPLACE PRACTICES

STAGE TWO

COMMUNITY STUDIES

WORKPLACE PRACTICES

COMMUNITY CONNECTIONS

# CROSS-DISCIPLINARY

## EXPLORING IDENTITIES AND FUTURES

### YEAR 10 (SACE STAGE 1) [ONE SEMESTER]

EIF focuses on students' aspirations, identity, and future directions. It encourages students to reflect on who they are and who they want to become, fostering a sense of belonging and connection to the wider world. The course enables students to engage in a work experience placement, while supporting students in preparing for their SACE journey and empowering them to take ownership of their pathways through exploration of interests, work, travel and/or further learning. Through EIF students are responsible for their learning opportunities. They will develop a sense of agency by exploring their identity, interests, strengths, skills, and values, build self-efficacy through planning and implementing actions, strengthen self-regulation by setting goals, monitoring progress, and seeking feedback, enhance communication and collaboration skills.

## ACTIVATING IDENTITIES AND FUTURES (AIF)

### SACE STAGE 1 (SACE STAGE 2) [ONE SEMESTER]

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. 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

### SACE STAGE 1 [ONE SEMESTER] AND SACE STAGE 2 [FULL YEAR]

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.

## WORKPLACE PRACTICES

### SACE STAGE 1 [ONE SEMESTER]

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.

### SACE STAGE 2 [FULL YEAR]

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.

Please note: students wishing to apply for tertiary entrance cannot use Community Studies results to contribute towards their Australian Tertiary Admissions Rank (ATAR).

## COMMUNITY CONNECTIONS

### SACE STAGE 2 [FULL YEAR]

*Background: Prior knowledge of the chosen field of study is recommended*

Community Connections provides opportunities for success to students who have an interest in a particular SACE Stage 2 subject, but who choose to demonstrate their learning in alternate ways or through a personal connection with the subject area. The subject values the student's interests and strengths, enables curiosity, and empowers them to become independent self-directed learners who are willing to try different approaches in different contexts, and discover new ways of thinking and learning. In 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).

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