GLEESON

WITH ONE HEART

Curriculum Guide 2026

Senior Years

OUR VISION

Gleeson College is a faith-filled community which provides its members with the opportunity to discover, develop and use their God-given talents and abilities in the service of others.

OUR MISSION

... is to fulfil our vision by ensuring that at Gleeson College:

the promotion of faith, the love of God, the person of Jesus and service to others are central to the education of the whole person;

we provide a safe, supportive and welcoming environment;

the children, parents and staff work together, listen to and care for one another with confidence and trust;

we cater for individual differences in the pursuit of excellence so that personal success can be achieved by all.

We are delighted to present the 2026 Gleeson College curriculum

Choosing a course of study is an important step in a student's journey, and as they progress through the Middle Years to the Senior Years, they are given opportunities to increasingly tailor their learning pathway. This requires increasing levels of discernment from students and their families about their aspirations, interests, and abilities. We encourage families to use all available resources, including this book, as part of this discernment process to ensure that students make informed and appropriate decisions regarding their pathways.

Learning is at the heart of all that we do at Gleeson College, as we work to nurture and form the young people in our care to become:

- deeply connected,
- thriving individuals,
- competent and capable learners, and
- just, merciful, and humble leaders.

We have called 2025 a year of planting Seeds of Hope. It is our hope that seeds planted in 2025 bear fruit in 2026, 2027, and beyond. We take great pride in the success of our students and encourage them to relentlessly pursue excellence as they become life-long learners.

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Learning at Gleeson College

Our Curriculum

Students transition from the Australian Curriculum (version 9.0) in Year 10 to the South Australian Certificate of Education (SACE) Curriculum in Years 11 and 12. The Australian Curriculum requires students to study a broad range of subjects across all the major disciplines, while the SACE allows students to specialise into areas of interest.

The Crossways Curriculum is incorporated into Faith and Living classes, and the Keeping Safe: Child Protection Curriculum is delivered within multiple subject areas.

Faith and Living

Faith and Living is a subject unique to Gleeson College that combines Religious Education, Community Connection, Personal Development, and Wellbeing. Students holistically develop their skills and dispositions across a range of pastoral care and personal development topics, including the Resilience Project and the mandatory Keeping Safe: Child Protection Curriculum. They explore future career pathways and reflect on their development of the Key Capabilities as part of the 'SPARC' program.

By intentionally connecting these interrelated programs, we are able to deliver a flexible and student-centred learning experience that supports every student to thrive.

Co-Curricular Learning

In addition to academic studies, students at Gleeson College participate in a range of co-curricular activities, including Reflection Days, liturgical celebrations, assemblies, Athletics Carnival, and others. Attendance at these activities is compulsory.

We encourage students to participate in sporting teams, music ensembles, and other special interest clubs. These groups give students opportunities to develop new skills, build resilience, and meet other like-minded students.

Inclusive Education

Our Inclusive Education team supports students with additional learning needs to that all students can achieve educational success.

We develop personalised plans for learning (PPLs) for students identified as having additional learning needs in consultation with the student, staff, families, and external providers. These plans outline the specific needs of the learner and appropriate adjustments to support their success.

Students can receive assistance with their learning with in-class support and in the Thomas Learning Centre (TLC). This support helps students to understand the curriculum, to develop their capacity to express their abilities and knowledge, and to implement strategies that support student independence, such as organisational and time management skills.

The TLC runs several evidence-based intervention programs in literacy and numeracy to ensure that all students have the foundational skills in these areas to be successful in secondary schooling.

Student Laptops

Students are required to bring a laptop device to school in all year levels. It is important for this device to satisfy the minimum requirements outlined on the **College website BYOD page**. Note that the following subjects require a higher-specification device:

- CAD/CAM
- Digital Technologies
- Information Processing & Publishing
- Visual Arts – Design
- Woodwork

Gleeson College supports students to use either Windows or Apple laptops, and does not support or recommend Chromebooks, Android tablets, or Apple iPads.

Learning at Gleeson College

The SACE

The South Australian Certificate of Education (SACE) is an internationally recognised qualification that paves the way for young people to move from school to work or further learning. Completing the SACE helps students to develop the knowledge, skills and capabilities that students need to succeed in a changing and complex world.

The SACE consists of two stages: Stage 1, typically completed in Year 11, and Stage 2, typically completed in Year 12. Each subject earns either 10 or 20 credits, with students needing a total of 200 credits to achieve their SACE. As part of their SACE, students must complete the following compulsory subjects, achieving at least a C at Stage 1 or C- at Stage 2:

- Stage 1 Exploring Identities and Futures (10 credits)
- Stage 2 Activating Identities and Futures (10 credits)
- Stage 1 or 2 literacy subjects (at least 20 credits)
- Stage 1 or 2 numeracy subjects (at least 10 credits)
- At least 60 credits of Stage 2 subjects

The remaining 90 credits can come from either Stage 1 or Stage 2 subjects, or other courses or activities recognised by the SACE Board.

All assessment in Stage 1 subjects is managed internally by the College. All Stage 2 subjects include both internal and external assessments. External assessments contribute 30% to the overall grade of a Stage 2 subject, and in this Curriculum Guide, they are the last listed assessment type.

Find out more information about the SACE on **their website**.

Plan your SACE, check your progress, and see your results through **Students Online**. You will need your SACE registration number and pin.

One+

Students in the Senior Years access the shared facilities in One+ for certain subjects. Students may study one subject each semester at either of the other two schools on our campus if they wish to study a subject not offered at Gleeson College, or if a timetable clash prevents them from studying all chosen subjects at Gleeson College.

Vocational Education and Training (VET)

As part of their SACE, students can receive recognition for the completion of accredited qualifications through vocational education and training (VET). Completion of units of VET must be verified by a statement of attainment from a Registered Training Organisation (RTO) and can include formal assessment of competencies within a workplace setting.

There are a large number of VET courses recognised by the SACE Board. The full list can be found on the SACE **VET Recognition Register**, and includes courses in allied health, animal care, automotive, beauty, business, construction, creative industries, early childhood education and care, engineering, fashion, fitness, hospitality, graphic design, information technology, media, music, plumbing, and more.

VET courses can run after hours, for half-days or full days during the school term or during school holidays. Students who wish to enrol in VET courses must consider their capacity to manage their school commitments, personal commitments, and the requirements of their VET course. Students who enrol in VET courses are typically encouraged to also enrol in Workplace Practices.

If you are considering a pathway that includes VET, please speak with Ms Kostovic, our VET & Interdisciplinary Studies Learning Area Leader.

University and TAFE Entry

To receive an Australian Tertiary Admission Rank (ATAR), students must complete the SACE and achieve a grade of C- or higher in at least 90 credits of Stage 2 subjects.

Certain subjects attract adjustment factors for most degrees. Some degrees have prerequisite subjects or assumed knowledge. Students are strongly encouraged to refer to the SATAC Guide and Tertiary Entrance booklet found on the **SATAC website** for information about entry into South Australian universities.

TAFE SA recognises completion of the SACE as meeting the entry requirements for most of its courses, and may consider a variety of other qualifications and experiences in its entry and selection processes. Find out more information on the **TAFE SA website**.

Learning at Gleeson College

Examinations

To prepare students for final examinations in SACE Stage 2 subjects, students complete examinations in certain Year 10 and SACE Stage 1 subjects at the end of each semester, and complete at least one trial examination during relevant SACE Stage 2 subjects. These examinations contribute to the final grade for these subjects, with the contribution of examinations to the grade increasing each year.

	Contribution to grade
Year 10 Semester Examinations	10% of semester grade
SACE Stage 1 Semester Examinations	20% of semester grade
SACE Stage 2 Trial Examinations	Does not count toward grade
SACE Stage 2 External Examinations	30% of overall grade

For all SACE Stage 1 subjects, teachers calculate two separate grades for all SACE Stage 1 subjects: a school grade and a SACE grade. The school grade is given by a letter that may include a modifier (e.g., A+, A, A–, B+ etc.), and includes the examination result if the subject includes one. The SACE grade is given by a single letter only (e.g., A, B, etc.), and does not include any examination results. Both grades will appear in the semester report provided by the College, but only the SACE grade will be given to the SACE Board and displayed on their statement of achievement.

Offering Places in Classes

Every endeavour is made to ensure that the information in this Curriculum Guide is an accurate representation of the subjects offered for study in 2026. The decision as to whether classes will run depend on a sufficient number of students selecting to study a subject, and the availability of staff and resources.

Some students may aspire to study one or more subjects for which they are not recommended. In this situation, their intention to study these subjects will be recorded as part of the course counselling process, however a place will not be offered to them in those classes unless they achieve at a satisfactory level in their Semester 2 studies, and this will depend on the availability of space in these classes.

Gleeson Staff Contacts

For more information about the 2026 Gleeson College Curriculum, please contact the relevant staff members, listed below.

Timothy Bond	Assistant Principal Teaching and Learning
Alesia Sala	Assistant Principal Religious Identity and Mission (APRIM)
Thomas Blake	Leader of Senior Years Teaching and Learning
Ashlee Curtis	Technologies Learning Area Leader
Monica Guerra	Languages & Cultural Programs Learning Area Leader
Sasha Kostovic	VET & Interdisciplinary Studies Leader
Chantel Mayes	The Arts Learning Area Leader
Jess McCarthy	English Learning Area Leader
Carly Meakin	Music & Performance Learning Area Leader
Chris Millowick	Humanities & Social Sciences Learning Area Leader
Daniel Oates	Mathematics Learning Area Leader
Julie Pedler	Inclusive Education Learning Area Leader
Adam Sullivan	Health & Physical Education Learning Area Leader
Stephen Tulip	Science Learning Area Leader
Steph Van Rossen	Religious Education – Crossways Leader & Acting APRIM (Term 2-3, 2025)

Adam Lewis	Assistant Principal Student Development
Chris Dwulat	Leader of Senior Years Pastoral Care
Danny Gloria	Damiani Senior Years House Leader
Clint Vause	Fyfe Senior Years House Leader
Naomi Creek	Hughes Senior Years House Leader
Lisa Feleppa	McDonald Senior Years House Leader

Senior Learning Pathways

FAITH & LIVING

Year 10	Year 11	Year 12
Faith & Living	Spiritualities, Religion & Meaning	Spiritualities, Religion & Meaning: 10 or 20 credit
Faith & Living: Youth Ministry	Spiritualities, Religion & Meaning: Youth Ministry	

THE ARTS

Year 10	Year 11	Year 12
Creative Arts A & B	Creative Arts A & B	Creative Arts
Drama A & B	Drama A & B	Drama
Music A & B	Music A & B	Music Explorations Music Performance - Ensemble Music Performance - Solo Music Studies
Visual Arts - Art A & B	Visual Arts - Art A & B	Visual Arts - Art
Visual Arts - Design A & B	Visual Arts - Design A & B	Visual Arts - Design

Senior Learning Pathways

ENGLISH

Year 10		Year 11		Year 12
	Stage 1 English: Accelerated		Stage 1 English: Literary Studies	Stage 2 English Literary Studies
English A	English B	Stage 1 English A	Stage 1 English B	Stage 2 English
Essential English A	Essential English B	Stage 1 Essential English A	Stage 1 Essential English B	Stage 2 Essential English
	Stage 1 Essential English: Vocational Studies			

HEALTH & PHYSICAL EDUCATION

Year 10	Year 11	Year 12
Health & Wellbeing		
Health & Physical Education Integrated Learning: Australian Rules Football Integrated Learning: Netball Integrated Learning: World Football	Physical Education A & B Cert III Sport (Athlete): Australian Rules Football (2027) Cert III Sport (Athlete): World Football Integrated Learning: Sports Studies	Physical Education Cert III Sport (Athlete): Australian Rules Football (2027) Cert III Sport (Athlete): World Football Integrated Learning: Sports Studies
Outdoor Education	Outdoor Education	Outdoor Education

Senior Learning Pathways

HUMANITIES & SOCIAL SCIENCES

Year 10	Year 11	Year 12
Criminology	Legal Studies A & B	Legal Studies
Geography History: Living Through History History: Shaping the Nation	Geography Modern History Tourism	Geography Modern History Tourism Society & Culture
Personal Finance	Accounting Business Innovation Economics	Accounting Business Innovation Economics

LANGUAGES

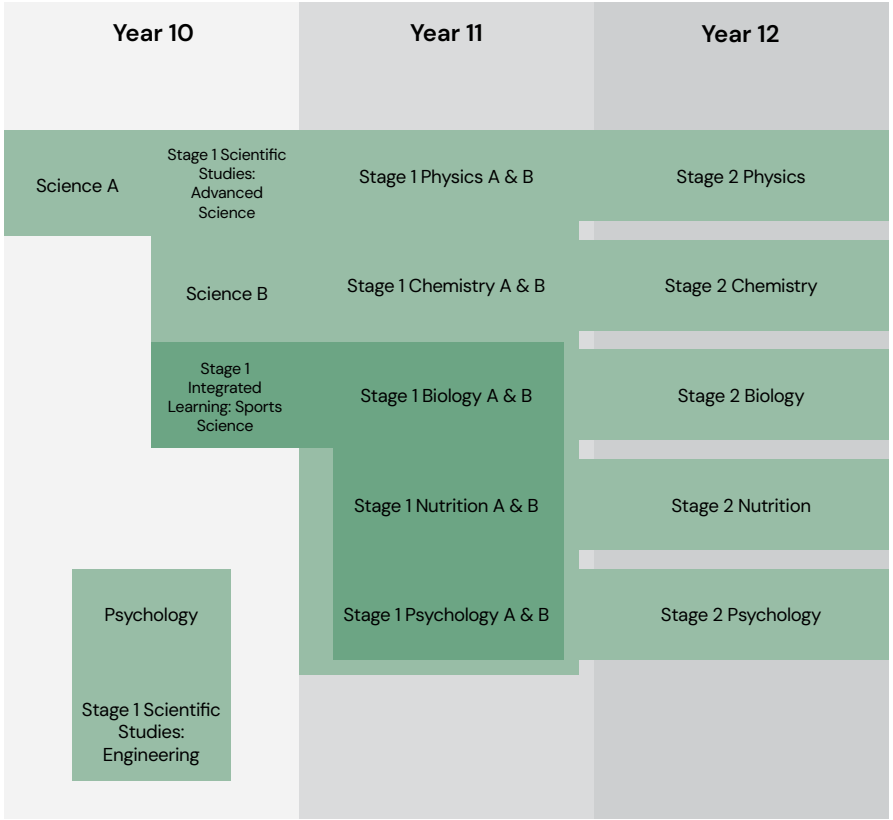
Year 10	Year 11	Year 12
Stage 1 Integrated Learning: Language & Culture Studies	Stage 1 Integrated Learning: Language & Culture Studies	
Year 10 or Stage 1 Italian (Continuers)	Stage 1 or 2 Italian (Continuers) A & B	Stage 2 Italian (Continuers)
Year 10 or Stage 1 Japanese (Continuers)	Stage 1 or 2 Japanese (Continuers) A & B	Stage 2 Japanese (Continuers)

Senior Learning Pathways

MATHEMATICS

Year 10	Year 11	Year 12
Stage 1 Essential Mathematics: Numeracy	Stage 1 Essential Mathematics A & B	Stage 2 Essential Mathematics
General Mathematics	Stage 1 General Mathematics A & B	Stage 2 General Mathematics
Mathematical Methods	Stage 1 Mathematical Methods A & B	Stage 2 Mathematical Methods
	Stage 1 Specialist Mathematics A & B	Stage 2 Specialist Mathematics

SCIENCE



Senior Learning Pathways

TECHNOLOGIES

Year 10	Year 11	Year 12
DESIGN & TECHNOLOGIES		
CAD/CAM	Digital Communication Solutions: CAD/CAM	Digital Communication Solutions: CAD/CAM
Electronics	Robotic & Electronic Systems: Electronics	
Metalwork	Industry & Entrepreneurial Solutions: Metalwork	Industry & Entrepreneurial Solutions: Metalwork
Woodwork	Material Solutions: Woodwork	Material Solutions: Woodwork
FOOD & TEXTILES TECHNOLOGIES		
Child Studies	Child Studies	Child Studies
Fashion & Accessory Design	Material Solutions: Fashion Design	Material Solutions: Fashion Design
Food & Hospitality: General	Food & Hospitality: General	
Food & Hospitality: Health		Food & Hospitality
Food & Hospitality: Industry	Food & Hospitality: Industry	
DIGITAL TECHNOLOGIES		
Digital Technologies A & B	Digital Technologies A & B	Digital Technologies
Information Processing & Publishing	Information Processing & Publishing	Information Processing & Publishing

Year 10

Curriculum

Increased tailoring of pathways in Year 10 gives students the flexibility to study subjects that are aligned to their aspirations, interests, and capabilities. All students study Exploring Identities & Futures, and in consultation with their Year 9 teachers they choose appropriate subjects in Faith & Living, Mathematics, English, Science, History, and Health & Physical Education. A further three semesters of subjects can be chosen from a range of subject areas.

Subjects chosen at Year 10 can have implications for options available in Year 11, Year 12, and beyond. Families must consider prerequisites and minimum achievement levels for progression into chosen subjects and further study. We encourage families to take great care in choosing pathways to ensure that students are able to realise their ambitions for future study and beyond. The College makes decisions with regard to progression and subject selection as outlined in the Year Level Progression Policy and associated Procedures.

Students begin their SACE journey in Year 10 in studying Exploring Identities & Futures, a 10-credit Stage 1 subject. Other SACE Stage 1 subjects, marked with a hash symbol (#), are available to students to study in Year 10. Subjects marked with an asterisk (*) attract an additional fee, and subjects marked with a circumflex (^) are only offered to students who receive an invitation from the College.

All students study Science A in Semester 1. In Semester 2, students may choose from one of three subjects, marks with a section symbol (§). Students may also study one or both Science elective subjects.

Faith & Living Full Year	Mathematics Full Year	English Semester	Science A Semester	Exploring Identities & Futures Semester	Health & Physical Education Semester	Elective Semester
		English Semester	Science Semester	History Semester	Elective Semester	Elective Semester

Year 10 | Subject Selections

Faith & Living

COMPULSORY

Choose one

- Faith & Living
- Faith & Living: Youth Ministry

Mathematics

COMPULSORY

Choose one

- Essential Mathematics: Numeracy^#
- General Mathematics
- Mathematical Methods

English

COMPULSORY

Choose two

- English A
- English B
- Essential English A^
- Essential English B^
- Accelerated English#
- Essential English: Vocational Studies#

Science

COMPULSORY

Choose at least one

- Science B§
- Integrated Learning: Sport Science#§
- Psychology
- Scientific Studies: Accelerated#§
- Scientific Studies: Engineering#

History

COMPULSORY

Choose at least one

- History: Living Through History
- History: Shaping the Nation

Health & Physical Education

COMPULSORY

Choose at least one

- Health & Wellbeing
- Health & Physical Education
- Integrated Learning: AFLW*#
- Integrated Learning: Netball*#
- Integrated Learning: World Football*#
- Outdoor Education*

The Arts

ELECTIVE

- Creative Arts A & B
- Dance A & B
- Drama A & B
- Music A & B
- Visual Arts - Art A & B
- Visual Arts - Design A & B

Design & Technologies

ELECTIVE

- CAD/CAM
- Electronics
- Metalwork
- Woodwork

Digital Technologies

ELECTIVE

- Digital Technologies
- Information Processing & Publishing

Food & Textiles Technologies

ELECTIVE

- Child Studies
- Fashion & Accessory Design
- Food & Hospitality: Creative
- Food & Hospitality: General
- Food & Hospitality: Health

Humanities

ELECTIVE

- Criminology
- Geography
- Personal Finance

Language

ELECTIVE

- Integrated Learning: Language & Culture Studies
- Italian
- Japanese

- SACE Stage 1 subjects available to students to study in Year 10.
* - Subjects attract an additional fee.
^ - Subjects are only offered to students who receive an invitation from the College.
§ - Compulsory options for Semester 2 Science. All students study Science A in Semester 1.

Year 10 Subjects

FAITH & LIVING

LEARNING AREA: Religious Education
LENGTH: Full Year
LEADS TO: Stage 1 Spiritualities, Religion, and Meaning

LEARNING SUMMARY:

Students participate in Religious Education within the subject Faith and Living, where they develop enduring understandings through the Crossways Curriculum. They build on their understanding of the Catholic Faith as they learn about the emergence of other Christian traditions, including engaging on a Christian denominations excursion. The course promotes inclusion, belonging, and leadership, shaped by the Gleeson 10, as students explore social justice, including Edmund Rice, strengthen relationships and community through Made in the Image of God (MITIOG), and engage in the Year 10 Reflection Day.

Students holistically develop their skills and dispositions across a range of pastoral care and personal development topics, including House Identity, the Resilience Project and the mandatory Keeping Safe Child Protection Curriculum. They explore future career pathways and reflect on their development of the Key Capabilities as part of the 'SPARC' program.

ASSESSMENT:

Connections (33%)
Reflection (33%)
Transformative Action (33%)

FAITH & LIVING: YOUTH MINISTRY

LEARNING AREA: Religious Education
LENGTH: Full Year
LEADS TO: Stage 1 Spiritualities, Religion, and Meaning

LEARNING SUMMARY:

Students explore how faith can be lived out through service, leadership, and community engagement. Youth Ministry encourages personal reflection and connection with others, while deepening understanding of the Catholic tradition. Semester 1 focuses on personal beliefs and values and includes participation in an intergenerational program with Helping Hand Aged Care Centre. Students are actively involved in planning, participating in, and reflecting on their experiences. In Semester 2, students engage with primary school visits and explore the role of Youth Ministry in contemporary contexts, alongside the Made in the Image of God (MITIOG) program. Prayer, liturgy, and retreat are integrated throughout.

ASSESSMENT:

Connections (33%)
Reflection (33%)
Transformative Action (33%)

CAD/CAM

LEARNING AREA: Technologies
LENGTH: Semester
LEADS TO: Stage 1 Digital Communication Solutions: CAD/CAM

LEARNING SUMMARY:

Students develop technical skills in the use of advanced CAD software and computer-aided manufacturing processes. Through a design-based approach, they learn to design, model, and test solutions that meet specific design briefs. Students engage with industry-relevant software such as Blender and Fusion 360, applying creative and analytical thinking to produce functional prototypes using technologies such as 3D printers and laser cutters.

Fusion 360 is introduced for its applications in engineering design, while Blender supports creative modelling, animation, rigging, and physics-based simulations. Projects may include scaled design tasks such as custom LEGO elements, chess pieces, and full-scale functional items.

A higher specification device is recommended for this subject. Refer to page 5.

ASSESSMENT:

Practical Skills Tasks (60%)
Design Folio (40%)

Year 10 Subjects

CHILD STUDIES

LEARNING AREA: Technologies
LENGTH: Semester
LEADS TO: Stage 1 Child Studies

LEARNING SUMMARY:

Students develop a range of practical and theoretical skills related to caring for and working with children. This course is ideal for those interested in careers such as teaching, nursing, or midwifery. Topics include child development, parenting skills using a baby simulator, and the importance of play. Students prepare nutritious meals and special occasion food for children, including cake decorating. They also gain experience working with children through visits to a local primary school and create textile items suitable for young children.

Additional costs may apply for textile materials.

ASSESSMENT:

Practical Activity (75%)
Investigation (25%)

CREATIVE ARTS A & B

LEARNING AREA: The Arts
LENGTH: Semester (A *or* B) *or* Full Year (A *and* B)
LEADS TO: Stage 1 Creative Arts

LEARNING SUMMARY:

Students work independently to develop a Creative Arts product, often linked to a school production or concert. They can choose to focus on areas such as acting, singing, dancing, set or costume design, lighting, audio engineering, makeup, stage crew, or marketing. Alternatively, students may negotiate an individual project in areas such as photography, scriptwriting, filmmaking, animation, or visual art. A strong background in performing or visual arts is expected, and students must demonstrate considerable skill and initiative in their chosen area. The course supports creative expression, technical development, and self-directed learning in preparation for public presentation or exhibition.

ASSESSMENT:

Folio (50%)
Product (50%)

CRIMINOLOGY

LEARNING AREA: Humanities & Social Sciences
LENGTH: Semester
LEADS TO: Stage 1 Legal Studies

LEARNING SUMMARY:

Students explore the Australian legal and justice system through the lens of crime and criminology. They investigate what defines a crime and examine why people commit crimes by analysing criminal theories and evaluating a range of sources. Students study well-known Australian cases, considering the roles of government, media, and the judicial system. They also explore how forensic evidence is used to solve crimes, including ballistics, DNA, fingerprinting, toxicology, and the identification of remains. Criminal profiling is also introduced, giving students insight into how investigators build cases and convict offenders using scientific and behavioural evidence.

ASSESSMENT:

Analytical Response (30%)
Inquiry (40%)
Presentation (30%)

Year 10 Subjects

DIGITAL TECHOLOGIES A & B

LEARNING AREA: Technologies
LENGTH: Semester *or* Full Year
LEADS TO: Stage 1 Digital Technologies

LEARNING SUMMARY:

Students develop their computational thinking, problem-solving, and programming skills while exploring the impact of technology on society. In Semester 1 (Digital Technologies A), students are introduced to game development using Unity, explore data analytics, and investigate hardware components. In Semester 2 (Digital Technologies B), students build on these skills by continuing game development in Unity, examining digital ethics, and learning about data validation techniques. Across both semesters, students design and test digital solutions to real-world problems.

A higher specification device is recommended for this subject. Refer to page 5.

ASSESSMENT:

Digital Systems (33%)
Interactions and Impacts (33%)
User Design and Programming (33%)

DRAMA A & B

LEARNING AREA: The Arts
LENGTH: Semester *or* Full Year
LEADS TO: Stage 1 Drama

LEARNING SUMMARY:

Students develop their skills and understanding of drama through performance, theory, and individual investigation. They participate in planning, rehearsing, and performing a dramatic work, taking on an on-stage or off-stage role in a collaborative group production. Through script analysis, practical workshops based on Stanislavski's ideas, and live theatre reviews, students explore dramatic theory in action. They also complete a creative innovation for the theatre and present it to the class. Students study Commedia Dell'Arte, participate in practical workshops to create comedic characters, devise improvisations based on their learning, and complete a research assignment to deepen their understanding.

ASSESSMENT:

Performance (50%)
Responding to Drama (20%)
Creative Synthesis (30%)

ELECTRONICS

LEARNING AREA: Technologies
LENGTH: Semester
LEADS TO: Stage 1 Robotics & Electronic Systems: Electronics

LEARNING SUMMARY:

Students develop both theoretical and practical knowledge of electronics by working in the Electronics Lab. They build an understanding of AC and DC circuits and learn to identify and use a variety of electronic components. Through hands-on activities, students prototype with breadboarding, before advancing to printed circuit boards (PCB) for soldering. Students work with series and parallel circuits as well as circuits that run from internal and external stimuli.

This project-based course supports the development of self-reliance, collaboration, persistence, and project management skills. A strong emphasis is placed on safe operating procedures and maintaining high standards of workplace health and safety throughout. This course has an engineering and robotic type pathway.

ASSESSMENT:

Practical (60%)
Investigations (40%)

Year 10 Subjects

ENGLISH A & B

LEARNING AREA: English
LENGTH: Full Year
LEADS TO: Stage 1 English

LEARNING SUMMARY:

Students explore the interrelationship between text, audience, and context through the analysis and creation of written, spoken, and multimodal texts. They examine how text structures, language features, and literary devices are used to shape representations of people, places, events, and concepts across a range of purposes. Students analyse how perspectives are constructed through stylistic choices and consider how these are influenced by cultural, social, and historical contexts. They read and respond to a range of texts, including novels, films, poetry and play scripts, and they create a variety of text types, including biography, recount, expository, and persuasive texts. They create films and deliver oral presentations.

ASSESSMENT:

Responding to Texts (55%)
Creating Texts (45%)

ENGLISH (ACCELERATED)

LEARNING AREA: English
LENGTH: Semester 2
SACE: Stage 1, 10 credits
LEADS TO: Stage 1 English

LEARNING SUMMARY:

Students analyse the interrelationship between author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. An understanding of purpose, context and audience is applied to students' own creation of imaginative, analytical and persuasive texts that may be written, oral, or multimodal. Students analyse the relationships between texts and explore the use of intertextuality to create meaning in a transformed text.

To achieve their SACE, students must achieve a C- or higher in at least two semesters of SACE English subjects.

Students may choose to study English (Accelerated) instead of English B. Entry into this subject is by invitation only.

ASSESSMENT:

Responding to Texts (40%)
Creating Texts (20%)
Intertextual Study (30%)
Examination (10%)

ESSENTIAL ENGLISH A & B

LEARNING AREA: English
LENGTH: Full Year
LEADS TO: Stage 1 Essential English

LEARNING SUMMARY:

Students read, view and comprehend a range of texts created to inform, influence and engage audiences. They analyse the effects of text structures, and language features including literary devices, intertextual connections, and multimodal features, and the way that these can influence an audience.

This subject is designed for students with a Personal Plan for Learning who have demonstrated a need for support with their literacy development. There is a focus on sentence and paragraph construction, key vocabulary, creativity, clarity and student choice. The class size is limited to 12, and entrance to the subject is by invitation only.

ASSESSMENT:

Responding to Texts (50%)
Creating Texts (60%)

Year 10 Subjects

ESSENTIAL ENGLISH: VOCATIONAL STUDIES

LEARNING AREA:	English
LENGTH:	Semester 2
SACE:	Stage 1, 10 credits
LEADS TO:	Stage 1 Essential English

LEARNING SUMMARY:

Students develop the literacy skills required to succeed in the workplace and as an active community member. Texts and tasks focus on authentic communication in relevant contexts, such as the workplace. This subject caters for students who intend to pursue vocational training or an apprenticeship, and who enjoy English when they can make choices about what they study and relate their learning to their career goals or aspirations.

To achieve their SACE, students must achieve a C- or higher in at least two semesters of SACE English subjects. Students may choose to study Essential English: Vocational Studies instead of English B or Essential English B. Entry into this subject requires a recommendation from the Year 9 English teacher, and the House Leader.

ASSESSMENT:

Responding to Texts (40%)
Creating Texts (60%)

ESSENTIAL MATHEMATICS: NUMERACY

LEARNING AREA:	Mathematics
LENGTH:	Full Year
SACE:	Stage 1, 10 credits
LEADS TO:	Stage 1 Essential Mathematics

LEARNING SUMMARY:

Students build confidence in using mathematics for everyday and workplace contexts by developing core numeracy and problem-solving skills. They apply mathematical thinking to real-world situations such as managing finances, interpreting data, and working with time, ratio, and percentages. Students develop confidence with number skills in a variety of contexts, explore the mathematics associated with earning income and managing spending through budgeting, and the impact of bias and sampling in statistical calculations. Across the year, students complete three major topics, which may be adjusted to suit the needs of the class and to support deeper understanding.

To achieve their SACE, students must achieve a C- or higher in at least one semester of a Mathematics subject. Entry into this subject is by invitation only.

ASSESSMENT:

Skills and Application Tasks (66%)
Mathematical Investigation (34%)

EXPLORING IDENTITIES & FUTURES

LEARNING AREA:	Interdisciplinary Studies
LENGTH:	Semester
SACE:	Stage 1, 10 credits
LEADS TO:	Stage 2 Activating Identities and Futures

LEARNING SUMMARY:

Students explore their aspirations and investigate reliable career information to plan for future education, training, or employment. They set goals, identify strengths, and develop strategies to support their progress through school and beyond. As part of this process, students research career paths, consider available courses both within and outside of school, and explore opportunities that align with their interests. They build key capabilities such as literacy, numeracy, and ICT, develop skills for future employment, and reflect on their learning and personal development along the way.

To achieve their SACE, students must achieve a C- or higher in Exploring Identities and Futures.

ASSESSMENT:

Exploring Me and Who I Want to Be (60%)
Taking Action and Showcasing My Capabilities (40%)

Year 10 Subjects

FASHION & ACCESSORY DESIGN

LEARNING AREA:	Technologies
LENGTH:	Semester
PREREQUISITES:	Previous Textiles study
LEADS TO:	Stage 1 Material Solutions: Fashion Design

LEARNING SUMMARY:

Students expand on the basics of fibre and clothing production, and industry trends. They work through the design process to plan, create, and evaluate garments and accessories using sewing machines, overlockers, laser cutters, and jeweller's tools. A focus on individual style allows students to choose from various patterns while developing practical skills such as inserting zips, pockets, and interfacing. They create garments and multiple fashion accessories, such as bags, pouches, or jewellery, using a variety of materials. Students also explore the Australian fashion industry, employment, and designers.

Students are required to bring a basic sewing kit and are to purchase materials for their major textiles project.

ASSESSMENT:

Practical (60%)
Design Folio (40%)

FOOD & HOSPITALITY: GENERAL

LEARNING AREA:	Technologies
LENGTH:	Semester
LEADS TO:	Any Stage 1 Food & Hospitality subject

LEARNING SUMMARY:

Students develop practical skills relevant to home by preparing a variety of dishes, from everyday meals to event-style catering. Students compile and document recipes or create cost-effective meal plans through a focus on recipe development, food photography, or budgeting. They practise modern plating techniques by exploring presentation skills such as garnishing and saucing. Students design menus, prepare dishes, and serve meals while catering for a school function to meet a real-world brief. They investigate global cuisines and reflect on their influence on Australian food culture.

ASSESSMENT:

Practical (50%)
Group (25%)
Investigation (25%)

FOOD & HOSPITALITY: HEALTH

LEARNING AREA:	Technologies
LENGTH:	Semester
LEADS TO:	Any Stage 1 Food & Hospitality subject

LEARNING SUMMARY:

Students explore the powerful relationship between food, health, and wellbeing, investigating how everyday choices impact the body and mind. They apply their understanding of the Australian Dietary Guidelines to plan and prepare healthy, purposeful meals. In the kitchen, students sharpen their practical skills while creating recipes that meet a specific health brief. They explore the future of food by examining emerging trends and comparing them with innovations in functional foods. Students examine the concept of "food as medicine" through an exploration of superfoods. A focus on protein introduces macro and micronutrient knowledge, while students also cater to allergies, intolerances, and dietary needs.

ASSESSMENT:

Practical (75%)
Investigation (25%)

Year 10 Subjects

FOOD & HOSPITALITY: INDUSTRY

LEARNING AREA: Technologies
LENGTH: Semester
LEADS TO: Any Stage 1 Food & Hospitality subject

LEARNING SUMMARY:

Students respond to a variety of design briefs by creating practical food solutions and evaluating the outcomes of their decisions. They explore training and career options in the food and hospitality industry through exploring contemporary trends in food and hospitality, with a focus on seasonal ingredients and modern practices. Food safety and packaging is examined through activities such as designing appropriate packaging for items like sushi. Advancements in kitchen technologies are investigated through cooking tasks that show how technology has changed preparation methods. Café culture encourages students to experiment with menu design and recipe development. Dessert trends highlight the importance of seasonality, plating techniques, and nutritional considerations in modern food presentation.

ASSESSMENT:

Practical (75%)
Group (25%)
Investigation (25%)

GENERAL MATHEMATICS

LEARNING AREA: Mathematics
LENGTH: Full Year
LEADS TO: Stage 1 General Mathematics

LEARNING SUMMARY:

Students explore how mathematics can be applied to real-world contexts, building skills in interpreting and communicating mathematical ideas clearly and accurately. They investigate financial literacy, networks, and both linear and non-linear relationships. Topics also include measurement, geometry, Pythagoras' Theorem, trigonometry, probability, and data analysis. Students develop skills in interpreting results within real-world contexts and justifying their reasoning. The course emphasises practical problem-solving, preparing students for further study in SACE Stage 1 and 2 General Mathematics. A solid understanding of foundational mathematical concepts is required, and the course is suited to students who have demonstrated competence in mathematics throughout their Middle Years.

ASSESSMENT:

Tests (60%)
Investigations (30%)
Examination (10%)

GEOGRAPHY

LEARNING AREA: Humanities & Social Sciences
LENGTH: Semester
LEADS TO: Stage 1 Geography

LEARNING SUMMARY:

Students examine the relationships between people, places, and environments through the study of both physical and human geography. They explore natural hazards and disasters, the formation and significance of Australian landforms, and the impacts of tourism on people and places. At the same time, students investigate key human geography issues such as population growth, urbanisation, and the challenges of water use, pollution, and land degradation. Global topics like climate change and globalisation are analysed to understand their far-reaching effects. Mapping and data interpretation are taught in conjunction with geographical case studies.

ASSESSMENT:

Infographic (20%)
Multimodal Presentation (30%)
Reports (50%)

Year 10 Subjects

HEALTH & PHYSICAL EDUCATION

LEARNING AREA: Health & Physical Education
LENGTH: Semester
LEADS TO: Stage 1 Physical Education

LEARNING SUMMARY:

Students deepen their understanding of applied exercise physiology, biomechanics and energy systems to improve performance. They undertake a range of practical activities in various sports where they collect and use data to analyse and evaluate performances.

This specialist course prepares students for study in SACE Physical Education courses.

ASSESSMENT:

Practical Application (30%)
Physical Activity Investigation (40%)
Improvement Analysis (30%)

HEALTH & WELLBEING

LEARNING AREA: Health & Physical Education
LENGTH: Semester

LEARNING SUMMARY:

Students explore key areas of health and wellbeing, including mental health strategies, the benefits of physical activity, responsible technology use, and building positive relationships. They investigate current health issues and analyse data to understand trends and their impact on individual and community wellbeing. By researching and evaluating health-related topics, students develop the skills needed to make informed decisions and promote healthier lifestyles.

This course does not involve regular physical activity. Students are expected to wear their formal college uniform, unless directed by their teacher.

ASSESSMENT:

Investigation (30%)
Issues Analysis (30%)
Health Advocacy & Promotion (40%)

HISTORY: LIVING THROUGH HISTORY

LEARNING AREA: Humanities & Social Sciences
LENGTH: Semester
LEADS TO: Stage 1 Modern History

LEARNING SUMMARY:

Students explore a historical bottom-up approach in Living Through History, focusing on the lived experiences of everyday people during key moments in Australia's modern history. Students examine how individuals, families, and communities were shaped by the Second World War, migration, and protest. Through personal stories, photographs, letters, and oral stories, they gain insight into what it felt like to live through events such as the Kokoda campaign, post-war immigration, and social movements. This approach brings history to life, helping students understand how ordinary people contributed to, endured, and responded to changes that still shape our national identity today.

Students must select at least one semester of History in Year 10. Students may select both semesters of History; however, there is some crossover in basic content and skill development.

ASSESSMENT:

Historical Skills (60%)
Historical Study (30%)
Examination (10%)

Year 10 Subjects

HISTORY: SHAPING THE NATION

LEARNING AREA:	Humanities & Social Sciences
LENGTH:	Semester
LEADS TO:	Stage 1 Modern History

LEARNING SUMMARY:

Students examine a historical top-down approach in Shaping the Nation, exploring how national and global power structures have shaped the modern world. Students investigate how leaders, governments, empires, and institutions made key decisions that defined the political and social landscape of today. They study the impact of the Second World War, colonisation, legislation, diplomacy, and policy reforms on national identity and global relations. Through this lens, students explore how Australia and other nations were shaped by media, propaganda, and authority, and how these decisions continue to influence civil rights, alliances, and national identities today.

Students must select at least one semester of History in Year 10. Students may select both semesters of History; however, there is some crossover in basic content and skill development.

ASSESSMENT:

Historical Skills (60%)
Historical Study (30%)
Examination (10%)

INFORMATION PROCESSING & PUBLISHING

LEARNING AREA:	Technologies
LENGTH:	Semester
LEADS TO:	Stage 1 Information Processing & Publishing

LEARNING SUMMARY:

Students apply practical skills to produce creative solutions for text-based communication tasks. They design printed and digital publications using desktop publishing and webpage design tools. Projects focus on planning, editing, and evaluating the design process while targeting specific audiences. Students develop confidence with digital tools and learn to choose appropriate hardware and software to manage and present information effectively. The course includes two main areas: Personal Publishing and Digital Publishing. It provides a strong foundation for future study in digital communication, design, and technology-focused subjects.

A higher specification device is recommended for this subject. Refer to page 5.

ASSESSMENT:

Issues Analysis (20%)
Practical Skills (50%)
Product and Documentation (30%)

INTEGRATED LEARNING: AUSTRALIAN RULES FOOTBALL

LEARNING AREA:	Health & Physical Education
LENGTH:	Semester
SACE:	**Stage 1,** 10 credits
PREREQUISITES:	Year 9 Australian Rules Football
LEADS TO:	Cert III in Sport (Athlete): AFL *Planned to be offered in 2027*

LEARNING SUMMARY:

Students develop their skills and understanding of Australian Rules Football through a focus on both athletic performance and psychological wellbeing. Practical lessons emphasise ball skills, movement, and decision-making, while also exploring leadership and the ability to coach others. Students have the opportunity to gain their Foundation Coaching Accreditation and work with elite coaches through a partnership with the Central Districts SANFL Football Club. Match simulation footage is reviewed to assess performance using data and video analysis. The course also addresses broader wellbeing concepts, including the importance of nutrition, sleep, and physical activity in supporting healthy and balanced lifestyles.

Entry may involve a trial, and additional costs apply.

ASSESSMENT:

Practical Exploration (30%)
Connections (30%)
Personal Venture (40%)

Year 10 Subjects

INTEGRATED LEARNING: LANGUAGE AND CULTURE STUDIES

LEARNING AREA:	Languages
LENGTH:	Semester
SACE:	**Stage 1,** 10 credits

LEARNING SUMMARY:

Students explore second language acquisition through digital platforms while developing intercultural understanding and reflecting on cultural identity. Students will lead and contribute to vibrant cultural events and initiatives, such as Harmony Day and Languages Week. Studnets will collaboratively develop meaningful and culturally rich texts that foster awareness and appreciation of diverse perspectives. Whilst exploring and celebrating specific cultural interests, promoting a deeper understanding of and respect for the cultural diversity within our community, students connect with local community groups to strengthen engagement and promote inclusive, cross-cultural dialogue beyond the classroom.

Students are advised to speak with the Languages and Cultural Programs Learning Area Leader prior to choosing this subject.

ASSESSMENT:

Practical Explorations (40%)
Connections (30%)
Personal Venture (30%)

INTEGRATED LEARNING: NETBALL

LEARNING AREA:	Health & Physical Education
LENGTH:	Semester
SACE:	**Stage 1,** 10 credits
PREREQUISITES:	Year 9 Specialist Netball
LEADS TO:	Stage 1 Physical Education Stage 1 Sports Studies

LEARNING SUMMARY:

Students develop specialised knowledge and practical skills in netball with a focus on coaching and mentoring younger players. Building on skills from previous years, the course emphasises communication, leadership, and game understanding. Students refine ball skills, attacking and defending strategies, fitness, and team dynamics through structured training and game play. Practical lessons are supported by sessions with elite-level coaches, including representatives from the Adelaide Thunderbirds and Premier League programs. Theory components explore athlete development, sports psychology, and coaching principles, ensuring students are equipped to support and lead others in a sporting context with competence and confidence.

Entry may involve a trial, and additional costs apply.

ASSESSMENT:

Practical Exploration (30%)
Connections (30%)
Personal Venture (40%)

INTEGRATED LEARNING: SPORT SCIENCE

LEARNING AREA:	Science
LENGTH:	Semester 2
SACE:	**Stage 1,** 10 credits
LEADS TO:	Stage 1 Biology, Nutrition, and/or Psychology

LEARNING SUMMARY:

Students explore how physical and biological sciences apply to sport and fitness. They examine the role of the nervous and musculoskeletal systems in determining speed, quantify the energy release through aerobic and anaerobic systems, and describe the challenges that exercise imposes on the body with reference to typical physiological changes to the circulatory, respiratory and muscular systems. Students develop critical analysis, problem-solving, and communication skills through practical activities.

This is one of three options for the Semester 2 Science subject and is not recommended for those intending to study Stage 1 Chemistry or Physics.

ASSESSMENT:

Practical Exploration (33%)
Connections (33%)
Personal Venture (33%)

Year 10 Subjects

INTEGRATED LEARNING: WORLD FOOTBALL

LEARNING AREA:	Health & Physical Education
LENGTH:	Semester
SACE:	**Stage 1,** 10 credits
PREREQUISITES:	Year 9 World Football
LEADS TO:	Cert III in Sport (Athlete): World Football

LEARNING SUMMARY:

Students refine their technical and tactical football (soccer) skills through specialist coaching and performance analysis using match and training data. They complete the MiniRoos coaching accreditation and gain experience by planning and delivering sessions for primary school students. Students also organise and manage a primary school football tournament, developing leadership, communication, and event planning skills. ICT is used to produce a football CV and highlights video to support students pursuing pathways in high-level competition.

ASSESSMENT:

Practical Exploration (30%)
Connections (30%)
Personal Venture (40%)

ITALIAN (CONTINUERS)

LEARNING AREA:	Languages
LENGTH:	Full Year
LEADS TO:	Stage 1 Italian (Continuers)
PREREQUISITES:	C or higher in Year 9 Italian

LEARNING SUMMARY:

Students develop their skills in listening, speaking, reading, and writing Italian, engaging in activities that require fluency, accuracy, and appropriate language use. They move between Italian and English in a range of communication tasks, sharing information, ideas, and opinions. Students explore contemporary issues in Italian society, examining how tradition and modernity interact. Year 10 Italian is a full-year subject that builds both language proficiency and cultural understanding.

Two semesters of Year 10 Italian are required for entry into Stage 1 Italian in 2027. Students wishing to study Italian and Music should discuss this choice with the Music and Performance Learning Area Leader or Languages and Cultural Programs Learning Area Leader.

ASSESSMENT:

Interaction (20%)
Text Production (20%)
Text Analysis (20%)
Investigation (40%)

STAGE 1 ITALIAN (CONTINUERS)

LEARNING AREA:	Languages
LENGTH:	Full Year
LEADS TO:	Stage 2 Italian (Continuers)
SACE:	**Stage 1,** 20 credits
PREREQUISITES:	B- or higher in Year 9 Italian

LEARNING SUMMARY:

Students develop their skills in listening, speaking, reading, and writing Italian, engaging in activities that require fluency, accuracy, and appropriate language use. They move between Italian and English in a range of communication tasks, sharing information, ideas, and opinions. Students explore contemporary issues in Italian society, examining how tradition and modernity interact. Stage 1 Italian is a full-year subject that builds both language proficiency and cultural understanding.

Two semesters of Stage 1 Italian are required for entry into Stage 2 Italian. Students wishing to study Italian and Music should discuss this choice with the Music and Performance Learning Area Leader or Languages and Cultural Programs Learning Area Leader.

ASSESSMENT:

Interaction (20%)
Text Production (20%)
Text Analysis (20%)
Investigation (40%)

Year 10 Subjects

JAPANESE (CONTINUERS)

LEARNING AREA:	Languages
LENGTH:	Full Year
LEADS TO:	Stage 1 Japanese (Continuers)
PREREQUISITES:	C or higher in Year 9 Japanese

LEARNING SUMMARY:

Students develop their listening, speaking, reading, and writing skills in Japanese, engaging in tasks that require fluency, accuracy, and regular interaction with others to share ideas, opinions, and experiences. Through a range of prescribed and suggested subtopics such as family, school, future work, festivals, and travel, students explore the complexities of contemporary Japanese society. They examine the contrast between tradition and modernity, deepening their cultural understanding alongside language development.

It is expected that students will be fluent in Hiragana and Katakana before beginning this subject. Two semesters of Year 10 Japanese are required for entry into Stage 1 Japanese in 2027. Students wishing to study Japanese and Music should discuss this choice with the Music and Performance Learning Area Leader or Languages and Cultural Programs Learning Area Leader.

ASSESSMENT:

Interaction (20%)
Text Production (20%)
Text Analysis (20%)
Investigation (40%)

STAGE 1 JAPANESE (CONTINUERS)

LEARNING AREA:	Languages
LENGTH:	Full Year
LEADS TO:	Stage 1 Japanese (Continuers)
SACE:	**Stage 1**, 20 credits
PREREQUISITES:	B- or higher in Year 9 Japanese

LEARNING SUMMARY:

Students develop their listening, speaking, reading, and writing skills in Japanese, engaging in tasks that require fluency, accuracy, and regular interaction with others to share ideas, opinions, and experiences. Through a range of prescribed and suggested subtopics such as family, school, future work, festivals, and travel, students explore the complexities of contemporary Japanese society. They examine the contrast between tradition and modernity, deepening their cultural understanding alongside language development.

It is expected that students will be fluent in Hiragana and Katakana before beginning this subject. Two semesters of Stage 1 Japanese are required for entry into Stage 2 Japanese. Students wishing to study Japanese and Music should discuss this choice with the Music and Performance Learning Area Leader or Languages and Cultural Programs Learning Area Leader.

ASSESSMENT:

Interaction (20%)
Text Production (20%)
Text Analysis (20%)
Investigation (40%)

MATHEMATICAL METHODS

LEARNING AREA:	Mathematics
LENGTH:	Full Year
LEADS TO:	Stage 1 Mathematical Methods and Specialist Mathematics
PREREQUISTIES:	B- or higher in Year 9 Mathematics

LEARNING SUMMARY:

Students develop skills in algebraic representation and manipulation, including solving simultaneous equations and multi-step equations.

They learn to describe and represent linear and non-linear relationships, including exponentials and quadratics. Students explore Pythagoras' Theorem and trigonometry in depth, develop formal proofs in the context of geometry, and use sophisticated statistical processes and technology to understand real-world phenomena.

Students who have demonstrated confidence in using algebraic reasoning and are highly motivated are likely to be successful in this subject.

ASSESSMENT:

Tests (60%)
Investigations (30%)
Examination (10%)

Year 10 Subjects

METALWORK

LEARNING AREA: Technologies

LENGTH: Semester

LEADS TO: Stage 1 Industry & Entrepreneurial Solutions: Metalwork

LEARNING SUMMARY:

Students develop practical skills in metalworking by using welding and fabrication techniques in a metal trades workshop. They produce artefacts using oxy-acetylene and MIG welding, manipulate metal with tools such as the plasma cutter and bandsaw, and complete projects featuring original design work. Safe workshop practices are prioritised.

Design & Technology at Year 10 offers a project-based learning experience that develops practical skills, problem-solving, and creativity. Students explore materials and systems while considering the social and environmental impact of technology. The course builds personal attributes such as independence, teamwork, and persistence, with workplace safety a key focus.

ASSESSMENT:

Skills Tasks (30%)
Design Folio (70%)

MUSIC A & B

LEARNING AREA: The Arts

LENGTH: Semester *or* Full Year

PREREQUISITES: C or higher in Year 9 Music A & B

LEADS TO: Stage 1 Music

LEARNING SUMMARY:

Students build their musical skills through performance, theory, composition, and the use of music technology. All students must continue instrumental or vocal lessons and use their chosen instrument or voice as the focus for solo and ensemble work. Regular performance is required, including at least one solo per term and participation in concerts and a co-curricular performance group. Students develop theoretical knowledge and aural skills to support their musicianship, while also learning to compose and record using current music technologies.

Two semesters of Year 10 Music are required for entry into Stage 1 Music. Students wishing to study Music and a Language should discuss this choice with the Music and Performance Learning Area Leader or Languages and Cultural Programs Learning Area Leader.

ASSESSMENT:

Creative Works (50%)
Musical Literacy (50%)

OUTDOOR EDUCATION

LEARNING AREA: Health & Physical Education

LENGTH: Semester

LEADS TO: Stage 1 Outdoor Education

LEARNING SUMMARY:

Students develop outdoor skills, resilience, and personal fitness through participation in a variety of adventure-based activities. Activities may include mountain biking, rock climbing, kayaking, snorkelling, and surfing, with a strong focus on safety, environmental awareness, and skill development. The program includes a three-day bushwalking camp, where students apply their learning in a practical, immersive environment. All programmed activities are compulsory and may involve full-day commitments.

Activities and locations are subject to availability and weather conditions and may change throughout the semester. A positive approach to physical activity and teamwork is essential.

ASSESSMENT:

About Natural Environments (50%)
In Natural Environments (50%)

Year 10 Subjects

PERSONAL FINANCE

LEARNING AREA:	Humanities & Social Sciences
LENGTH:	Semester
LEADS TO:	Stage 1 Business Innovation, Stage 1 Economics

LEARNING SUMMARY:

Students examine financial literacy and explain the importance of savings and budgeting. They analyse factors that influence major consumer decisions. Students calculate income tax for a variety of incomes, and they evaluate the short-and long-term effects of financial decisions, by interpreting data about debt products, and investment options. Students locate and analyse relevant investment information from a range of sources to identify and avoid scams. They also consider the importance of boosting superannuation and its effect on retirement living.

ASSESSMENT:

Investigations (50%)
Presentation (50%)

Microcredential in Personal Financial Management

PSYCHOLOGY

LEARNING AREA:	Science
LENGTH:	Semester
LEADS TO:	Stage 1 Psychology

LEARNING SUMMARY:

Students explore how psychological knowledge explains thoughts, emotions, and behaviours across different contexts. They investigate sports and exercise psychology, lifespan psychology, and Indigenous perspectives in psychology. Ethical considerations are examined through case studies. Students learn to ask investigable questions, plan and conduct research, collect and analyse data, and draw conclusions. Emphasis is placed on applying psychological concepts to contemporary issues and developing inquiry skills that support critical thinking and evidence-based understanding of individual and social behaviour.

This is an elective Science subject and may be studied in addition to Science A and a Semester 2 Science subject. This course does not include study of clinical or counselling psychology.

ASSESSMENT:

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

SCIENCE A

LEARNING AREA:	Science
LENGTH:	Semester 1
LEADS TO:	Semester 2 Science

LEARNING SUMMARY:

Students explore key concepts in biological, earth and space sciences as preparation for Stage 1 and Stage 2 Science subjects, or related TAFE pathways. Topics include genetics, evolution, and global systems, with a focus on understanding how science shapes and responds to human needs. Students engage in practical investigations to build skills in data analysis, critical thinking, and scientific communication. The course emphasises problem solving and the ability to evaluate information, helping students develop the capabilities needed to participate as informed and responsible citizens.

All students study Science A in Semester 1.

ASSESSMENT:

Investigations (50%)
Skills and Applications Tasks (40%)
Examination (10%)

Year 10 Subjects

SCIENCE B

LEARNING AREA:	Science
LENGTH:	Semester 2
LEADS TO:	All Stage 1 Science Subjects

LEARNING SUMMARY:

Students explore key concepts from physical and chemical sciences, including motion, forces, bonding, and chemical reactions. They also examine the evidence for the Big Bang theory. Emphasis is placed on developing practical and analytical skills through hands-on experiments and scientific inquiry. Students learn to evaluate evidence, apply problem-solving strategies, and communicate their findings effectively. This course supports preparation for Stage 1 and Stage 2 Science subjects or relevant TAFE pathways, and encourages the development of capabilities for informed, evidence-based decision-making.

This is one of three options for the Semester 2 Science subject.

ASSESSMENT:

Skills and Applications Tasks (40%)
Investigations Folio (50%)
Examination (10%)

SCIENTIFIC STUDIES: ADVANCED SCIENCE

LEARNING AREA:	Science
LENGTH:	Semester 2
SACE:	**Stage 1,** 10 credits
PREREQUISITES:	A– in Year 9 Science, teacher recommendation
LEADS TO:	All Stage 1 Science Subjects

LEARNING SUMMARY:

Students explore core concepts in Chemistry and Physics while developing the inquiry and analytical skills needed for advanced science study. In Chemistry, students examine atomic structure, the periodic table, types of bonding, and acid-base reactions. In Physics, they explore Newton's Laws and the principles of motion. Throughout the course, students learn to interpret scientific evidence, design and conduct investigations, and work collaboratively to solve problems. They also examine science as a human endeavour, investigating how scientific knowledge and innovation shape the world. A group project offers students the chance to develop and test a prototype or experiment, supported by individual analysis.

This is one of three options for the Semester 2 Science subject.

ASSESSMENT:

Inquiry Folio (70%)
Collaborative Inquiry (20%)
Examination (10%)

SCIENTIFIC STUDIES: ENGINEERING

LEARNING AREA:	Science
LENGTH:	Semester 2
SACE:	Stage 1, 10 credits

LEARNING SUMMARY:

Students investigate the materials and forces that shape the engineered world, exploring the structure, properties, and production of different materials, as well as how they react under various conditions. The course includes the study of motion in two dimensions, allowing students to connect abstract scientific principles with real-world engineering applications. Through hands-on experiments and practical investigations, students develop critical thinking, observation, and data analysis skills. They learn to question, reflect, and evaluate scientific information. Specific content and project focus vary each year.

This is an elective Science subject and may be studied in addition to Science A and a Semester 2 Science subject.

ASSESSMENT:

Inquiry Folio (70%)
Collaborative Inquiry (30%)

Year 10 Subjects

VISUAL ARTS – ART A & B

LEARNING AREA: The Arts

LENGTH: Semester *or* Full Year

LEADS TO: Stage 1 Visual Arts – Art *and/or* Design

PREREQUISITES: Year 9 Art

LEARNING SUMMARY:

Students develop creative and interpretive skills through drawing, painting, and sculpture, with an emphasis on visual communication across different media. They work with materials such as charcoal, ink, and conte in drawing; explore acrylic and oil in painting; and investigate pop art through sculpture. Technical skill development is paired with research and idea generation, supporting thoughtful and informed artmaking. Students are encouraged to explore personal responses to visual challenges using a range of processes and techniques. Visual Art can be studied in Semester 1, Semester 2, or as a full-year subject, with varied content depending on the semester chosen.

ASSESSMENT:

Making (80%)
Responding (20%)

VISUAL ARTS – DESIGN A & B

LEARNING AREA: The Arts

LENGTH: Semester *or* Full Year

LEADS TO: Stage 1 Visual Arts – Art *and/or* Design

LEARNING SUMMARY:

Students develop creative and problem-solving skills through graphic, environmental, and product design, with an emphasis on visual communication and purposeful decision-making. They explore techniques such as graphic simplification, layout design, and ergonomic analysis while considering how design functions within social, historical, and consumer contexts. Research and idea development support informed and innovative design outcomes. Students are encouraged to respond to design challenges using a range of materials, techniques, and approaches. Design can be studied in Semester 1, Semester 2, or as a full-year subject, with varied content depending on the semester.

A higher specification device is recommended for this subject. Refer to page 5.

ASSESSMENT:

Making (80%)
Responding (20%)

WOODWORK

LEARNING AREA: Science

LENGTH: Semester

LEADS TO: Stage 1 Material Solutions: Woodwork

LEARNING SUMMARY:

Students develop foundational skills in wood fabrication by working in a wood trades workshop. They explore a range of woodworking joints, investigate timber and timber-based products, and construct a major project that incorporates their own design elements. Emphasis is placed on tool safety and correct workshop practices.

Design & Technology at Year 10 offers a project-based learning experience that develops practical skills, problem-solving, and creativity. Students explore materials and systems while considering the social and environmental impact of technology. The course builds personal attributes such as independence, teamwork, and persistence, with workplace safety a key focus.

A higher specification device is recommended for this subject. Refer to page 5. Students may need to purchase materials for their projects.

ASSESSMENT:

Skills Tasks (30%)
Design Folio (70%)

Year 11

Curriculum

Students begin their SACE journey in earnest in Year 11, choosing nearly all of their subjects in each semester. As a result, student learning closely aligns with their aspirations, interests, and capabilities. Students typically study SACE Stage 1 subjects in Year 11, and SACE Stage 2 subjects in Year 12. All students study Spiritualities, Religion and Meaning (within Faith and Living) and Activating Identities and Futures. They must also study and achieve at least a C grade in two semesters of English and at least one semester of Mathematics in order to achieve their SACE.

From Year 11, students start to specialise in their learning, choosing subjects that will help them build the foundations of success in Year 12 and beyond. All students study Activating Identities & Futures, and must study two semesters of SACE Stage 1 English and at least one semester of SACE Stage 1 Mathematics, if these have not already been successfully completed in Year 10. The remaining subjects are chosen from options in all learning areas.

Subjects chosen at Year 11 can have implications for options available in Year 12 and in further study. Families must consider prerequisites and minimum achievement levels for progression into chosen subjects and further study. We encourage families to take great care in choosing pathways to ensure that students are able to realise their ambitions for future study and beyond. The College makes decisions with regard to progression and subject selection as outlined in the Year Level Progression Policy and associated Procedures.

Faith & Living Full Year	Activating Identities & Futures Semester	English Semester	Elective Semester	Elective Semester	Elective Semester	Elective Semester
	Mathematics Semester	English Semester	Elective Semester	Elective Semester	Elective Semester	Elective Semester

Year 11 | Subject Selections

Faith & Living

COMPULSORY
Choose one

- Spiritualities, Religion & Meaning
- Spiritualities, Religion & Meaning: Youth Ministry

Interdisciplinary Studies

COMPULSORY

- Activitating Identities & Futures

ELECTIVE

- Workplace Practices

Mathematics

COMPULSORY
Choose at least one semester

- Essential Mathematics A & B
- General Mathematics A & B
- Mathematical Methods A & B
- Specialist Mathematics A & B

English

COMPULSORY
Choose two semesters

- English A & B
- Essential English A & B
- English Literary Studies

Science

ELECTIVE

- Biology A & B
- Chemistry A & B
- Nutrition A & B
- Physics A & B
- Psychology A & B

Health & Physical Education

ELECTIVE

- Cert III Sport (Athlete)*
- Integrated Learning: Sports Studies
- Physical Education A & B
- Outdoor Education*

The Arts

ELECTIVE

- Creative Arts A & B
- Drama A & B
- Music A & B
- Visual Arts - Art A & B
- Visual Arts - Design A & B

Design & Technologies

ELECTIVE

- Digital Communication Solutions: CAD/CAM
- Industry & Entreprenuerial Solutions: Metalwork
- Material Solutions: Woodwork
- Robotic & Electronic Systems: Electronics

Digital Technologies

ELECTIVE

- Digital Technologies A & B
- Information Processing & Publishing

Food & Textiles Technologies

ELECTIVE

- Child Studies
- Food & Hospitality: General
- Food & Hospitality: Industry
- Material Solutions: Fashion Design

Humanities

ELECTIVE

- Accounting
- Business Innovation
- Economics
- Geography
- Modern History
- Legal Studies A & B
- Tourism

Languages

ELECTIVE

- Integrated Learning: Language & Cultural Studies
- Italian
- Japanese

* Subjects attract an additional fee.

Year 11 Subjects

SPIRITUALITIES, RELIGION AND MEANING

LEARNING AREA:	Religious Education
LENGTH:	Full Year
SACE:	Stage 1, 20 credits
LEADS TO:	Stage 2 Spiritulaties, Religion, and Meaning

LEARNING SUMMARY:

Students develop their understanding of the influence of spiritual and/or religious perspectives on local, national, or global communities by engaging with images, artefacts, texts, documentaries, or feature films. They collaborate to develop, apply, and reflect on their understanding of some spiritual and/or religious principles that underpin social-justice actions within the school or wider community. They investigate a contemporary issue linked to one of the big ideas:

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

This course includes a three-day Retreat and an excursion to a Muslim Mosque, on which students can base their responses to assessments.

ASSESSMENT:

Representations (33%)
Connections (33%)
Issues Investigation (33%)

SPIRITUALITIES, RELIGION AND MEANING: YOUTH MINISTRY

LEARNING AREA:	Religious Education
LENGTH:	Full Year
SACE:	Stage 1, 20 credits
LEADS TO:	Stage 2 Spiritulaties, Religion, and Meaning

LEARNING SUMMARY:

Student learning follows the same content as mainstream Stage 1 Spiritualities, Religion and Meaning, however learnings are established through the perspective of youth and young people. Two assessments feature an added presentation component, including presenting to and engaging with primary school students.

This course includes a three-day Retreat and an excursion to a Muslim Mosque, on which students can base their responses to assessments.

For more details review Stage 1 Spiritualities, Religion and Meaning subject information.

ASSESSMENT:

Representations (33%)
Connections (33%)
Issues Investigation (33%)

ACCOUNTING

LEARNING AREA:	Humanities & Social Sciences
LENGTH:	Semester
SACE:	Stage 1, 10 credits
LEADS TO:	Stage 2 Accounting

LEARNING SUMMARY:

Students develop practical skills to manage their personal finances and explore the ethical and social responsibilities involved in financial decision-making in this introductory accounting subject. They explore two of the three core areas: Understanding Accounting, Understanding Financial Sustainability, and Perspectives in Accounting. All topics include the strands of financial literacy, stakeholder information and decision making, and innovation. Students learn about the role of accounting, the influence of regulations, and how local and global contexts shape financial practices. They apply accounting concepts to create and analyse financial information, use data to assess sustainability, and consider the ethical impacts of financial choices. The course encourages students to reflect on how accounting affects individuals and society, preparing them for further study, responsible financial management, and participation in a digitally connected world.

A calculator is required for this subject.

ASSESSMENT:

Accounting Skills (55%)
Accounting Inquiry (25%)
Examination (20%)

Year 11 Subjects

ACTIVATING IDENTITIES & FUTURES

LEARNING AREA:	Interdisciplinary Studies
LENGTH:	Semester 1
SACE:	Stage 2, 10 credits
PREREQUISITES:	Exploring Identities and Futures

LEARNING SUMMARY:

Students build on the capabilities developed in Stage 1 Exploring Identities and Futures, studied in Year 10. They are empowered to take ownership of their learning by setting a personal learning goal, exploring relevant strategies, and adapting approaches to suit their individual journey. Students develop metacognitive skills, seek feedback, and make informed decisions to enhance their learning. The subject promotes independent and lifelong learning, encouraging students to "learn how to learn" and to "know what to do when you don't know what to do." Each student showcases their progress and achievement through an Output of Learning, demonstrating growth and self-directed learning.

To achieve their SACE, students must achieve a C- or higher in Activating Identities and Futures.

ASSESSMENT:

Portfolio (35%)
Progress Checks (35%)
Appraisal (30%)

BIOLOGY A & B

LEARNING AREA:	Science
LENGTH:	Semester *or* Full Year
SACE:	Stage 1, 10 *or* 20 credits
PREREQUISITES:	C or higher in Year 10 Science
LEADS TO:	Stage 2 Biology

LEARNING SUMMARY:

Students explore the science of living things by studying their structure, function, growth, and evolution, as well as the ways they interact within ecosystems. The course investigates how both genetic and environmental factors influence life on Earth. In Biology A, students focus on Biodiversity and Ecosystem Dynamics, learning how living organisms interact with each other and their environment, and Cells and Microorganisms, exploring the microscopic building blocks of life. In Biology B, students study Multicellular Organisms, examining systems within plants and animals, and Infectious Diseases, understanding how pathogens spread and affect living organisms. This subject builds scientific inquiry skills and prepares students for further study or careers in health, environmental science, and biological research.

ASSESSMENT:

Investigations Folio (50%)
Skills and Applications Tasks (30%)
Examination (20%)

BUSINESS INNOVATION

LEARNING AREA:	Humanities & Social Sciences
LENGTH:	Semester
SACE:	Stage 1, 10 credits
LEADS TO:	Stage 2 Business Innovation

LEARNING SUMMARY:

Students apply critical and creative thinking to solve real-world problems using the Design Thinking process. Working both independently and collaboratively, students generate innovative ideas, develop business solutions, and present these to peers and members of the school community. They engage in a cycle of researching, planning, testing, and refining product ideas, culminating in a professional pitch to a panel of potential customers or investors. Students explore business planning and customer-focused problem-solving by creating 30-day business plans and developing detailed business model summaries. They reflect on feedback, evaluate their strategies, and recommend improvements. Through written, visual, and oral presentations, students develop communication, entrepreneurial, and analytical skills that prepare them for future studies or pathways in business, innovation, and enterprise.

ASSESSMENT:

Business Skills (70%)
Business Pitch (30%)

Year 11 Subjects

CERT III IN SPORT (ATHLETE): WORLD FOOTBALL

LEARNING AREA:	Health & Physical Education
LENGTH:	Full Year
SACE:	Stage 1, 30 Credits & Stage 2, 45 Credits
PREREQUISITES:	Previous participation in World Football subject, Club Footballl and must be willing to play for the College.

LEARNING SUMMARY:

Offered every two years, the dual qualification Certificate II in Community Services and Certificate III in Sport (Athlete) - World Football Program provides students with the opportunity to develop their sporting industry knowledge and skills, giving them a taste of life as a professional athlete whilst also developing practical skills in soccer with the specialist trainer. This course will cover a range of core and elective competencies, and see successful participants complete the program with dual VET qualifications. An additional cost of approximately $700 (TBC) will be charged for participation.

Note that it is expected that this subject will be offered every two years, alternating with Cert III Sport (Athlete) with a focus on Australian Rules Football.

ASSESSMENT:

Competency based vocational training via Learning Management System and specialist trainer.

CHEMISTRY A & B

LEARNING AREA:	Science
LENGTH:	Semester *or* Full Year
SACE:	Stage 1, 10 *or* 20 credits
PREREQUISITES:	C or higher in Year 10 Science A and Science B or Scientific Studies: Advanced Science.
LEADS TO:	Stage 2 Chemistry

LEARNING SUMMARY:

Students explore the composition, structure, properties, and transformations of matter, developing a deeper understanding of how substances interact, combine, and change. They investigate atomic theory, chemical bonding, and energy changes, using this knowledge to explain real-world phenomena. Students analyse chemical behaviour, predict reactions, and apply models to understand both macroscopic and microscopic processes. Building on the foundations of inorganic chemistry, they are introduced to organic chemistry molecular structures and reactions. In Chemistry A, they study materials and their atoms, combining atoms, and molecules. In Chemistry B, they focus on mixtures and solutions, acids and bases, and redox reactions. Students conduct and design experiments to investigate both physical and chemical changes.

ASSESSMENT:

Investigations Folio (50%)
Skills and Applications Tasks (30%)
Examination (20%)

CHILD STUDIES

LEARNING AREA:	Technologies
LENGTH:	Semester
SACE:	Stage 1, 10 credits
LEADS TO:	Stage 2 Child Studies

LEARNING SUMMARY:

Students explore the health, development, and wellbeing of children from birth to eight years of age. They examine how different values, beliefs, and social factors influence childhood, parenting, and the changing role of children in today's society. The course focuses on key areas including the nature of childhood, how children are socialised, their place in wider society, and their rights and safety. Students investigate contemporary issues such as educational aids for children with diverse needs, nutrition and hidden sugars in lunchbox foods, and the benefits of outdoor 'Nature Play'. As part of their learning, students also design and run an activity session with local primary school children. This subject supports students interested in careers in education, health, or community services.

ASSESSMENT:

Practical Activity (50%)
Group Activity (25%)
Investigation (25%)

Year 11 Subjects

CREATIVE ARTS A & B

LEARNING AREA:	The Arts
LENGTH:	Semester *or* Full Year
SACE:	**Stage 1,** 10 *or* 20 credits
PREREQUISITES:	Any Arts subject in Year 10
LEADS TO:	All Stage 2 Arts subjects (except Music Studies)

LEARNING SUMMARY:

Students undertake a personalised project in a creative field of their choice, focusing on an area not fully covered by other Stage 1 subjects. This course suits students with established skills in a creative discipline, such as visual arts, music, drama, or media, who are capable of working independently. In collaboration with their teacher, students plan, develop, and produce a major creative work, exploring the processes and concepts relevant to their chosen art form. The course includes study of creative arts development and production, discipline-specific ideas, and the role of creative practice in real-world contexts. This flexible subject allows students to combine aspects of different arts disciplines and supports future pathways in the creative industries or further study within the SACE.

ASSESSMENT:

Product (67%)
Folio (33%)

DIGITAL COMMUNICATION SOLUTIONS: CAD/CAM

LEARNING AREA:	Technologies
LENGTH:	Semester
SACE:	Stage 1, 10 credits
PREREQUISITES:	Previous experience in any CAD/CAM subject
LEADS TO:	Stage 2 Digital Communication Solutions: CAD/CAM

LEARNING SUMMARY:

Students develop their skills in designing, modelling, and manufacturing by working across a variety of digital environments. They use tools, machinery, and materials safely and competently to create products to a specified standard. Students operate in a CAD room, iLab, and workshop setting, applying engineering and vector software to achieve functional outcomes. They redesign, model, and prototype products in a digital space, then use advanced manufacturing tools such as 3D printers and laser cutters to bring their designs to life. Students investigate and apply modern techniques, research their impact on society and the environment, and follow safe working procedures throughout the course.

ASSESSMENT:

Specialised Skills Task (30%)
Design Process & Solution (70%)

DIGITAL TECHNOLOGIES A & B

LEARNING AREA:	Technologies
LENGTH:	Semester *or* Full Year
SACE:	**Stage 1,** 10 *or* 20 credits
PREREQUISITES:	Previous study of Year 10 Digital Technologies A and/or B
LEADS TO:	Stage 2 Digital Technologies

LEARNING SUMMARY:

Students explore iterative project development and build competency in programming using C#. They engage with the ethical implications of technology by researching and presenting a short video that reflects on real-world challenges. In Digital Technologies A, students complete a detailed project design plan and then bring it to life by creating an original game using Unity. They develop advanced programming skills, refining their problem-solving and critical thinking abilities. In Digital Technologies B, students work through a sequence of real-world applications including an interactive digital project, a data analysis investigation, a client-driven task, and a collaborative group project.

A higher specification device is recommended for this subject. Refer to page 5.

ASSESSMENT:

Investigation (25%)
Project Skills (25%)
Digital Solution (50%)

Year 11 Subjects

DRAMA A & B

LEARNING AREA:	The Arts
LENGTH:	Semester *or* Full Year
SACE:	**Stage 1,** 10 *or* 20 credits
LEADS TO:	Stage 2 Drama

LEARNING SUMMARY:

Students develop creativity, collaboration, critical thinking, and communication through deep engagement with the dramatic process. They conceive, explore, develop, produce, refine, and perform dramatic works, taking on specific roles and responsibilities within a collaborative ensemble. Students analyse and evaluate professional performances, considering the artistic and cultural impact of creative choices made by dramatic practitioners. They explore how meaning is constructed and communicated to audiences. In developing their own dramatic concepts, students apply theatrical conventions, take creative risks, and use technology in imaginative ways to realise and communicate their artistic intentions.

ASSESSMENT:

Performance (40%)
Responding to Drama (30%)
Creative Synthesis (30%)

ECONOMICS

LEARNING AREA:	Humanities & Social Sciences
LENGTH:	Semester
SACE:	Stage 1, 10 credits
LEADS TO:	Stage 2 Economics

LEARNING SUMMARY:

Students examine the ways in which individual, business, government, and environmental choices influence economic outcomes. They investigate how decisions about production, consumption, and resource use impact markets, prices, and living standards. Students explore core economic concepts such as supply and demand, trade, interest rates, inflation, and government policy. They develop the ability to think like economists by analysing real-world scenarios and applying economic reasoning to explain patterns and predict outcomes. Using data, models, and case studies, students evaluate the role of government in managing the economy, the effects of global trade, and the significance of economic decision-making at both local and international levels. Scenarios may be derived from markets in action, economic decision-making, government involvement in the economy, trade in the global economy, or other electives.

ASSESSMENT:

Folio (40%)
Economic Project (40%)
Examination (20%)

ENGLISH A & B

LEARNING AREA:	English
LENGTH:	Full Year
SACE:	Stage 1, 20 credits
LEADS TO:	Stage 2 English

LEARNING SUMMARY:

Students analyse how language and style shape ideas and influence audiences across a range of texts. They examine how perspectives are constructed and consider the impact of context and purpose. In creating their own imaginative, persuasive, or interpretive texts, students adapt their approach for different audiences and modes. They explore the relationships between texts, reflecting on how their understanding of other works is influenced by intertextuality. Throughout, students apply critical thinking to both analysing and producing texts, developing insight into how meaning is made and communicated.

To achieve their SACE, students must achieve a C- or higher in at least two semesters of English subjects. Students who study English (Accelerated) in Year 10 may choose to only study Stage 1 English A.

ASSESSMENT:

Responding to Texts (50%)
Creating Texts (20%)
Intertextual Study (30%)

Year 11 Subjects

ENGLISH LITERARY STUDIES

LEARNING AREA:	English
LENGTH:	Semester 2
SACE:	Stage 1, 10 credits
LEADS TO:	Stage 2 English Literary Studies

LEARNING SUMMARY:

Students explore how literary texts represent culture and identity, and how meaning is shaped by the relationship between authors, texts, audiences, and contexts. They develop skills to interpret and analyse complex ideas, with an emphasis on preparing for success in Stage 2 English Literary Studies. Through close reading and critical response, students practise constructing thoughtful, well-supported arguments. Success in this subject requires a strong commitment to learning, independent study habits, clear communication, and the ability to meet deadlines through effective drafting and editing.

To achieve their SACE, students must achieve a C- or higher in at least two semesters of English subjects. Students may choose to study English Literary Studies instead of English B. Students intending to study English Literary Studies in Year 12 are strongly encouraged to enrol in this subject.

ASSESSMENT:

Responding to Texts (50%)
Creating Texts (20%)
Intertextual Study (30%)

ESSENTIAL ENGLISH A & B

LEARNING AREA:	English
LENGTH:	Semester
SACE:	Stage 1, 20 credits
LEADS TO:	Stage 2 Essential English

LEARNING SUMMARY:

Students interpret and respond to texts across a range of personal, social, cultural, community, and workplace contexts. They explore how language choices shape meaning and reflect different perspectives. Through analysing a variety of texts, students examine how language operates in real and imagined settings. They strengthen their communication skills by developing accurate spelling, punctuation, and grammar. Students create written, oral, visual, digital, and multimodal texts, selecting appropriate language features to suit different purposes, audiences, and contexts.

To achieve their SACE, students must achieve a C- or higher in at least two semesters of English subjects. Students who study Essential English: Vocational Studies in Year 10 may choose to only study Stage 1 Essential English A.

ASSESSMENT:

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

ESSENTIAL MATHEMATICS A & B

LEARNING AREA:	Mathematics
LENGTH:	Semester *or* Full Year
SACE:	**Stage 1,** 10 *or* 20 credits
LEADS TO:	Stage 2 Essential Mathematics

LEARNING SUMMARY:

Students build confidence in using mathematics for everyday and workplace contexts by developing core numeracy and problem-solving skills. They apply mathematical thinking to real-world situations such as managing finances, interpreting data, and working with time, ratio, and measurement. Across the year, students complete six topics. In Semester 1, they study calculations, earning and spending focusing on taxation and costs, trigonometry and Pythagoras' theorem. In Semester 2, they focus on data in context, measurement, and investing. The order of topics may be adjusted to suit the needs of the class and support deeper understanding.

To achieve their SACE, students must achieve a C- or higher in at least one semester of a Mathematics subject.

ASSESSMENT:

Skills and Application Tasks (50%)
Investigations (30%)
Examination (20%) (Essential Mathematics B only)

Year 11 Subjects

FOOD & HOSPITALITY: INDUSTRY

LEARNING AREA:	Technologies
LENGTH:	Semester
SACE:	Stage 1, 10 credits
PREREQUISITES:	B- or higher in any Year 10 Food & Hospitality Course
LEADS TO:	Stage 2 Food & Hospitality

LEARNING SUMMARY:

Students are introduced to the dynamic and evolving nature of the food and hospitality industry in Australian society, developing practical skills and theoretical understanding relevant to future vocational pathways. They investigate sustainability practices, analyse the influence of technology—particularly through hands-on barista training—and learn to prepare quality food for various functions. Students develop flavour awareness and examine how diverse flavour profiles have shaped modern Australian cuisine. Working to meet design briefs, they plan and execute practical solutions that demonstrate creativity, efficiency, and attention to presentation. Through pasta making and event catering, students develop confidence in a professional kitchen environment.

ASSESSMENT:

Practical Activity (50%)
Group Activity (25%)
Investigation (25%)

FOOD & HOSPITALITY: GENERAL

LEARNING AREA:	Technologies
LENGTH:	Semester
SACE:	Stage 1, 10 credits
PREREQUISITES:	B- or higher in any Year 10 Food & Hospitality Course
LEADS TO:	Stage 2 Food & Hospitality

LEARNING SUMMARY:

Students explore contemporary issues in the food and hospitality industry while developing practical catering skills and food preparation techniques. They investigate contemporary issues such as sustainability, ethical food choices, and emerging industry trends. Emphasis is placed on safe and hygienic food handling practices, efficient workflow in kitchen environments, and the development of skills in plating, garnishing, and presenting dishes to a professional standard. Students learn to cater for diverse dietary needs and preferences.

Key assessment tasks include a research investigation into a current hospitality or food issue, the development and trialling of recipes using meat-free alternatives, and a pastry-based catering task where students plan and produce a selection of sweet and/or savoury items suitable for a specified event. These tasks encourage critical thinking, creativity and teamwork.

ASSESSMENT:

Practical Activity (50%)
Group Activity (25%)
Investigation (25%)

GEOGRAPHY

LEARNING AREA:	Humanities & Social Sciences
LENGTH:	Semester
SACE:	Stage 1, 10 credits
LEADS TO:	Stage 2 Geography

LEARNING SUMMARY:

Students develop their understanding of key geographical concepts and examine the interdependence between human and physical environments. They explore contemporary issues such as climate change, urban development, and globalisation, while developing analytical and research skills through the study of real-world case studies. Students participate in fieldwork opportunities within the local area and interpret a range of sources, including maps, satellite images, and other spatial data, using spatial technologies. They study at least one of three key themes—Sustainable Places, Hazards, and Contemporary Issues—and investigate at least two topics within the chosen theme. Topics include Rural and/or Remote Places, Urban Places, Megacities, Natural Hazards, Biological and Human-Induced Hazards, Local Issues, and Global Issues.

ASSESSMENT:

Geographical Skills and Applications (55%)
Fieldwork (25%)
Examination (20%)

Year 11 Subjects

GENERAL MATHEMATICS A & B

LEARNING AREA:	Mathematics
LENGTH:	Semester *or* Full Year
SACE:	**Stage 1,** 10 *or* 20 credits
PREREQUISITES:	C- or higher in Year 10 General Mathematics
LEADS TO:	Stage 2 General Mathematics

LEARNING SUMMARY:

Students extend their mathematical skills through real-world problem-solving and the development of mathematical models. A problem-based approach is central to learning, with emphasis on consolidating computational fluency, building algebraic reasoning, and applying mathematics in everyday contexts. The subject covers practical applications such as financial management, measurement, trigonometry, statistics, linear and exponential modelling, and discrete systems using matrices and networks. Students explore six key topics: Investing and borrowing, Measurement, Statistical investigation, Applications of trigonometry, Linear and exponential functions and their graphs, and Matrices and networks.

To achieve their SACE, students must achieve a C- or higher in at least one semester of a Mathematics subject. Students are required to have and use a Casio graphics calculator.

ASSESSMENT:

Skills and Applications Tasks (50%)
Investigation (30%)
Examination (20%)

INDUSTRY & ENTREPRENEURIAL SOLUTIONS: METALWORK

LEARNING AREA:	Technologies
LENGTH:	Semester
SACE:	Stage 1, 10 credits
LEADS TO:	Stage 2 Industry & Entrepreneurial Solutions: Metalwork

LEARNING SUMMARY:

Students build practical skills in metal fabrication and welding through hands-on experience in a metal trades workshop. They develop safe and competent use of tools and machinery, including lathes, plasma cutters, guillotines, grinders, and bandsaws. Students learn to join metals using oxy-acetylene and MIG welding techniques, and explore how different materials behave under various conditions. They research metals to inform design decisions and construct a major product of their own design. They also examine how the use and disposal of different materials affect the environment. Throughout the course, students apply problem-solving and project management skills while following industry-standard safety procedures and work practices.

A higher specification device is recommended for this subject. Refer to page 5.

ASSESSMENT:

Specialised Skills Tasks (30%)
Design Process & Solution (70%)

INFORMATION PROCESSING & PUBLISHING

LEARNING AREA:	Technologies
LENGTH:	Semester
SACE:	Stage 1, 10 credits
LEADS TO:	Stage 2 Information Processing & Publishing

LEARNING SUMMARY:

Students apply practical and creative skills to solve text-based communication tasks using industry-standard software and hardware. They produce both hard copy and digital publications, learning to design, format, and present information clearly and effectively. Through hands-on projects, students explore layout, typography, and visual elements to create professional-looking materials suited to business and digital contexts. They evaluate their design choices, refine their work, and gain confidence in selecting and using appropriate technology tools. Students develop essential skills in managing and communicating information, while learning to think critically about how visual and textual elements influence meaning and user experience.

A higher specification device is recommended for this subject. Refer to page 5. Students are provided a copy of the Adobe Creative Cloud, provided their laptop meets the specifications to install the software.

ASSESSMENT:

Practical Skills Tasks (50%)
Issues Analysis (20%)
Product and Documentation Task (30%)

Year 11 Subjects

INTEGRATED LEARNING: LANGUAGE AND CULTURE STUDIES

LEARNING AREA:	Languages
LENGTH:	Semester
SACE:	Stage 1, 10 credits

LEARNING SUMMARY:

Students explore second language acquisition through digital platforms while developing intercultural understanding and reflecting on cultural identity. Students will lead and contribute to vibrant cultural events and initiatives, such as Harmony Day and Languages Week. Students will collaboratively develop meaningful and culturally rich texts that foster awareness and appreciation of diverse perspectives. Whilst exploring and celebrating specific cultural interests, promoting a deeper understanding of and respect for the cultural diversity within our community, students connect with local community groups to strengthen engagement and promote inclusive, cross-cultural dialogue beyond the classroom.

Students are advised to speak with the Languages and Cultural Programs Learning Area Leader prior to choosing this subject.

ASSESSMENT:

Practical Exploration (40%)
Connections (30%)
Personal Venture (30%)

INTEGRATED LEARNING: SPORTS STUDIES

LEARNING AREA:	Health & Physical Education
LENGTH:	Semester
SACE:	Stage 1, 10 credits
LEADS TO:	Stage 2 Integrated Learning: Sports Studies

LEARNING SUMMARY:

Students explore the world of sport beyond physical performance, developing knowledge in areas such as coaching, skill acquisition, technology in sports, and current sporting issues. They engage with concepts that connect sport to broader social, cultural, and technological contexts, using both independent research and collaborative learning. Practical learning is combined with critical reflection, allowing students to evaluate their own development and contributions within group settings or individual pursuits.

This subject may be tailored to the interests and strengths of each cohort. Students may study Sports Studies alongside Stage 1 Physical Education, broadening their understanding of sport from multiple perspectives.

ASSESSMENT:

Practical Exploration (30%)
Connections (30%)
Personal Venture (40%)

STAGE 1 ITALIAN (CONTINUERS)

LEARNING AREA:	Languages
LENGTH:	Full Year
SACE:	Stage 1, 20 credits
PREREQUISITES:	B- or higher in Year 10 Italian
LEADS TO:	Stage 2 Italian (Continuers)

LEARNING SUMMARY:

Students develop their skills in listening, speaking, reading, and writing Italian, engaging in activities that require fluency, accuracy, and appropriate language use. They move between Italian and English in a range of communication tasks, sharing information, ideas, and opinions. Students explore contemporary issues in Italian society, examining how tradition and modernity interact. Stage 1 Italian is a full-year subject that builds both language proficiency and cultural understanding.

Two semesters of Stage 1 Italian are required for entry into Stage 2 Italian.

ASSESSMENT:

Interaction (20%)
Text Production (20%)
Text Analysis (20%)
Investigation (40%)

Year 11 Subjects

STAGE 2 ITALIAN (CONTINUERS)

LEARNING AREA:	Languages
LENGTH:	Full Year
SACE:	Stage 1, 20 credits
PREREQUISITES:	B- or higher in Stage 1 Italian
LEADS TO:	Stage 2 Italian (Continuers)

LEARNING SUMMARY:

Students develop fluency and accuracy in listening, speaking, reading, and writing in Italian by engaging in purposeful communication and moving between Italian and English. They participate in conversations, share opinions, and exchange ideas in culturally appropriate ways. Students explore contemporary issues in Italian society, considering the contrast between tradition and modernity. They examine aspects of identity, health, leisure, education, and aspirations, and investigate how Italian-speaking communities are responding to change in areas such as work, technology, and globalisation. Through this study, students deepen their understanding of Italian culture, language, and lived experience. This is a full-year subject.

ASSESSMENT:

Folio (40%)
In-depth Study (30%)
Examination (30%), consisting of:
- Oral Examination (9%)
- Written Examination (21%)

STAGE 1 JAPANESE (CONTINUERS)

LEARNING AREA:	Languages
LENGTH:	Full Year
SACE:	Stage 1, 20 credits
PREREQUISITES:	B- or higher in Year 10 Japanese
LEADS TO:	Stage 2 Japanese (Continuers)

LEARNING SUMMARY:

Students develop their listening, speaking, reading, and writing skills in Japanese, engaging in tasks that require fluency, accuracy, and regular interaction with others to share ideas, opinions, and experiences. Through a range of prescribed and suggested subtopics such as family, school, future work, festivals, and travel, students explore the complexities of contemporary Japanese society. They examine the contrast between tradition and modernity, deepening their cultural understanding alongside language development.

It is expected that students will be fluent in Hiragana and Katakana before beginning this subject. Two semesters of Stage 1 Japanese are required for entry into Stage 2 Japanese.

ASSESSMENT:

Interaction (20%)
Text Production (20%)
Text Analysis (20%)
Investigation (40%)

STAGE 2 JAPANESE (CONTINUERS)

LEARNING AREA:	Languages
LENGTH:	Full Year
SACE:	Stage 1, 20 credits
PREREQUISITES:	B- or higher in Stage 1 Japanese

LEARNING SUMMARY:

Students develop fluency and accuracy in listening, speaking, reading, and writing in Japanese by engaging in purposeful communication and moving between Japanese and English. They participate in conversations, share opinions, and exchange ideas in culturally appropriate ways. Students explore contemporary issues in Japanese society, considering the contrast between tradition and modernity. They examine aspects of identity, daily life, leisure, and education, and investigate how Japanese-speaking communities are responding to change in areas such as work, technology, and globalisation. Through this study, students deepen their understanding of Japanese culture, language, and lived experience.

ASSESSMENT:

Folio (40%)
In-depth Study (30%)
Examination (30%), consisting of:
- Oral Examination (9%)
- Written Examination (21%)

Year 11 Subjects

LEGAL STUDIES A & B

LEARNING AREA:	Humanities & Social Sciences
LENGTH:	Semester *or* Full Year
SACE:	Stage 1, 10 credits
LEADS TO:	Stage 2 Legal Studies

LEARNING SUMMARY:

Students examine the foundations and functions of the Australian Legal System, exploring how laws are made, interpreted, and applied. Through the compulsory topic Law and Communities, students gain insight into the relationship between legal systems and the communities they serve. Optional topics such as Lawmaking, Justice and Society, Young People and the Law, and Victims and the Law allow for deeper inquiry into contemporary legal issues, including those relevant to sport, youth, and law reform. Throughout the course, students evaluate legal processes, consider diverse perspectives, and reflect on how justice is pursued and challenged in a democratic society.

Students who study both Legal Studies A & B will complete an option topic in Semester 2, while new students complete the compulsory Law and Communities topic.

ASSESSMENT:

Analytical Response (25%)
Inquiry (25%)
Presentation (30%)
Examination (20%)

MATERIAL SOLUTIONS: FASHION DESIGN

LEARNING AREA:	Technologies
LENGTH:	Semester
SACE:	Stage 1, 10 credits
PREREQUISITES:	Previous experience in any Textiles subject
LEADS TO:	Stage 2 Material Solutions: Fashion Design

LEARNING SUMMARY:

Students build practical design and construction skills by creating a major garment, such as a shirt or dress, while exploring the principles of fashion design. Through hands-on tasks, students learn specialised techniques including inserting zips, shaping with darts, applying interfacing, and adjusting commercial patterns. Emphasis is placed on planning, creativity, and refinement, with students documenting their design process in a portfolio that showcases their development from concept to finished product. Each project encourages both technical growth and individual expression.

Students are expected to be confident using a sewing machine and overlocker before beginning the course. It is strongly recommended that students have completed at least one term of sewing in Year 9 or 10. Materials must be purchased for this subject, with costs typically ranging from $50 to $100.

ASSESSMENT:

Specialised Skills Tasks (40%)
Design Process and Solution (60%)

MATERIAL SOLUTIONS: WOODWORK

LEARNING AREA:	Technologies
LENGTH:	Semester
SACE:	Stage 1, 10 credits
LEADS TO:	Stage 2 Material Solutions: Woodwork

LEARNING SUMMARY:

Students develop practical skills in woodworking by designing and constructing a major timber product in a fully equipped wood trades workshop. They explore the properties of timber and timber-based materials and investigate their applications and suitability for specific design needs. Students produce a range of carcase joints—the foundational joinery used in box-like structures such as cabinets, drawers, and shelving—gaining precision and confidence in construction. A strong focus is placed on safety, teaching student correct tool use, handling of machinery, and workshop safety protocols. By the conclusion of the course, students will have designed and constructed a functional, high-quality piece of furniture, demonstrating advanced craftsmanship and attention to detail. Students must adhere to all workplace health and safety procedures while working in the workshop environment.

ASSESSMENT:

Specialised Skills Tasks (30%)
Design Process and Solution (70%)

Year 11 Subjects

MATHEMATICAL METHODS A & B

LEARNING AREA:	Mathematics
LENGTH:	Semester *or* Full Year
SACE:	**Stage 1,** 10 *or* 20 credits
PREREQUISITES:	B- or higher in Year 10 Mathematical Methods
LEADS TO:	Stage 2 Mathematical Methods

LEARNING SUMMARY:

Students explore the power of mathematics to model and analyse real-world change, patterns, and uncertainty. Topics include the study of functions and graphs, trigonometric relationships, and the behaviour of quadratics and polynomials. Students also investigate exponential growth and decay, begin their study of differential calculus, and examine probability, counting principles, and descriptive statistics, including the normal distribution. Emphasis is placed on developing fluency with function notation and applying concepts to solve contextual problems.

Each semester covers three core topics. Content may be rearranged to meet the needs of the cohort.

To achieve their SACE, students must achieve a C- or higher in at least one semester of a Mathematics subject. Students are required to have and use a Casio graphics calculator.

ASSESSMENT:

Skills and Applications Tasks (60%)
Investigation (20%)
Examination (20%)

MODERN HISTORY

LEARNING AREA:	Humanities & Social Sciences
LENGTH:	Semester
SACE:	Stage 1, 10 credits

LEARNING SUMMARY:

Students explore key developments and movements that have shaped the modern world since 1750, with potential topics including revolution, imperialism, decolonisation, Indigenous rights, or social movements. Students investigate how people and ideas have challenged political systems, social structures, and cultural norms to bring about change. Through historical inquiry, students analyse sources, consider multiple perspectives, and construct evidence-based arguments. They examine the short- and long-term impacts of historical events on individuals, societies, and global systems. Students develop critical thinking, empathy, communication, and research skills. This subject is ideal for students interested in understanding past events to interpret the present and engage as thoughtful, informed citizens into the future.

ASSESSMENT:

Historical Skills and Application (60%)
Historical Study (20%)
Examination (20%)

MUSIC A & B

LEARNING AREA:	The Arts
LENGTH:	Semester *or* Full Year
SACE:	**Stage 1,** 10 *or* 20 credits
PREREQUISITES:	Year 10 Music (Full Year)
LEADS TO:	All Stage 2 Music Subjects

LEARNING SUMMARY:

Students deepen their understanding of music through creative and practical engagement with performance, composition, arranging, and music analysis. Over the course of the year, they refine their technical skills on their chosen instrument or voice, develop fluency in music theory and aural recognition, and explore music technology to enhance their compositions and recordings. Opportunities to transcribe, improvise, and evaluate musical works help students build a sophisticated musical vocabulary and sharpen their interpretative skills.

This program is suited to students with a strong foundation in music. Year 10 students may apply for acceleration with approval and an audition. Ongoing instrumental or vocal lessons are required throughout the course.

ASSESSMENT:

Creative Works (50%)
Musical Literacy (50%)

Year 11 Subjects

NUTRITION A & B

LEARNING AREA:	Science
LENGTH:	Semester *or* Full Year
SACE:	**Stage 1,** 10 *or* 20 credits
LEADS TO:	Stage 2 Nutrition

LEARNING SUMMARY:

Students investigate the science of human nutrition, exploring how food choices influence health, growth, and the prevention of disease. In Nutrition A, they examine the roles of macronutrients and micronutrients, how the body processes food, and the connection between diet and conditions such as malabsorption and diet-related disease. In Nutrition B, students study the nutritional needs of athletes, the sociocultural factors influencing food habits, and the importance of sustainable food practices. Through analysis of case studies, current trends, and scientific research, students develop skills in researching and understanding different sources of information to make decisions about nutrition information and advice.

ASSESSMENT:

Investigations Folio (50%)
Skills and Applications Tasks (30%)
Examination (20%)

OUTDOOR EDUCATION

LEARNING AREA:	Health & Physical Education
LENGTH:	Semester
SACE:	Stage 1, 10 credits
PREREQUISITES:	Year 10 Outdoor Education
LEADS TO:	Stage 2 Outdoor Education

LEARNING SUMMARY:

Students develop the skills, knowledge, and mindset needed to plan and undertake safe, sustainable, and rewarding outdoor journeys. They explore human-powered and nature-assisted activities—such as bushwalking, kayaking, Surfing or snorkelling while deepening their understanding of the natural environment and the cultural perspectives that shape our connection to it. Through hands-on experiences, students build personal qualities such as self-reliance, responsibility, and resilience, while also developing technical, communication, and group-based problem-solving skills. The course encourages critical reflection of practical skills and a focus on environmental sustainability.

Activities are planned based on availability and weather conditions, with bushwalking and one other major outdoor activity forming the core of the program. Dates and locations of activities are subject to change.

ASSESSMENT:

About Natural Environments (40%)
In Natural Environments (60%)

PHYSICAL EDUCATION A & B

LEARNING AREA:	Health & Physical Education
LENGTH:	Semester *or* Full Year
SACE:	**Stage 1,** 10 *or* 20 credits
PREREQUISITES:	Year 10 Specialist Physical Education
LEADS TO:	Stage 2 Physical Education

LEARNING SUMMARY:

Students engage in a broad exploration of movement by participating in a range of physical activities and critically analysing how performance can be improved. By collecting and interpreting data such as video footage and gameplay statistics. Students gain insight into personal skill development, performance trends, and effective training methods. They explore the science behind improvement, using research and reflection to identify strategies that enhance both individual and team outcomes.

Students also investigate the social, cultural, and environmental factors that affect participation in physical activity. Through practical engagement and thoughtful analysis, they examine issues such as accessibility, motivation, and equity in sport. A positive and committed approach to both practical and theoretical components of this course is essential for success.

ASSESSMENT:

Improvement Analysis (50%)
Physical Activity Investigation (50%)

Year 11 Subjects

PHYSICS A & B

LEARNING AREA:	Science
LENGTH:	Semester *or* Full Year
SACE:	**Stage 1,** 10 *or* 20 credits
PREREQUISITES:	C or higher in Year 10 Science A and Science B or Scientific Studies: Advanced Science.
LEADS TO:	Stage 2 Physics

LEARNING SUMMARY:

Students investigate the laws and principles that govern motion, energy, and matter, using models, data, and experimentation to understand and predict the behaviour of the physical world. In Physics A, students study energy and momentum, linear motion and forces, and heat. They analyse how objects move and interact, explore the transfer of energy, and examine how thermal processes affect systems. In Physics B, students explore nuclear models and radioactivity, electric circuits, and wave behaviour. These topics deepen their understanding of atomic structure, electrical systems, and the nature of light and sound, enabling students to learn to gather and evaluate evidence, refine models, and consider the role of physics in innovation, technology, and addressing real-world challenges.

Students enrolling in Stage 1 Physics are encouraged to also enrol in Stage 1 Mathematical Methods A & B.

ASSESSMENT:

Investigations Folio (50%)
Skills and Applications Tasks (30%)
Examination (20%)

PSYCHOLOGY A & B

LEARNING AREA:	Science
LENGTH:	Semester *or* Full Year
SACE:	**Stage 1,** 10 *or* 20 credits
LEADS TO:	Stage 2 Psychology

LEARNING SUMMARY:

Students explore the scientific study of the mind and behaviour, learning how emotions, thoughts, and actions are shaped by biological and social influences. In Psychology A, students are introduced to core psychological concepts through the study of cognition, brain function, and foundational theories. They examine how memory works, how the brain processes information, and how research methods contribute to our understanding of behaviour. In Psychology B, students apply psychological thinking to contemporary contexts. Topics such as cyberpsychology, emotional processes, and psychological wellbeing challenge students to explore how psychological principles influence individual and societal health.

Students are encouraged to complete Psychology A before Psychology B, though it is not a formal prerequisite.

ASSESSMENT:

Investigations Folio (40%)
Skills and Applications Tasks (40%)
Examination (20%)

ROBOTICS & ELECTRONIC SYSTEMS: ELECTRONICS

LEARNING AREA:	Technologies
LENGTH:	Semester
SACE:	Stage 1, 10 credits
PREREQUISITES:	Previous experience in any Electronics course
LEADS TO:	Stage 2 Robotics & Electronic Systems: Electronics

LEARNING SUMMARY:

Students develop the skills to design, build, and evaluate electronic circuits while exploring the role of electronics in modern society. Working in a specialised electronics lab, students learn how to identify components, construct circuits using breadboards and printed circuit boards (PCBs), and safely use tools and equipment for soldering and assembly. They develop a foundational understanding of direct current (DC) circuits and the function of key components such as resistors, capacitors, and diodes. Alongside practical work, students investigate how electronic systems impact the environment. Workplace health and safety is a core focus throughout the course, with students learning to follow safe operating procedures in all practical tasks.

ASSESSMENT:

Specialised Skills Tasks (30%)
Design Process and Solution (70%)

Year 11 Subjects

SPECIALIST MATHEMATICS A & B

LEARNING AREA:	Mathematics
LENGTH:	Semester *or* Full Year
SACE:	**Stage 1,** 10 *or* 20 credits
PREREQUISITES:	B- or higher in Year 10 Mathematical Methods
LEADS TO:	Stage 2 Specialist Mathematics

LEARNING SUMMARY:

Students extend their mathematical thinking through topics that explore both abstract and applied concepts. They investigate arithmetic and geometric sequences and series, explore matrix algebra and its applications, and are introduced to complex numbers. Deductive geometry, with a focus on circle theorems, and mathematical induction build students' reasoning and proof skills. Students also study vectors, including their operations and geometric meaning, and apply advanced trigonometric identities. These topics encourage precise thinking, strong problem-solving skills, and effective mathematical communication across a range of contexts.

To achieve their SACE, students must achieve a C- or higher in at least one semester of a Mathematics subject. Students are required to have and use a Casio graphics calculator. Students must also enrol in Stage 1 Mathematical Methods A & B.

ASSESSMENT:

Skills and Applications Tasks (60%)
Investigations (20%)
Examination (20%)

TOURISM

LEARNING AREA:	Humanities & Social Sciences
LENGTH:	Semester
SACE:	Stage 1, 10 credits
LEADS TO:	Stage 2 Tourism

LEARNING SUMMARY:

Students explore the nature of tourism locally, nationally, and globally. They investigate the tourism industry, its impact on people and the environment, and how it responds to challenges like globalisation, sustainability, and technological change. Students develop an understanding of tourists and host communities, tourism operations, and the cultural, economic, and environmental implications of travel. They explore themes such as sustainable tourism, visitor behaviour, industry skills, and tourism's role in cultural exchange and economic development. Through practical activities and real-world case studies, students gain skills in research, analysis, communication, and event planning. They interpret data, explore different perspectives, and form reasoned conclusions and recommendations. Tourism builds knowledge and skills valuable for careers in tourism, business, events, and community services, while fostering global awareness.

ASSESSMENT:

Case Study (15%)
Source Analysis (15%)
Practical Activity (25%)
Investigation (25%)
Examination (20%)

VISUAL ARTS - ART A & B

LEARNING AREA:	The Arts
LENGTH:	Semester or Full Year
SACE:	Stage 1, 10 *or* 20 credits
LEADS TO:	Stage 2 Visual Arts – Art *and/or* Design

LEARNING SUMMARY:

Students develop their artistic voice by experimenting with materials, techniques, and ideas to create resolved works of art. Through a focus on visual thinking, they explore how artists communicate meaning and make creative decisions. Students build technical skills, investigate the work of other artists, and reflect on their own creative process. Research and critical analysis are key components, with students learning to write and speak about art using academic language. They explore how art is shaped by context and how it responds to cultural, social, and historical influences.

Students choose processes and approaches that align with their personal style and interests. This course can be taken for one or two semesters, and students may also study Visual Arts – Design.

ASSESSMENT:

Folio (40%)
Practical (30%)
Visual Study (30%)

Year 11 Subjects

VISUAL ARTS - DESIGN A & B

LEARNING AREA:	The Arts
LENGTH:	Semester *or* Full Year
SACE:	**Stage 1,** 10 *or* 20 credits
LEADS TO:	Stage 2 Visual Arts – Art *and/or* Design

LEARNING SUMMARY:

Students explore the design process by generating creative solutions to visual problems and making purposeful, informed decisions. They investigate graphic and communication design, environmental design, and product design, building skills in idea development, refinement, and visual presentation. Emphasis is placed on defining problems, experimenting with approaches, and communicating resolved designs with clarity and intent. Through research, analysis, and presentation tasks, students develop academic writing and critical thinking skills. They explore how design responds to and shapes social, cultural, and environmental contexts.

Students choose materials, techniques, and processes that align with their personal design interests and style. This course can be taken for one or two semesters, and students may also study Visual Arts – Design.

ASSESSMENT:

Folio (50%)
Practical (30%)
Visual Study (20%)

WORKPLACE PRACTICES

LEARNING AREA:	Interdisciplinary Studies
LENGTH:	Semester 1
SACE:	Stage 1, 10 credits
LEADS TO:	Stage 2 Workplace Practices

LEARNING SUMMARY:

Students explore the changing nature of work and develop practical knowledge and skills to support future career pathways. They examine trends in the world of work, investigate industry structures, and reflect on how employment is shaped by social, technological, and economic factors. Through career planning activities, students consider their own interests, strengths, and goals, and learn how to make informed decisions about future work and study. They also gain insight into employer expectations, workplace rights and responsibilities, and the skills needed to thrive in different industries.

Learning takes place through a mix of theory and vocational experience. Because students are required to complete either workplace learning or at least 25 hours of approved VET study, this subject is particularly suited to students undertaking or planning to complete a VET course.

ASSESSMENT:

Folio (40%)
Performance (40%)
Reflection (20%)

Year 12

Curriculum

Students complete their SACE journey in Year 12, choosing nearly all of their subjects in each semester. As a result, student learning closely aligns with their aspirations, interests, and capabilities. Students typically study SACE Stage 2 subjects in Year 12. All students study Spiritualities, Religion and Meaning (within Faith and Living). They must also study and achieve at least a C- grade in three 20 credit SACE Stage 2 subjects in order to achieve their SACE.

Subjects chosen at Year 12 can have implications for options in university and further study. Families must consider prerequisites and assumed knowledge in tertiary studies. We encourage families to take great care in choosing pathways to ensure that students are able to realise their ambitions for future study and beyond. The College makes decisions with regard to progression and subject selection as outlined in the Year Level Progression Policy and associated Procedures.

Faith & Living Full Year	Elective Full Year	Elective Full Year	Elective Full Year	Elective Full Year	Study Full Year

Year 12 | Subject Selections

Faith & Living

COMPULSORY
Choose one

- Spiritualities, Religion & Meaning (10 credits)
- Spiritualities, Religion & Meaning (20 credits)

Interdisciplinary Studies

ELECTIVE

- Workplace Practices

Mathematics

ELECTIVE

- Essential Mathematics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

English

ELECTIVE

- English
- English Literary Studies
- Essential English

Science

ELECTIVE

- Biology
- Chemistry
- Nutrition
- Physics
- Psychology

Health & PE

ELECTIVE

- Cert III Sport (Athlete)*
- Integrated Learning: Sports Studies
- Physical Education
- Outdoor Education*

The Arts

ELECTIVE

- Creative Arts
- Drama
- Music
- Visual Arts - Art
- Visual Arts - Design

Design & Technologies

ELECTIVE

- Digital Communication Solutions: CAD/CAM
- Industry & Entreprenuerial Solutions: Metalwork
- Material Solutions: Woodwork

Digital Technologies

ELECTIVE

- Digital Technologies
- Information Processing & Publishing

Food & Textiles Technologies

ELECTIVE

- Child Studies
- Food & Hospitality
- Food & Hospitality
- Material Solutions: Fashion Design

Humanities

ELECTIVE

- Accounting
- Business Innovation
- Economics
- Geography
- Modern History
- Legal Studies
- Society & Culture
- Tourism

Language

ELECTIVE

- Integrated Learning: Language & Culture Studies
- Italian
- Japanese

Year 12 Subjects

SPIRITUALITIES, RELIGION AND MEANING

LEARNING AREA:	Religious Education
LENGTH:	Full Year
SACE:	Stage 2, 10 *or* 20

LEARNING SUMMARY:

Students engage in reflective analysis in response to stimuli such as guest speakers, documentaries, and excursions, contextualised by one of the six big ideas. They explore a concept or issue from a spiritual and/ or religious perspective, and collaborate with others to apply their learning. They engage in reflective practice to evaluate their personal and shared actions. Students individually explore and evaluate an existing initiative related to a local, national, or global issue related to a big idea of their choice, considering spiritual and/ or religious perspectives

Big Ideas:

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

This course includes a three-day Retreat and an excursion to a Buddhist Temple.

ASSESSMENT:

Reflective Analysis (40%)
Connections (30%)
Transformative Action (30%)

ACCOUNTING

LEARNING AREA:	Humanities & Social Sciences
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits
PREREQUISITES:	B- or higher in a Stage 1 Humanities, preferably Stage 1 Accounting

LEARNING SUMMARY:

Students develop an understanding of accounting as the language of business, learning how it is used to record, report, analyse, and communicate financial information. They apply accounting concepts to evaluate financial sustainability and provide meaningful advice to support decision-making across a range of organisations and stakeholders. Through the study of local, national, and international enterprises—ranging from small businesses to global corporations, not-for-profits, and online ventures—students explore how accounting shapes business performance and influences society. Learning is organised around three key focus areas: understanding accounting concepts and conventions, managing financial sustainability, and providing accounting advice. Throughout these areas, students build skills in financial literacy, critical analysis, and innovation. They investigate real-world accounting practices, consider challenges and opportunities facing businesses, and propose informed solutions. The course equips students with essential knowledge for future studies, careers in business, and active participation in the financial aspects of everyday life.

ASSESSMENT:

Accounting Concepts and Solutions (40%)
Accounting Advice (30%)
Examination (30%)

BIOLOGY

LEARNING AREA:	Science
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits
PREREQUISITES:	B- or higher in a Stage 1 Science subject

LEARNING SUMMARY:

Students explore the science of living organisms, examining their structure, function, growth, and evolution, as well as how they interact within ecosystems. Students investigate how DNA and proteins determine characteristics and carry genetic information, and how cells function as the basic units of life. They explore how organisms maintain internal stability through homeostasis and examine the theory of evolution to understand how species change over time. Through practical investigations, data analysis, and scientific reasoning, students develop their ability to think critically and solve problems. The course encourages students to apply their knowledge to real-world contexts, consider ethical and environmental implications, and communicate their findings effectively. Biology supports further study in health, medical, environmental, and life sciences, and builds valuable skills in analysis, communication, and independent research. A strong understanding of foundational science concepts is recommended for success in this course.

ASSESSMENT:

Investigations Folio (30%)
Skills and Applications Tasks (40%)
Examination (30%)

Year 12 Subjects

BUSINESS INNOVATION

LEARNING AREA:	Humanities & Social Sciences
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits

LEARNING SUMMARY:

Students develop the skills to design, refine, and pitch innovative business ideas that solve real-world problems. Working both independently and in teams, they apply the Design Thinking process to explore challenges, test solutions, and respond to feedback. This course encourages students to take risks, learn from failure, and experiment with digital technologies as they bring their ideas to life. Teachers act as mentors, guiding students as they analyse decisions, test assumptions, and lead their own learning journey. Students explore at least two key business contexts: designing, sustaining, and transforming business. Through these contexts, they build knowledge in innovation, project management, financial literacy, and global and digital trends. They also gain an understanding of core business concepts such as business structures, legal responsibilities, and sources of finance. This course suits students who enjoy creative thinking, problem-solving, and collaboration, and who are motivated to explore how business can make a positive impact.

ASSESSMENT:

Business Skills (40%)
Business Model (30%)
Business Plan and Pitch (30%)

CERT III IN SPORT (ATHLETE): WORLD FOOTBALL

LEARNING AREA:	Health & Physical Education
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits
PREREQUISITES:	Previous participation in World Football subject, Club Football, willingness to play for the College.

LEARNING SUMMARY:

Offered every two years, the dual qualification Certificate II in Community Services and Certificate III in Sport (Athlete): World Football Program provides students with the opportunity to develop their sporting industry knowledge and skills, giving them a taste of life as a professional athlete whilst also developing practical skills in soccer with the specialist trainer. This course will cover a range of core and elective competencies, and see successful participants complete the program with dual VET qualifications. An additional cost of approximately $700 (TBC) will be charged for participation.

ASSESSMENT:

Competency bases vocational training via Learning Management System and specialist trainer.

CHEMISTRY

LEARNING AREA:	Science
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits
PREREQUISITES:	B- or higher in Stage 1 Chemistry

LEARNING SUMMARY:

Students deepen their understanding of how the physical world is chemically constructed and explore the interaction between human activity and the environment. They examine how scientific knowledge evolves through new evidence and technologies, and consider the social and environmental impacts of chemical processes. They study the monitoring of environmental change, learning how chemists analyse pollutants and the effects of fossil fuel use through techniques such as chromatography, spectroscopy, and titration. Students explore chemical production, reaction rates, energy use, and how conditions can be optimised using equilibrium principles. In organic and biological chemistry, they investigate the structure, reactions, and significance of organic compounds including carbohydrates, triglycerides, and proteins. The course also addresses human use of natural resources, renewable and non-renewable energy sources, and the environmental impact of material consumption and recycling. Students use practical experiments to observe phenomena, improve their understanding of theories, and develop independent safe laboratory practices.

ASSESSMENT:

Investigations Folio (30%)
Skills and Applications Tasks (40%)
Examination (30%)

Year 12 Subjects

CHILD STUDIES

LEARNING AREA:	Technologies
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits

LEARNING SUMMARY:

Students explore the growth and development of children from birth to eight years, gaining insight into the physical, emotional, social, and cognitive stages of early childhood. They examine different attitudes and values surrounding parenting and caregiving, and consider the various roles families and communities play in supporting young children. Through this subject, students develop research, planning, and practical skills that help them analyse real-world issues related to childhood. They plan and evaluate activities that support children's development, drawing on research, observation, and reflection. Learning is framed around five key areas of study: contemporary and future issues; economic and environmental influences; political and legal factors; socio-cultural influences; and technological impacts. Students investigate how these factors shape children's lives and experiences in today's world. This subject encourages students to think critically about the responsibilities involved in raising and caring for children, and prepares them for further study or careers in areas such as education, health, or community services.

ASSESSMENT:

Practical Activity (50%)
Group Activity (20%)
Investigation (30%)

CREATIVE ARTS

LEARNING AREA:	The Arts
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits
PREREQUISITES:	Any Stage 1 Arts Subject

LEARNING SUMMARY:

Students engage in a flexible and personalised learning experience that allows them to explore their own interests within the creative arts. This course is designed in collaboration with the teacher to focus on one or more disciplines—such as visual arts, music, drama, or design—that may not be fully addressed in other SACE subjects. Students investigate the work of past and present artists, exploring ideas, techniques, styles, and conventions across genres and forms. They develop and plan original creative works, applying advanced knowledge of their chosen discipline. Through experimentation, problem-solving, and critical thinking, students create, refine, and present their work using a range of techniques and technologies. The course encourages imagination, innovation, and lateral thinking, while also supporting students to evaluate their own creative process and the function of their work in a broader artistic and cultural context. Reflection and ongoing development are key components of the learning journey.

ASSESSMENT:

Product (50%)
Inquiry (20%)
Practical Skills (30%)

DIGITAL COMMUNICATION SOLUTIONS: CAD/CAM

LEARNING AREA:	Technologies
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits
PREREQUISITES:	Previous study in any CAD/CAM course

LEARNING SUMMARY:

Students extend their knowledge and practical skills in both digital and traditional manufacturing processes. They work in a digitally driven environment to design, model, manipulate, and prototype objects and products using industry-standard CAD software. Students develop competence in using advanced manufacturing technologies such as 3D printers and laser cutters, as well as vector and engineering software to achieve precise and functional outcomes.

Throughout the course, students undertake the investigation, design, and manufacture of a major product of their own creation. They evaluate the effectiveness, functionality, and quality of their final product while considering how advanced manufacturing techniques impact society and the environment. Emphasis is placed on safe operating procedures and adherence to workplace health and safety guidelines. This subject fosters creativity, innovation, and technical precision, preparing students for future pathways in engineering, design, and advanced manufacturing industries.

ASSESSMENT:

Specialist Skills Tasks (20%)
Design Process and Solution (50%)
Resource Study (30%)

Year 12 Subjects

DIGITAL TECHNOLOGIES

LEARNING AREA:	Technologies
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits
PREREQUISITES:	B- or higher in Stage 1 Digital Technologies A & B

LEARNING SUMMARY:

Students develop and apply their skills in computational thinking and in program design. They engage in iterative project development, where a product or prototype is designed and tested and implemented in stages, following agile practices and design processes.

Students develop skills in coding, data analysis, problem-solving, and digital solution design. Students apply computational thinking to create and evaluate functional digital products. Assessments include programming projects, an investigation into ethical issues, data analysis tasks, and a collaborative project, culminating in the design and development of a major individual digital solution. This subject prepares students for further study or careers in software development, data science, and related digital fields.

ASSESSMENT:

Project Skills (50%)
Collaborative Project (20%)
Individual Digital Solution (30%)

DRAMA

LEARNING AREA:	The Arts
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits

LEARNING SUMMARY:

Students engage in a dynamic and creative process that includes exploring, analysing, conceiving, creating, and evaluating drama. Through collaborative and individual work, students apply dramatic theories, texts, styles, conventions, and technologies to develop and present meaningful dramatic works. The subject is structured around two key areas: Company and Production, which involves participating in a group production and creative presentation; and Exploration and Vision, which encourages experimentation and personal expression. Students analyse and evaluate their own work and that of others, considering artistic and cultural significance. They connect their learning and creative development to local, global, historical, and contemporary contexts. Students develop and apply skills in acting, directing, production design, and performance, while creating original and culturally relevant works. The course fosters creativity, collaboration, and critical thinking, allowing students to engage with the world as artists and reflective practitioners in the dramatic arts.

ASSESSMENT:

Group Production (40%)
Evaluation and Creativity (30%)
Creative Presentation (30%)

ECONOMICS

LEARNING AREA:	Humanities & Social Sciences
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits
PREREQUISITES:	B- or higher in a Stage 1 Economics, or other Humanities

LEARNING SUMMARY:

Students examine how individuals, firms, governments, and societies make decisions about allocating scarce resources. Students explore real-world economic issues such as inflation, unemployment, inequality, market failure, sustainability, and globalisation. They learn to apply economics concepts, principles, and models to understand the causes and consequences of these issues. Students develop skills in economic thinking, including critical analysis, data interpretation, and problem-solving. They use both qualitative and quantitative data to investigate economic trends and evaluate the effects of decisions on different stakeholders. Through inquiry and discussion, students gain insight into how economic systems function and the role of government and markets in shaping outcomes. Economics encourages students in exploring diverse economic contexts such as health, the environment, international trade, business, and development. It fosters capabilities in numeracy, communication, ethical reasoning, and intercultural understanding. Economics is ideal for students interested in business, law, public policy, current affairs, or economics.

ASSESSMENT:

Folio (40%)
Economic Project (30%)
Examination (30%)

Year 12 Subjects

ENGLISH

LEARNING AREA:	English
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits
PREREQUISITES:	Stage 1 English

LEARNING SUMMARY:

Students deepen their understanding of how language shapes meaning, influences audiences, and reflects the world around us. They engage critically and creatively with a variety of texts, exploring how writers use stylistic features, conventions, and perspectives—social, cultural, political, historical, and economic—to communicate ideas and represent human experience. The course includes three key components. In Responding to Texts, students analyse shared texts such as novels, films, plays, or poetry, crafting thoughtful responses. In Creating Texts, they produce a range of imaginative, persuasive, analytical, or procedural texts, with one supported by a writer's statement. In Comparative Analysis, students explore and evaluate how two selected texts represent ideas and position audiences through language and form, presenting their analysis in a sustained written response. This subject challenges students to think deeply, write purposefully, and communicate with confidence.

ASSESSMENT:

Responding to Texts (50%)
Creating Texts (20%)
Comparative Analysis (30%)

ENGLISH LITERARY STUDIES

LEARNING AREA:	English
LENGTH:	Semester
SACE:	**Stage 2,** 20 credits
PREREQUISITES:	Stage 1 English Literary Studies

LEARNING SUMMARY:

Students investigate the rich relationship between authors, audiences, and the contexts in which texts are created and received. Through close reading, analysis, and creative exploration, students engage with novels, films, poetry, and drama to uncover how language, form, and style are used to construct meaning and influence interpretation. The course encourages students to develop confidence in expressing complex ideas with clarity and sophistication, both creatively and critically. Students are challenged to think deeply, argue persuasively, and write with purpose, and read texts through a number of specific critical perspectives. This subject fosters a rich appreciation for literature as a powerful form of cultural expression and offers students the tools to become thoughtful, articulate, and insightful communicators in academic and everyday settings.

Students must have studied English subjects in both Semester 1 and Semester 2 of the year prior to enrolling in English Literary Studies.

ASSESSMENT:

Responding to Texts (50%)
Creating Texts (20%)
Text Study (30%), consisting of:
- Comparative Text Study (15%)
- Critical Reading Examination (15%)

ESSENTIAL ENGLISH

LEARNING AREA:	English
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits

LEARNING SUMMARY:

Students explore how language is used to communicate effectively across a range of real-world contexts, including personal, social, cultural, community, and workplace settings. They engage with a variety of texts, such as films, documentaries, advertisements, and song lyrics, learning how these forms shape meaning and influence audiences. Through this process, students develop the skills to respond thoughtfully to what they read, view, and hear. At the same time, they create their own oral, written, and multimodal texts for a range of purposes, including imaginative, persuasive, and procedural communication. A key feature of the course is its focus on language in action, encouraging students to investigate how people use spoken, written, visual, and non-verbal language in real-life contexts beyond the classroom. By strengthening both their analytical and practical communication skills, students become more confident, adaptable, and capable of engaging with the demands of study, work, and community life.

ASSESSMENT:

Responding to Texts (30%)
Creating Texts (40%)
Language Study (30%)

Year 12 Subjects

ESSENTIAL MATHEMATICS

LEARNING AREA:	Mathematics
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits
PREREQUISITES:	B- or higher in Stage 1 Essential Mathematics B

LEARNING SUMMARY:

Students develop practical mathematical skills through real-world problem solving in contexts such as everyday life, business, and the workplace. They explore concepts including measurement, financial calculations, scales and models, statistics, and interpreting data. A strong emphasis is placed on developing confidence with calculations and applying mathematics flexibly and resourcefully. The subject includes topics on scales, plans and models; measurement; business applications; statistics; and investments and loans. Learning is grounded in a problem-based approach, encouraging students to think critically and adapt strategies to suit different scenarios. By engaging with practical problems, students strengthen their numeracy and enhance their ability to make informed decisions. Essential Mathematics equips students with the mathematical knowledge and understanding needed for entry into a wide range of trades and vocations. It supports their development of valuable skills for both employment and everyday life.

Students are required to have and use a Casio graphics calculator.

ASSESSMENT:

Skills and Applications Tasks (40%)
Investigations (30%)
Examination (30%)

FOOD & HOSPITALITY

LEARNING AREA:	Technologies
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits
PREREQUISITES:	B- or higher in any Stage 1 Food & Hospitality Course

LEARNING SUMMARY:

Students critically explore contemporary issues and trends that influence the food and hospitality industry. Through practical and theory tasks, they develop advanced skills in food preparation, presentation, and service while considering factors such as nutrition, sustainability, cultural diversity, and food safety.

Students investigate how the food and hospitality industry responds to social, environmental, and economic factors, and examine issues such as sustainable food production, technological innovations, and consumer demands. They work both independently and collaboratively to plan, produce, and evaluate a range of food products, menus, and events.

This subject prepares students for further study or employment in areas such as food science, nutrition, hospitality, tourism, and event management.

ASSESSMENT:

Practical Activity (40%)
Group Activity (30%)
Investigation (30%)

GENERAL MATHEMATICS

LEARNING AREA:	Mathematics
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits
PREREQUISITES:	B- or higher in Stage 1 General Mathematics A & B

LEARNING SUMMARY:

Students extend their mathematical understanding by applying concepts to practical, real-world problems. They explore linear modelling to find optimum solutions in contextual scenarios, and use matrices to solve systems and organise complex information. Statistical models help them analyse patterns, assess variability, and draw informed conclusions. Financial modelling introduces loans, investments, and superannuation, sharpening numeracy for life beyond school. In discrete modelling, students engage with networks and optimisation to support efficient decision-making. A problem-based approach underpins the course, with students refining their skills in reasoning, calculating, and communicating. Rather than simply finding answers, they learn to explain and critique solutions using logic and evidence. This subject prepares students for entry into tertiary courses requiring a non-specialised background in mathematics.

Students are required to have and use a Casio graphics calculator.

ASSESSMENT:

Skills and Applications Tasks (40%)
Investigations (30%)
Examination (30%)

Year 12 Subjects

GEOGRAPHY

LEARNING AREA:	Humanities & Social Sciences
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits
PREREQUISITES:	B- or higher in a Stage 1 Geography, or other Humanities

LEARNING SUMMARY:

Students explore the concept of change by examining how human and physical environments evolve and influence one another. They investigate the causes and consequences of environmental, social, and economic change – locally, nationally, and globally – and consider how individuals and communities shape these transformations. By analysing issues such as land use, climate change, population trends, globalisation, and inequality, students evaluate the complex interplay between people and places. A strong focus is placed on sustainability, with students encouraged to propose informed strategies that promote positive and lasting change. Throughout the course, students consider the dual role people play in driving both beneficial and harmful outcomes, and reflect on their responsibility in creating a more equitable and sustainable world. As part of their learning, students independently plan and conduct fieldwork, applying critical thinking, research, and analytical skills to produce a detailed geographical report based on real-world observations and data.

ASSESSMENT:

Skills and Applications Tasks (40%)
Fieldwork Report (30%)
Examination (30%)

INDUSTRY & ENTREPRENEURIAL SOLUTIONS: METALWORK

LEARNING AREA:	Technologies
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits
PREREQUISITES:	Previous experience in any Metalwork Technology subject

LEARNING SUMMARY:

Students build on their skills in using metalworking tools, machines, and materials safely and effectively. They learn to join metal using oxy-acetylene and MIG welding, and work with equipment such as lathes, plasma cutters, grinders, guillotines, and bandsaws. Students investigate and test different metals, then design and create a major project of their own choice. They evaluate their final product and the processes used, while developing advanced skills in machining, welding, and fabrication. CAD/CAM drawing techniques are integrated to support technical design and planning. Safe working practices are a key focus throughout.

A higher specification device is recommended. Refer page 5. Costs may apply for consumable materials.

ASSESSMENT:

Specialised Skills Task (20%)
Design Process and Solution (50%)
Resource Study (30%)

INFORMATION PROCESSING & PUBLISHING

LEARNING AREA:	Technologies
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits
PREREQUISITES:	Previous study of any Information Processing & Publishing course

LEARNING SUMMARY:

Students develop advanced skills in the design, production, and evaluation of both digital and print-based communication products. They use industry-standard software to create publications such as brochures, websites, newsletters, multimedia presentations, and promotional materials that are fit for purpose and target audience. Students apply principles of effective design, including layout, typography, colour theory, and composition, while exploring the role of visual communication in modern society. They analyse existing products to inform their own design decisions and reflect on their creative processes and outcomes.

This subject is ideal for students interested in careers or further study in media, marketing, graphic design, and communications.

A higher specification device is recommended for this subject. Refer to page 5. Students are provided with a copy of Adobe Creative Cloud, installed by the College IT Team, provided their laptop meets these recommended specifications.

ASSESSMENT:

Practical Skills Tasks (40%)
Issues Analysis (30%)
Product and Documentation Task (30%)

Year 12 Subjects

INTEGRATED LEARNING: SPORTS STUDIES

LEARNING AREA:	Health & Physical Education
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits
PREREQUISITES:	A Stage 1 Physical Education subject

LEARNING SUMMARY:

Students explore the world of sport beyond physical performance, diving into the social, cultural, and strategic aspects that shape athletic competition and recreation. They examine topics such as accessibility in sport, talent identification, event planning, and the role of sport in community and identity. Through a balance of practical activity and theoretical exploration, students develop a number of the SACE Capabilities while connecting their learning to real-world sporting contexts. The course encourages both independent initiative and teamwork, as students investigate issues relevant to their personal interests and broader sporting trends. It is ideal for those passionate about sport, exercise, or recreation who want to broaden their understanding of the sporting landscape.

Students may complete two Stage 2 Integrated Learning 20-credit courses towards their SACE. However, only one can be used in an ATAR calculation.

ASSESSMENT:

Practical Inquiry (40%)
Connections (30%)
Personal Endeavour (30%)

STAGE 2 ITALIAN (CONTINUERS)

LEARNING AREA:	Languages
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits
PREREQUISITES:	B- or higher in Stage 1 Italian

LEARNING SUMMARY:

Students develop fluency and accuracy in listening, speaking, reading, and writing in Italian by engaging in purposeful communication and moving between Italian and English. They participate in conversations, share opinions, and exchange ideas in culturally appropriate ways. Students explore contemporary issues in Italian society, considering the contrast between tradition and modernity. They examine aspects of identity, health, leisure, education, and aspirations, and investigate how Italian-speaking communities are responding to change in areas such as work, technology, and globalisation. Through this study, students deepen their understanding of Italian culture, language, and lived experience.

ASSESSMENT:

Folio (40%)
In-depth Study (30%)
Examination (30%), consisting of:
- Oral Examination (9%)
- Written Examination (21%)

STAGE 2 JAPANESE (CONTINUERS)

LEARNING AREA:	Languages
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits
PREREQUISITES:	B- or higher in Stage 1 Japanese

LEARNING SUMMARY:

Students build on their prior knowledge of Japanese language and culture, developing greater fluency and confidence across reading, writing, listening, and speaking. With a solid grasp of Hiragana, Katakana, and an expanding knowledge of Kanji, students refine their ability to communicate accurately in both formal and informal contexts. They engage with themes such as personal identity, Japanese-speaking communities, and the changing world, using language to express complex ideas and perspectives. Through studying a variety of texts – from conversations to media and cultural works – students explore how language and culture are deeply connected. Grammar knowledge is extended and applied to real-world scenarios, enhancing students' ability to adapt and convey meaning effectively. Independent study and regular revision are essential, as students work towards mastering 150 Kanji and reading an additional 50.

ASSESSMENT:

Folio (40%)
In-depth Study (30%)
Examination (30%), consisting of:
- Oral Examination (9%)
- Written Examination (21%)

Year 12 Subjects

LEGAL STUDIES

LEARNING AREA:	Humanities & Social Sciences
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits
PREREQUISITES:	B- or higher in Stage 1 Legal Studies, or other Humanities

LEARNING SUMMARY:

Students explore the workings of Australia's legal system: its origins, its structure, and how it balances tradition with the demands of a modern, global society. They analyse how laws are made, interpreted, and challenged, and how the system responds to shifting values, emerging issues, and the voices of diverse communities. Central to the course is the study of competing tensions: rights versus responsibilities, fairness versus efficiency, power versus disempowerment, and certainty versus flexibility. Students examine how these tensions play out in real-world legal contexts and learn to think critically about the role of law in shaping society. Topics include sources of law, dispute resolution, and constitutional principles or case studies where rights come into conflict. Legal Studies invites students to grapple with complexity, engage in informed debate, and gain a deeper understanding of the law's role in shaping the society we live in.

ASSESSMENT:

Folio (50%)
Inquiry (20%)
Examination (30%)

MATERIAL SOLUTIONS: FASHION DESIGN

LEARNING AREA:	Technologies
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits
PREREQUISITES:	Previous experience in any Textiles Technology subject

LEARNING SUMMARY:

Students apply their creativity and technical skill to design and construct a garment of their own creation. Learning in this course focuses on planning, design, and construction techniques, with students expected to have prior experience using a sewing machine and overlocker. Learning is centred around a major product, with students building their skills through specialist techniques such as constructing sleeves, collars and cuffs, altering commercial patterns, and adding zips or buttons. They follow a structured design process, including a design brief, weekly journal entries, and the final construction of their chosen garment. This subject challenges students to work with precision, solve design problems, and push their creative thinking. It combines practical application with individual style, allowing students to explore contemporary trends while mastering traditional techniques.

Students typically spend up to $100 on additional materials to bring their creative vision to life.

ASSESSMENT:

Specialised Skills Task (20%)
Design Process and Solution (50%)
Resource Study (30%)

MATERIAL SOLUTIONS: WOODWORK

LEARNING AREA:	Technologies
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits
PREREQUISITES:	XXX

LEARNING SUMMARY:

Students build advanced skills in using tools, machinery, and materials to design and construct high-quality timber products. Precision, safety, and craftsmanship are at the core of this course. Students produce a range of carcase and framing joints, gaining hands-on experience with traditional and modern woodworking techniques. They investigate and test different timbers and timber-based products to make informed design choices. Student develop and construct a major product of their own design, evaluating the effectiveness of their process and final outcome. High standards of finish are expected, with students aiming to produce furniture-grade pieces. CAD/CAM drawing techniques are integrated to support technical design and planning. Throughout the course, students follow strict workplace health and safety protocols, demonstrating responsibility in a workshop environment. This subject supports the development of problem-solving, project management, and technical drawing skills in a focused, hands-on setting.

ASSESSMENT:

Specialised Skills Task (20%)
Design Process and Solution (50%)
Resource Study (30%)

Year 12 Subjects

MATHEMATICAL METHODS

LEARNING AREA:	Mathematics
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits
PREREQUISITES:	B- or higher in Stage 1 Mathematical Methods A & B

LEARNING SUMMARY:

Students develop a sophisticated understanding of calculus and statistics by modelling physical processes and analysing real-world situations involving change and variation. Through the study of functions, derivatives, and integrals, they explore relationships involving rates of change and use mathematical reasoning to solve problems across a variety of contexts. Statistics is used to interpret data, assess probabilities, and make inferences using confidence intervals. Students apply mathematics in meaningful contexts, including for scientific and economic modelling and social or professional scenarios. This subject encourages fluency in problem-solving, critical thinking, and effective communication of mathematical ideas. Topics include further differentiation and its applications, discrete and continuous random variables, integral calculus, logarithmic functions, and statistical inference. It provides a strong foundation for further study in mathematics, science, economics, and data-driven disciplines.

Students are required to have and use a Casio graphics calculator.

ASSESSMENT:

Skills and Applications Tasks (50%)
Investigation (20%)
Examination (30%)

MODERN HISTORY

LEARNING AREA:	Humanities & Social Sciences
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits
PREREQUISITES:	B- or higher in a Stage 1 Humanities or English subject

LEARNING SUMMARY:

Students explore the development of the modern world and how individuals, ideas, and events have shaped national and global identities. Students study one topic from Modern Nations (e.g., Germany, China, Australia, etc.) and one from The World Since 1945 (e.g., the Cold War, the United Nations, the Middle East, etc.). Through historical inquiry, students examine continuity and change, cause and effect, perspectives, and contested interpretations. They analyse sources, explore different viewpoints, and construct reasoned arguments based on evidence. Students develop an understanding of how societies respond to challenges such as war, revolution, decolonisation, and globalisation. They engage critically with historical narratives, reflecting on whose stories are told and why. Modern History builds skills in research, analysis, communication, ethical thinking, and empathy; valuable for future careers in law, politics, journalism, education, and international relations.

ASSESSMENT:

Historical Skills (50%)
Historical Study (20%)
Examination (30%)

MUSIC EXPLORATIONS

LEARNING AREA:	The Arts
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits
PREREQUISITES:	B- or higher in Stage 1 Music A & B

LEARNING SUMMARY:

Students develop a refined appreciation for musical expression, and explore how music is constructed, interpreted, and performed across various genres and cultures through analysis and performance. Students engage with both original compositions and reimagined works, developing the skills to manipulate musical elements with purpose and clarity. Musical literacy is a key focus, as students investigate the relationship between notation and sound, study structural and stylistic features, and apply their knowledge through performance and composition. The course invites exploration into how music is made, influenced, and evolved, encouraging students to experiment with musical techniques, styles, and ideas. Their findings are synthesised into creative works, supported by commentary and reflection. This subject offers a dynamic and intellectually rich environment for students to explore music through inquiry, performance, and creative expression.

ASSESSMENT:

Musical Literacy (30%)
Explorations (40%)
Creative Connections (30%)

Year 12 Subjects

MUSIC PERFORMANCE - ENSEMBLE

LEARNING AREA:	The Arts
LENGTH:	Full Year
SACE:	**Stage 2,** 10 credits
PREREQUISITES:	B- or higher in Stage 1 Music A & B Ongoing individual music tuition

LEARNING SUMMARY:

Students refine their performance skills through ensemble music-making, deepening their musical literacy, creative thinking, and interpretive abilities. They explore, analyse, and respond to a range of musical works while performing as part of an ensemble such as a small group, band, choir, or performing arts production. Students develop a greater understanding of how musical elements, structure, and style shape meaning, and apply this knowledge in their own performances. They experiment with interpretation and technique, and reflect critically on their growth as musicians. Across the course, students prepare and present three public performances and engage in discussion and analysis of their repertoire, exploring how musical choices affect expression and impact. This subject demands ongoing commitment to instrumental or vocal study and consistent rehearsal in a group setting.

ASSESSMENT:

First Performance (30%)
Second Performance and Discussion (40%)
Performance Portfolio and Reflection (30%)

MUSIC PERFORMANCE - SOLO

LEARNING AREA:	The Arts
LENGTH:	Full Year
SACE:	**Stage 2,** 10 credits
PREREQUISITES:	B- or higher in Stage 1 Music A & B Ongoing individual music tuition

LEARNING SUMMARY:

Students develop confidence and precision as solo performers through focused practice, structured feedback, and live performance. They build their skills on a chosen instrument or voice and apply these skills in a series of solo performances. They explore a wide range of musical elements, styles, and conventions to develop both their technical ability and expressive capacity. Across the course, students prepare and present three public performances. These may include original compositions, arrangements, or existing works, allowing for a personalised and meaningful approach to performance. Alongside their performances, students complete a short discussion and analysis, focusing on the musical features of their repertoire and reflecting on their development as performers. Through this subject, students strengthen their musical literacy, refine their personal style, and gain experience in preparing polished solo works for live audiences.

ASSESSMENT:

First Performance (30%)
Second Performance and Discussion (40%)
Performance Portfolio and Reflection (30%)

MUSIC STUDIES

LEARNING AREA:	The Arts
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits
PREREQUISITES:	B- or higher in Stage 1 Music A & B

LEARNING SUMMARY:

Students engage in a broad range of musical activities, including performing, composing, arranging, researching, and applying music technologies. They explore and develop their creative and practical potential while refining oral and written communication skills. Through participation in this course, students strengthen their cognitive, affective, and psychomotor skills, enhancing their capacity to manage learning independently and collaborate effectively. They present a portfolio of original creative works—such as performances, compositions, or arrangements—accompanied by a creator's statement that reflects on their artistic process and outcomes. Throughout the course, students complete musical literacy tasks that involve manipulating musical elements, refining their aural perception and notation skills, and analysing and deconstructing musical works or styles. These experiences help students build a deeper understanding of musical concepts and develop the skills required to communicate musically with precision and insight.

A high level of music literacy and a thorough grasp of complex music theory is paramount for students to be successful in this course.

ASSESSMENT:

Creative Works (30%)
Musical Literacy (40%)
Examination (30%)

Year 12 Subjects

NUTRITION

LEARNING AREA:	Science
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits
PREREQUISITES:	B- or higher in a Stage 1 Science subject

LEARNING SUMMARY:

Students explore the science of nurition, examining how dietary choices, nutrients, and physiological processes affect health, wellbeing, and disease prevention. They apply their understanding through investigation, using technologies, scientific evidence, and research to analyse information and make informed decisions. Students consider the needs of diverse populations, the impact of food availability, and the influence of political, economic, cultural, and ethical factors on food systems and sustainability. They evaluate marketing, food quality, and cultural influences, developing their personal, social, ethical, and intercultural understanding. Students also investigate global and local food trends, technological advances, and new products shaping future nutrition.

Students study three topics: principles of nutrition, physiology and health; health promotion and emerging trends; and sustainable food systems. Two underpinning skill sets—nutrition literacy and numeracy, and nutrition and technology—are embedded throughout and developed through a case-study approach.

ASSESSMENT:

Investigations Folio (30%)
Skills and Applications Tasks (40%)
Examination (30%)

OUTDOOR EDUCATION

LEARNING AREA:	Health & Physical Education
LENGTH:	Semester
SACE:	**Stage 2,** 20 credits
PREREQUISITES:	Stage 1 Outdoor Education

LEARNING SUMMARY:

The study of Outdoor Education provides students with opportunities to experience personal growth and to develop social skills, self-confidence, initiative, self-reliance, leadership, and collaborative skills. The development of their relationship with natural environments impacts positively on students' health and wellbeing and fosters a lifelong connection with nature and a commitment to responsible activity in natural environments. Through experiential learning and the study of three focus areas (conservation and sustainability; human connections with nature; and personal and social growth and development) students develop skills, knowledge, and understanding of safe and sustainable outdoor experiences in the key areas of preparation and planning, managing risk, leadership and decision-making, and self-reliance skills. Students engage in direct and personal experiences in a variety of natural environments to reflect on their study of natural areas and their potential to promote personal development, group development, health and well-being, environmental learning, sustainable living, and social justice. Students will undertake 9 days in the field which may come in the form of overnight camps and day trip excursions.

ASSESSMENT:

About Natural Environments (20%)
Experiences in Natural Environments (50%)
Connections with Natural Environments (30%)

PHYSICAL EDUCATION

LEARNING AREA:	Health & Physical Education
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits
PREREQUISITES:	Stage 1 Physical Education

LEARNING SUMMARY:

Students participate in practical activities where they collect valid and reliable data. This data is critically analysed and evaluated to deepen understanding of key theoretical concepts. Through the Group Dynamics assessment, students collaboratively plan and refine strategies aimed at enhancing individual and team performances.

Teamwork and communication skills are developed through participation in an interschool competition. Objective data is collected throughout the course to support the analysis and evaluation of performance improvements.

ASSESSMENT:

Diagnostics (30%)
Self-improvement Portfolio (40%)
Group Dynamics (30%)

Year 12 Subjects

PHYSICS

LEARNING AREA:	Science
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits
PREREQUISITES:	B- or higher in Stage 1 Physics A & B

LEARNING SUMMARY:

Students investigate the physical world by applying models, laws, and theories to understand matter, forces, and energy. They explore natural phenomena from atomic to cosmic scales and use physics to explain and predict interactions in the universe. Through data analysis and experimentation, students refine their understanding of key concepts and strengthen problem-solving and mathematical reasoning. They examine how scientific knowledge evolves and explore physics as a human endeavour, considering its role in technological innovation and social impact. Inquiry-based learning enables students to design experiments, test hypotheses, and evaluate results using scientific methods. The subject integrates science inquiry skills, science understanding, and science as a human endeavour. Topics include motion and relativity, electricity and magnetism, and light and atoms.

A strong mathematical foundation is essential for success in this subject. Students are strongly encouraged to study Mathematical Methods alongside Physics to support their learning and achievement.

ASSESSMENT:

Investigations Folio (30%)
Skills and Applications Tasks (40%)
Examination (30%)

PSYCHOLOGY

LEARNING AREA:	Science
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits
PREREQUISITES:	B- or higher in a Stage 1 Science subject

LEARNING SUMMARY:

Students investigate human behaviour through Psychology as a rigorous, evidence-based discipline. They develop critical and analytical thinking by gathering and evaluating data from observation, experimentation, and experience. Psychology encourages students to apply knowledge to real-world contexts, exploring the cognitive, emotional, and social factors that shape behaviour. A strong focus is placed on scientific inquiry and ethical research practices, empowering students to engage with contemporary psychological issues. They examine universal and culturally diverse patterns of behaviour and consider how psychological theories can foster positive change while recognising the ethical implications of intervention. Students take ownership of their learning by posing investigable questions and designing valid scientific research. Their learning is structured around science inquiry skills, science understanding, and science as a human endeavour. They study topics in the psychology of the individual, psychological health and wellbeing, organisational psychology, social influence, and the psychology of learning.

ASSESSMENT:

Investigations Folio (30%)
Skills and Applications Tasks (40%)
Examination (30%)

SOCIETY & CULTURE

LEARNING AREA:	Humanities & Social Sciences
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits
PREREQUISITES:	XXXX

LEARNING SUMMARY:

Students explore the complex interactions between people, cultures, societies, and environments. They examine how social, political, historical, environmental, economic, and cultural factors shape communities and influence communication across cultural groups. Through rich discussion and inquiry, students sharpen their ability to think critically, empathise with diverse perspectives, and engage meaningfully with the world around them. They build knowledge and values that support informed decision-making and active participation in contemporary society. Each student studies one topic from each of the following groups: Culture (Cultural Diversity, Youth Culture, Work and Leisure, The Material World), Contemporary Challenges (Social Ethics, Contemporary Contexts for Aboriginal and Torres Strait Islander Peoples, Technological Revolutions, People and the Environment), and Global Issues (Globalisation, A Question of Rights, People and Power). Topics vary each year based on student interest and teacher expertise.

ASSESSMENT:

Folio (50%)
Interaction (20%)
Investigation (30%)

Year 12 Subjects

SPECIALIST MATHEMATICS

LEARNING AREA:	Mathematics
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits
PREREQUISITES:	B- or higher in Stage 1 Specialist Mathematics A & B

LEARNING SUMMARY:

Students extend their mathematical knowledge and skills, engaging with abstract concepts, formal proofs, and advanced modelling techniques. Building on learning from Mathematical Methods (which is a co-requisite), students explore topics such as complex numbers, mathematical induction, vectors in three dimensions, functions, rates of change, differential equations, and integration techniques. They develop precision and flexibility in problem-solving while using logical reasoning to construct and critique mathematical arguments. This subject challenges students to apply advanced calculus and algebra to dynamic systems and theoretical models, deepening their understanding of how mathematical structures interact.

Specialist Mathematics prepares students for further study in mathematics-rich disciplines, including engineering, physics, computer science, and the mathematical sciences. It supports the development of analytical thinking and abstract reasoning required for tackling complex problems.

Students are required to have and use a Casio graphics calculator.

ASSESSMENT:

Skills and Applications Tasks (50%)
Investigation (20%)
Examination (30%)

TOURISM

LEARNING AREA:	Humanities & Social Sciences
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits
PREREQUISITES:	B- or higher in a Stage 1 Humanities or English subject

LEARNING SUMMARY:

Students develop a strong understanding of the tourism industry by exploring the diverse nature of tourists, tourism sectors, and how they operate on local, national, and global scales. They examine key concepts such as sustainable tourism and cultural sustainability, evaluating their relevance in real-world settings. Students analyse contemporary trends and issues, considering multiple perspectives to form well-informed conclusions and recommendations. Emphasis is placed on developing practical skills relevant to tourism, alongside the ability to communicate clearly and persuasively using appropriate language, structure, and referencing. Over the year, students engage with three core themes: operations and structures of the tourism industry, traveller and host interactions, and planning for sustainable tourism. Within these themes, students study three topics selected from a list of twelve, tailored to teacher expertise and student interest. This subject demands strong research and organisational skills.

A field trip to the Adelaide Hills or equivalent may incur additional costs.

ASSESSMENT:

Folio (20%)
Practical Activity (25%)
Investigation (25%)
Examination (30%)

VISUAL ARTS - ART

LEARNING AREA:	The Arts
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits
PREREQUISITES:	No prerequisites but Stage 1 Art or Design recommended

LEARNING SUMMARY:

Students immerse themselves in a dynamic and disciplined exploration of art. They explore visual thinking and develop a personal visual aesthetic by applying a creative or problem-solving process in a logical sequence, being open to discovery and changes in direction. Practical skills are refined through the creation of resolved works using a variety of media such as painting, drawing, sculpture, ceramics, photography, and mixed media. Students examine how artworks reflect and respond to cultural, historical, and social influences, developing a rich understanding of the role of art in shaping human experience. The course fosters independence and initiative, challenging students to research, evaluate, and express personal and global ideas through visual forms. This subject is well suited to students with a strong interest in art-making and visual culture.

Students may choose to purchase additional materials to enhance their final product.

ASSESSMENT:

Folio (30%)
Practical (40%)
Visual Study (30%)

Year 12 Subjects

VISUAL ARTS - DESIGN

LEARNING AREA:	The Arts
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits
PREREQUISITES:	No prerequisites but Stage 1 Art or Design recommended

LEARNING SUMMARY:

Students immerse themselves in a dynamic and disciplined exploration of design. They explore visual thinking and develop a personal visual aesthetic by developing a design brief and using a cyclic design process to resolve the design outcome. Practical skills are refined through the creation of a product design, environmental design, or graphical and visual communication design. Students examine how designs reflect and respond to cultural, historical, and social influences, developing a rich understanding of the role of design in shaping human experience. The course fosters independence and initiative, challenging students to research, evaluate, and express personal and global ideas through visual forms. This subject is well suited to students with a strong interest in design and visual culture.

A higher specification device is recommended for this subject. Refer to page 5.

ASSESSMENT:

Folio (30%)
Practical (40%)
Visual Study (30%)

WORKPLACE PRACTICES

LEARNING AREA:	Interdisciplinary Studies
LENGTH:	Full Year
SACE:	**Stage 2,** 20 credits

LEARNING SUMMARY:

Students further develop their knowledge, skills, and understanding of the nature, types, and structures of the modern workplace. This subject integrates industry knowledge with either vocational learning or a Vocational Education and Training (VET) component. It is particularly suited to students undertaking or planning to complete a VET course in Stage 2, providing valuable opportunities to connect theory with practical, real-world application. All students explore Industry and Work Knowledge through topics such as The Changing Nature of Work, Industrial Relations, and Finding Employment. These topics help students understand the evolving landscape of employment, workplace rights and responsibilities, and the practical steps involved in securing and maintaining work. The flexibility of the course allows students to tailor their learning through either structured workplace experiences, industry-focused investigations, or the integration of VET. Workplace Practices supports students in developing transferable skills for future employment and further study.

ASSESSMENT:

Folio (20%)
Performance (30%)
Reflection (20%)
Investigation (30%)

GLEESON

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