

# Years 10, 11 & 12

## 2026 | SAC Curriculum Handbook



St Aloysius  
College

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## Welcome to St Aloysius College

St Aloysius College has been inspiring girls with a love of learning and a commitment to excellence since 1880. A broad and dynamic curriculum, combined with quality teaching, is the key to our students' success and this handbook captures the essence of our subjects and pathways through to the senior years.

We are proud of the strong tradition of academic excellence that has enabled our graduates to make a significant impact on our society, both locally and globally. Current research indicates that girls continue to achieve stronger academic results in girls' schools and we believe in the importance of a challenging and evolving curriculum that allows every student to achieve her best.

Subject choice is introduced when students have experienced the full range of options available, so that they can make fully informed choices. The breadth of subjects on offer at the College allows every student the opportunity to find and pursue her passions. Supported and encouraged by teachers who are equally passionate, students are engaged through a diverse and creative range of approaches to learning.

At St Aloysius College, we see parents and caregivers as critical partners in the education of our students. As we engage in important conversations around student learning and subject choices, we each play an important role in ensuring our students find a suitable pathway. This handbook provides the important background information that will enable us to speak in a common language and guide students to exciting and rewarding futures.

Ms Paddy McEvoy  
Principal



*"We each play an important role in ensuring our students find a suitable pathway."*

# Subject Flowchart

	Year 10	Year 11	Year 12
<b>From the Principal</b>	<b>Religious Education</b>	Religious Education	Spiritualities, Religion and Meaning
<b>Subject Flowchart</b>	Religious Education (school program)	Religious Education (school program)	Religious Education (school program)
<b>Year 10</b>	<b>Career Education, Flexible Learning and Cross-Disciplinary Subjects</b>	Certificate III in Business Exploring Identities and Futures (SACE Stage 1)	Activating Identities and Futures (SACE Stage 2) Certificate III in Business Environmental Studies (Integrated Learning) Workplace Practices
<b>Year 10 Subject Outlines</b>	English	English English as an Additional Language (EAL)	English English as an Additional Language (EAL) English Literary Studies Essential English
<b>SACE</b>	<b>Health and Physical Education</b>	Outdoor Education (SACE Stage 1) Physical Education	Outdoor Education Physical Education
<b>SACE and Higher Education</b>	<b>Humanities and Social Sciences</b>	Geography History	Ancient Studies Business Innovation Economics Legal Studies Modern History Society and Culture
<b>Vocational Education and Training (VET)</b>	<b>Information Technology</b>	Artificial Intelligence Digital Technologies	Digital Technologies Information Processing and Publishing
<b>Subject Selection Guide</b>	<b>Languages</b>	Chinese French Indonesian (Beginners) (SACE Stage 1) Italian	Chinese (Background Speakers) Chinese (Continuers) French (Continuers) Indonesian (Beginners) (SACE Stage 2) Italian (Continuers)
<b>Stage 1 Subject Outlines</b>	<b>Mathematics</b>	Essential Mathematics General Mathematics Mathematical Methods	Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics
<b>Stage 2 Subject Outlines</b>	<b>Science</b>	Psychology Science	Biology Chemistry Physics Psychology Scientific Studies (Health and Nutrition) Scientific Studies (Forensics)
	<b>The Arts</b>	Art Design Drama Music	Drama Music Explorations Music Performance - Ensemble Music Performance - Solo Music Studies Visual Arts - Art Visual Arts - Design

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Year 10 is an exciting year. The curriculum incorporates greater choice of subjects, while retaining the sound foundational skills, knowledge and understandings that are critical to success at Stage 1 and Stage 2.

The Year 10 students are part of an increasingly complex world where they are taking on more responsibilities and preparing for a world that requires flexibility, communication and leadership. Many are participants in part-time employment, sporting clubs and teams, arts groups and peer groups. The curriculum recognises the complex and dynamic lives of these students who exercise choice and use their many skills in diverse situations every day.

The subject choices for the Year 10 students recognise that students and their families have already identified some of the strengths and challenges that exist in each student's academic life. At Year 10, these decisions can be recognised through allowing the students some control and choice over their study pattern. However, this is done in a supportive environment that involves minimum risk.

In Year 10 students will be able to choose two subjects per semester from the following list: Art, Artificial Intelligence, Certificate III in Business, Chinese, Design, Digital Technologies, Drama, French, Geography, Stage 1 Indonesian (Beginners), Italian, Music, Stage 1 Outdoor Education, Physical Education & Psychology. Any student wishing to study a language at Stage 1 will need to study two semesters of that language in Year 10. Any students wanting to study Music at Stage 1 will need to study at least one semester of Music in Year 10.

The compulsory subjects are Religious Education, English or English as an Additional Language (EAL), SACE Stage 1 Exploring Identities and Futures, History, Science and either Mathematical Methods or General Mathematics or Essential Mathematics. Mathematical



Methods allows entry to all Mathematics courses at Stage 1 and Stage 2. General Mathematics only leads to General Mathematics or Essential Mathematics at Stages 1 and 2. General Mathematics is most suitable for students who have difficulty with the abstract concepts in Year 9 Mathematics.

Each learning area prepares a curriculum that is based on the Australian Curriculum. The subjects at Year 10 allow students to develop skills in independent learning and to accept responsibility for their learning.

Through the career education program and study skills workshops, the students continue the journey of developing their employability skills and exploring their career options in an ever-changing world.

Vocational Education and Training (VET) courses are also available for Year 10 students who may wish to develop career skills and gain nationally recognised training and accreditation. The courses are mostly held after hours. Possible courses include Hospitality, Screen and Media, New Business and Entrepreneurship, Business, Fitness and Legal Services. VET courses are offered in both Semester 1 and Semester 2.

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## Core Subjects

English or English as an Additional Language (EAL)

Exploring Identities and Futures - SACE Stage 1

History (*one semester*)

Mathematics: Mathematical Methods or  
General Mathematics or Essential Mathematics

Religious Education

Science



## Elective Subjects - Semester 1 & 2

Art

Artificial Intelligence

Certificate III in Business

Chinese

Design

Digital Technologies

Drama

French

Geography

Indonesian (Beginners) - SACE Stage 1 (full year course)

Italian

Music

Stage 1 Outdoor Education

Physical Education

Psychology

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## Art



### **Length: Semester 1 and/or 2**

Art in Year 10 provides an opportunity for students to extend and develop skills in creating and making artworks. Students acquire knowledge of arts in different cultural contexts. They develop an ability to talk and write about artists and critically analyse artworks.

Art in Year 10 provides excellent background for further studies in Stage 1 and 2 Visual Arts - Art.

### **Content**

#### **Creating**

In Year 10 Art, students have the opportunity to create resolved works of art. Using themes as a starting point, they learn to communicate their personal ideas, beliefs and attitudes in visual form. Through experimentation and practice, they develop skills in a wide range of media such as painting, drawing, sculpture, ICT and mixed media. Students develop their ability to think creatively. They use visual thinking and investigation to develop ideas and concepts, explore and refine their technical skills and produce imaginative solutions.

#### **Responding**

Throughout the semester, students study a range of artworks and artists. Through discussions and written tasks, they develop their ability to analyse and interpret artworks, building their appreciation and understanding of aesthetics and context.

Over each semester, students complete practical and theory work exploring themes and subjects such as:

- Still Life Studies
- My Place
- Portraiture
- The Human Form
- Abstraction

### **Assessment**

Students demonstrate evidence of their learning through three assessment types:

#### **Folio**

A total of 10-12 A3 pages of work planning their final artwork. This includes practical work (*drawing, media experiments and mini artworks*) and written work (*research and analysis of inspiring artworks, concept development and notes explaining and evaluating practical work*).

#### **Practical**

A final artwork and written practitioner's statement.

#### **Visual Study**

A total of 8-10 A3 pages of practical and written work researching and learning about a topic related to Art.

Topics that may be studied are:

- Colour in Art
- The Figure and Form in Sculpture
- Abstract Forms - A Study of Sculpture and Abstract Art
- Still Life

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## Artificial Intelligence (AI)



### Length: Semester 1 or 2

This subject is an off shoot of Year 10 Digital Technologies and can be chosen in conjunction with it. The study of Artificial Intelligence (AI) allows students to explore the rapidly evolving world of intelligent systems, generative technologies, and ethical innovation. Through design thinking and computational thinking, students investigate how AI can be used to generate creative content, solve real-world problems, and make decisions. Students will explore different types of AI including machine learning, large language models, and computer vision systems, while considering the legal, ethical, and social implications of their use.

### Design Thinking

In Year 10 Artificial Intelligence, students:

- Apply the design thinking process to explore and develop AI-driven solutions
- Critically evaluate AI outputs and their effectiveness
- Design with empathy and consider the societal impact of intelligent systems

### Computational Thinking

Students develop their understanding of:

- Machine learning concepts and data training
- Generative AI tools (e.g., image, music, text generation)
- Python programming for AI-related tasks
- Basic algorithmic thinking and automation principles

### Ethics and Responsibility

Students investigate:

- The ethical challenges of using and deploying AI
- Bias in algorithms and data
- Ownership, attribution, and the future of work

### Assessment

Students will be assessed through both practical and theory-based tasks.

#### Practical

Students will create AI-driven projects using generative and machine learning tools.

#### Theory

Students will document their process and critically evaluate the impact, ethics, and effectiveness of AI solutions.



# Year 10 Subject Outlines

## Certificate III in Business – Open to students in Years 10-12



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### Length: Full year (Semester 1 and 2)

Classes will be delivered onsite at SAC by Queensford College every Tuesday from 3.30pm – 6.30pm during term time. The Certificate III in Business may be selected as a subject option to replace an elective, or in addition to a full subject load.

Please note that there are additional costs for this Certificate III Level qualification.

The full cost is \$1800. Subsidised cost for onsite delivery at SAC is \$1300. Students may use this qualification towards an ATAR and will be awarded 70 SACE Stage 2 credits upon successful completion.

Designed to equip students with skills for roles across various business sectors, the Certificate III in Business covers 13 units of competency. These units encompass core areas such as workplace communication and sustainable and inclusive work practices, alongside elective units tailored to specific administrative or customer service pathways. Students will learn how to use social media platforms for business purposes, to develop understanding of the needs of customers, and the importance of working effectively within a team.

This qualification is competency based, and assessment is via quizzes, practical projects, and case studies.

### Course Unit Information

Code	Title
<b>Core Units</b>	
<b>BSBCRT311</b>	Apply critical thinking skills in a team environment
<b>BSBPEF201</b>	Support personal wellbeing in the workplace
<b>BSBSUS211</b>	Participate in sustainable work practices
<b>BSBTWK301</b>	Use inclusive work practices
<b>BSBWHS311</b>	Assist with maintaining workplace safety
<b>BSBXC301</b>	Engage in workplace communication
<b>Elective Units</b>	
<b>BSBTEC201</b>	Use business software applications
<b>BSBTEC202</b>	Use digital technologies to communicate in a work environment
<b>BSBPEF301</b>	Organise personal work priorities
<b>SIRXOSM002</b>	Maintain ethical and professional standards when using social media and online platforms
<b>SIRXOSM003</b>	Use social media and online tools
<b>BSBHRM415</b>	Coordinate recruitment and onboarding
<b>BSBOPS304</b>	Deliver and monitor a service to customers

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## Chinese



### Length: Full Year

At this level of language learning, students will develop skills which will enable them to communicate in Chinese in familiar social and learning situations. They will:

- further develop an awareness of the cultural background of countries in which Chinese is spoken
- further develop strategies for learning and sustaining communication in Chinese
- reflect on the role of language and culture in everyday life.

Communication skills in Chinese will be developed in an integrated way within the three areas of language use:

- Oral Interaction (speaking and listening)
- Reading and Responding
- Writing

This will occur through study of topics such as:

- My School Life
- Buying Stationery
- My Relatives
- Personalities
- Household Chores
- Birthday Celebrations
- Chinese Traditional Festivals
- My Holidays
- Traveling in China

### Assessment

There will be a variety of tasks to assess skills in each of the three areas of language communication (as listed above) as well as tasks designed to assess the integrated use of language.

Assessment tasks will include:

- role plays
- oral reading
- grammar tests
- essays
- translations
- character tests
- comprehension exercises

Students will be assessed according to the Australian Curriculum: Languages Achievement Standards - Communicating and Understanding.

There is an examination at the end of each semester to allow students to experience examination conditions and develop revision skills.

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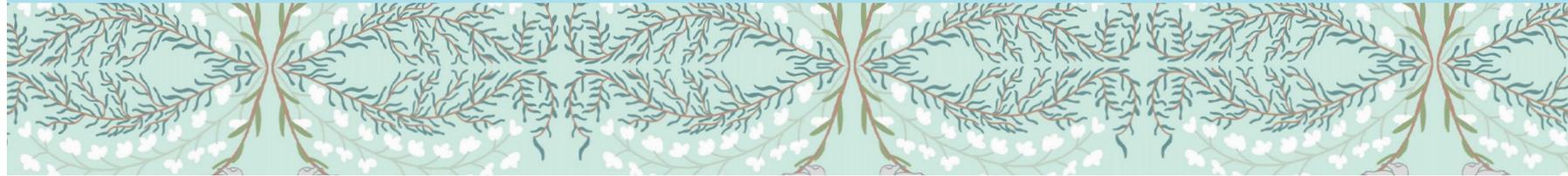
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## Design



### **Length: Semester 1 and/or 2**

Design in Year 10 provides an opportunity for students to extend and develop skills in creating and responding to designs. Students are introduced to the three main forms of design - graphic communication, product design and environmental design. Design emphasises defining problems, problem-solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions. Students acquire knowledge of aspects of design in different cultural contexts and develop the skills to be able to analyse and evaluate design works.

Design in Year 10 provides an excellent background for further studies in Stage 1 and 2 Visual Arts - Design

### **Content**

#### **Creating**

In Year 10 Design students create resolved designs. They develop skills in a wide range of media such as drawing, rendering and a range of digital media. In Design, students develop their ability to think creatively. Using a design brief as a starting point that specifies parameters for the designer, students develop and plan designs using the design process. The cyclic design process includes research, analysis, the initiation and development of concepts, exploration of possibilities, testing and refining of ideas or concepts, practising technical skills and evaluation before the design outcome is resolved.

#### **Responding**

Throughout the semester, students study a range of examples of designs and designers. Through discussions and written tasks, they

develop their ability to analyse and interpret designs, building their appreciation and understanding of aesthetics, function and context.

Units that may be studied:

- Graphic Design (logo design, book cover design, poster design, fashion label)
- Product Design (packaging design and jewellery design)
- Environmental Design (shelter design, landscape or interior design)

### **Assessment**

Students demonstrate evidence of their learning through three assessment types:

#### **Folio**

A total of 10-12 A3 pages of work planning their final design. Following the steps of the design process, students produce practical work (drawing, media experiments and refined designs) and written work (research and analysis of inspiring designs, concept development and notes explaining and evaluating practical work).

#### **Practical**

A final design and written practitioner's statement.

#### **Visual Study**

A total of 8-10 A3 pages of practical and written work researching and learning about a topic related to design.

Topics that may be studied:

- Design Movements and Styles
- Sustainable Architecture
- Contemporary Product Designers
- Poster Design

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## Digital Technologies



### Length: Semester 1 and/or 2

The study of Digital Technologies enables students to develop skills in the design thinking process and programming. Using the design thinking process, students will have the opportunity to design and produce designed and digital solutions for problems of interest. Students consider ethics; legal issues; social values; data security; economic environmental and social sustainable factors of solutions. At least one solution per semester involves the fundamentals of computational thinking.

### Design Thinking

In Year 10 Digital Technologies students:

#### Explore the design thinking process

- Apply the design thinking process so solve problems
- Evaluate solutions
- Critical Thinking

#### Explore ethical considerations of solutions

- Evaluate solutions
- Computational Thinking

#### Explore Python programming

- Apply the iterative design process to solve a problem
- Evaluate the programmed solution

#### Explore Website development

- Design user systems
- Evaluate solutions

### Assessment

Students will be assessed on a range of practical and theory tasks.

#### Practical

Development of solutions to solve problems. At least one solution must be digital per semester.

#### Theory

Documentation of the design thinking process and evaluation of solutions to problems.



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## Drama



### **Length: Semester 1 and/or 2**

#### ***Drama in Year 10 develops:***

- skills, techniques and processes which enable the student to organise, plan and present plays to audiences at a Drama Night
- the ability to work collaboratively in a group
- the skills to review live theatre productions (both semesters)
- the critical analysis of individual and group performances
- an understanding/appreciation of the role drama plays in challenging the values and structures of society in Australia and other countries and throughout history

#### ***Production***

Students take part in the creation and development of a group production performed in front of a live audience at a Drama Night for family and friends. They have the opportunity to work on-stage and/or off-stage and explore ideas, concepts and themes within scripted plays or self-devised pieces. Their involvement in the rehearsal process provides them with an understanding of working both collaboratively and independently. Exposure to various written texts broadens their knowledge and application of staging and performance

#### ***Review and Reflection***

Students will have the opportunity to view live professional theatre in order to extend their knowledge of dramatic elements and genre. They will develop their analytical and reflective skills in either written or oral form and will evaluate and appraise the work of others as well as their own. Students will view a live theatre production in both semesters.

Year 10 Drama will involve activities such as:

- creating, improvising and devising drama within different styles and genres
- rehearsing and developing through working on scripts and/or self-devised plays
- the study of acting systems and processes - eg method acting
- the study of technical or backstage/stagecraft and how these enhance a production for actors and audiences

The course components include:

- Major production (Drama Night)
- Theatre visits
- Short acting scene work
- Workshops and improvisations
- Group and individual projects
- Analysis/review/research
- Oral presentations
- Scripted and original plays

### **Assessment**

Students will be assessed on practical and written work, including their role in the group production.



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## English



### Length: Full Year

The English curriculum involves learning about texts and language using the modes of speaking, listening, reading, viewing and writing.

Students are exposed to a range of texts including literature, media and everyday texts in order that they:

- learn about texts
- develop and use language strategies
- develop functional and critical literacy skills
- learn to apply their knowledge and understanding to a range of contexts, purposes and audiences.

English is organised through the three strands:

- **Language:** Knowing about the English language
- **Literature:** Understanding, appreciating, responding to, analysing and creating literature
- **Literacy:** Expanding the repertoire of English usage

The English course gives students the opportunity to:

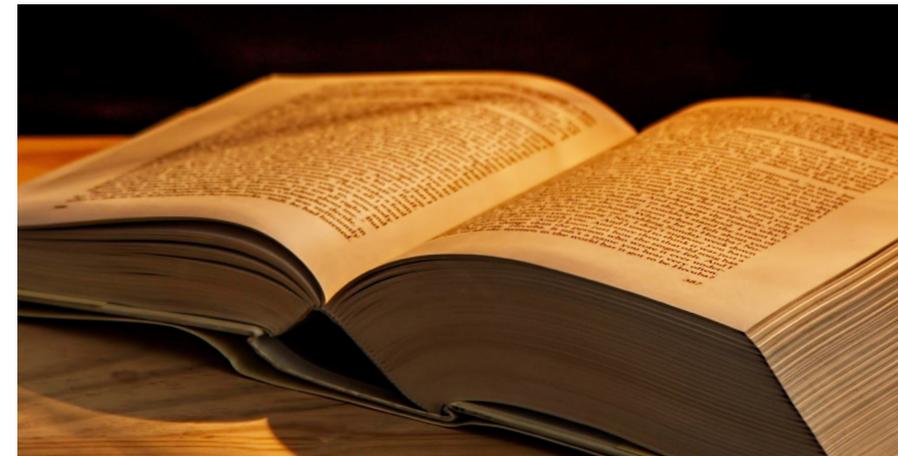
- write and speak with clarity and confidence about a range of themes and issues
- analyse texts and support a point of view
- clarify their ideas in response to texts and articulate personal responses and opinions
- compose their own texts for a range of purposes and audiences
- recognise and use language features in their written, spoken and visual texts

- develop independent reading skills
- work independently and collaboratively
- develop a tolerance and appreciation of other cultures
- read, view and discuss extended texts which raise complex social issues and respond critically to them
- identify ways in which narrative point of view, theme, setting, plot and character contribute to the central ideas explored in texts
- understand the interrelationship between context, purpose and audience in texts

### Assessment

Assessment is continuous and will be based on a wide range of written, oral and multimedia responses.

There is an examination at the end of each semester to allow students to experience examination conditions.



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## English as an Additional Language (EAL)



### Length: Full Year

The English as an Additional Language (EAL) curriculum involves learning about texts and language, using the modes of speaking, listening, reading, viewing and writing. This course is only available for students who fulfil EAL eligibility criteria.

Students are exposed to a range of texts including literature, media and everyday texts in order that they:

- learn about texts
- develop and use language strategies
- develop functional and critical literacy skills
- learn to apply their knowledge and understanding to a range of contexts, purposes and audiences

EAL is organised through the three strands:

- **Language:** Knowing about the English language
- **Literature:** Understanding, appreciating, responding to, analysing and creating literature
- **Literacy:** Expanding the repertoire of English usage

The EAL course gives students the opportunity to:

- write and speak with clarity and confidence about a range of themes and issues
- analyse texts and support a point of view
- clarify their ideas in response to texts and articulate personal responses and opinions
- compose their own texts for a range of purposes and audiences

- recognise and use language features in their written, spoken and visual texts understand the interrelationship between context, purpose and audience in texts.
- understand the interrelationship between context, purpose and audience in texts

### Assessment

Assessment is continuous and will be based on a wide range of Assessment is continuous and will be based on a range of written, oral and multimedia responses.

There is an examination at the end of each semester to allow students to experience examination conditions and develop revision skills.



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## Essential Mathematics



### Length: Full Year

#### Prepares students for Stage 1 Essential Mathematics

This course is by invitation only through consultation with students, teachers and parents.

The Year 10 Essential Maths course is designed for students who will benefit from reviewing core number skills that are required for everyday life. The course is designed around individual students' needs to ensure that they develop the skills needed to be successful in Stage 1 Essential Maths and therefore meet the numeracy requirements of the SACE.

### Content

There is a large focus on number skills (mental maths strategies)

- Money and Budgeting
- Percentages and Decimals
- Measurement and Statistics

### Assessment

Students demonstrate evidence of their learning through ongoing assessment, including classwork, short skills tests, and assignments.

There is an examination at the end of Semester 2 to allow students to experience examination conditions and develop revision skills in preparation for Stage 1 Essential Mathematics.



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## Exploring Identities And Futures

### Length: One Semester

Exploring Identities and Futures (EIF) supports students to explore their aspirations. They are given the opportunity to extend their thinking beyond what they want to do, to also consider who they want to be in the future. The subject supports students to learn more about themselves, their place in the world and enables them to explore and deepen their sense of belonging, identity and connections to the world around them.

This subject prepares students for their SACE journey and the knowledge, skills and capabilities required to be thriving learners. As an introduction to the SACE, students will be empowered to take ownership of where their pathway leads, exploring interests, work, travel and/or further learning. All students are required to complete 10 credits of EIF at a C grade or better to gain their SACE.



In EIF, students will:

- develop agency by exploring their identity, interests, strengths, skills, capabilities and or values; and making choices about their learning
- demonstrate self-efficacy through planning and implementing actions to develop their capabilities and connecting with future aspirations
- apply self-regulation skills by contributing to activities to achieve goals, seeking feedback and making decisions
- develop their communication skills through interaction, collaboration, sharing evidence of their learning progress and developing connections with others

### Assessment

Students demonstrate evidence of learning through the following assessment types:

- Exploring me and who I want to be
- Taking action and showcasing my capabilities

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## French



### Length: Full Year

At this level of language learning, students will develop skills which will enable them to communicate in French in familiar social and learning situations. They will:

- further develop an awareness of the cultural background of countries in which French is spoken
- further develop strategies for learning and sustaining communication in French
- reflect on the role of language and culture in everyday life.

Communication skills in French will be developed in an integrated way within the three areas of language use:

- Oral Interaction (speaking and listening)
- Reading and Responding
- Writing

This will occur through the study of themes relating to family, home life, food, future plans, travel and holidays. Students will experience a range of French texts, including films and music. Aspects of French and francophone history and geography will be studied as well as elements of French culture such as festivals and traditions.

### Assessment

There will be a variety of tasks to assess skills in each of the three areas as well as tasks designed to assess the integrated use of language.

Assessment tasks will include:

- role plays
- oral presentations
- reading and responding
- small group conversations
- group activities
- self-designed activities
- written assignments

Students will be assessed according to the Australian Curriculum: Languages Achievement Standards - Communicating and Understanding.

There is an examination at the end of each semester to allow students to experience examination conditions and develop revision skills.



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## General Mathematics



Prepares students for Stage 1 General Mathematics or Stage 1 Essential Mathematics.

### Length: Full Year

Year 10 General Mathematics:

- helps to prepare students to be confident, creative users and communicators of mathematics; to be able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develops an increasingly sophisticated understanding of mathematical concepts and fluency with processes and the ability to reason and to pose and solve problems
- encourages the recognition of connections between the areas of mathematics and other disciplines and the appreciation of mathematics as an accessible and enjoyable discipline to study.

### Content

The course is organised around six content descriptors and elaborations as follows:

#### Number

- Money and financial mathematics

#### Algebra

- Patterns and algebra
- Linear relationships

#### Measurement

- Using units of measurement
- Pythagoras and trigonometry

### Space

- Geometric reasoning

### Statistics

- Data representation and interpretation

### Probability

- Chance

General Mathematics follows the requirements of the Australian Curriculum, however the depth and emphasis of topics will be different to Mathematical Methods.

### Assessment

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

- Skills and Applications tasks
- Mathematical Investigations

Assessment tasks will allow students to demonstrate their mathematical understanding through skills and applications, use of technology and analysis and interpretation of information from a variety of contexts. These will take place in an environment which encourages risk taking and builds confidence.

There is an examination at the end of each semester to allow students to experience examination conditions and develop revision skills.

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## Geography



### Length: Semester 1 or 2

The emphasis in Geography is on understanding the dynamic interconnections between people and environmental processes at different scales. Students identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections. They evaluate the influence of world views or perspectives on the selection of strategies to address challenges to the environment or human wellbeing. Students predict the consequences of sustainability strategies on people, places and environments.



### Content

The following inquiry questions focus the development of students' geographical knowledge, understandings and skills:

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do world views influence decisions on how to manage environmental and social change?

### Physical and Environmental Geography

- Environmental change and management

### Human Geography

- Geographies of human wellbeing

### Assessment

A variety of formative and summative tasks are used, including homework tasks, assignments, essays, research reports, fieldwork, oral presentations, tests and group tasks. There is an examination at the end of the semester to allow students to experience examination conditions and develop revision skills.

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## History



### Length: One Semester

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing, and the demands for rights and recognition by First Nations Australians.

The history content at this year level involves two strands:

- Historical knowledge
- Historical skills

The key inquiry questions at this year level are:

- How did the nature of global conflict change during the 20th Century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?
- What were the perspectives of people at the time? How did these change?
- What are the contested debates and reasons for different historical interpretations?

### Content

- World War 2 (1939 - 1945)
- Building Modern Australia

### Assessment

A variety of formative and summative tasks are used, including homework tasks, assignments, essays, research reports, oral presentations, tests and group tasks. There is an examination at the end of the semester to allow students to experience examination conditions and develop revision skills.



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## Indonesian (Beginners) SACE Stage 1



<b>Subjects</b>	Indonesian (Beginners) (Stage 1)	<b>Credits</b>	20 (Full year)
	Indonesian (Beginners) (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Languages		

At St Aloysius College, SACE Stage 1 Indonesian (Beginners) is studied in Year 10.

**Length:** Full year

### Preferred Background

Available to students who have little or no previous knowledge of the language. Eligibility criteria apply.

### Learning Outcomes

At the end of the program in Stage 1 Indonesian (Beginners), students should be able to:

- communicate actively in interpersonal situations (interacting)
- interpret and respond to written and spoken texts (analysing texts)
- create and present written and spoken texts (producing texts)

### Content

There are two interdependent perspectives - the student's personal world and Indonesian-speaking communities. Within these, perspectives themes are studied which relate to personal relationships, lifestyles and experiences such as:

- family life, home and neighbourhood
- friends and pastimes
- school life
- work and future plans
- life in Indonesian-speaking communities

### Assessment

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

- Interaction
- Text Production
- Text Analysis

Students will undertake a mid-year and end of year examination.



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## Italian



### Length: Full year

At this level of language learning, students will develop skills which will enable them to communicate in Italian in familiar social and learning situations. They will:

- further develop an awareness of the cultural background of countries in which Italian is spoken
- further develop strategies for learning and sustaining communication in Italian
- reflect on the role of language and culture in everyday life.



Communication skills in Italian will be developed in an integrated way within the three areas of language use:

- Oral Interaction (speaking and listening)
- Reading and Responding
- Writing

This will occur through cultural topics and literature studied, such as regional cuisine, music and films. Aspects of Italian history and geography will be studied as well as elements of Italian culture such as festivals and traditions.

### Assessment

There will be a variety of tasks to assess skills in each of the three areas in addition to tasks designed to assess the integrated use of language.

- Assessment tasks will include:
- role plays
- oral presentations
- reading and responding
- diary entries
- grammar and vocabulary tests
- small group conversations and conversations with the teacher
- translations and comprehension tasks

Students will be assessed according to the Australian Curriculum: Languages Achievement Standards - Communicating and Understanding.

There is an examination at the end of each semester to allow students to experience examination conditions and develop revision skills.

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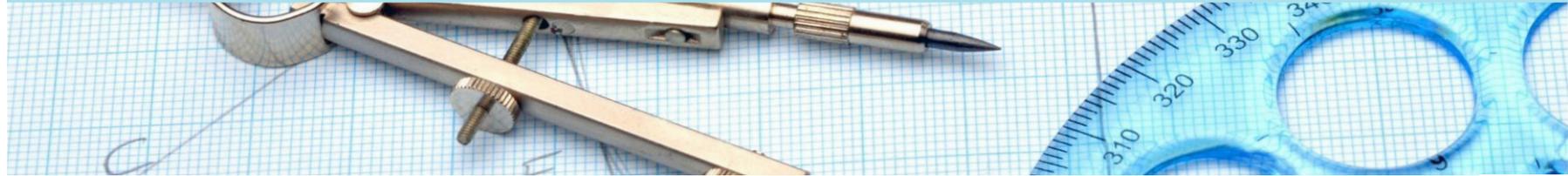
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## Mathematical Methods



Prepares students for all Stage 1 Mathematics courses.

### Length: Full Year

Year 10 Mathematical Methods:

- helps to prepare students to be confident, creative users and communicators of mathematics; to be able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develops an increasingly sophisticated understanding of mathematical concepts and fluency with processes and the ability to reason and to pose and solve problems
- encourages the recognition of connections between the areas of mathematics and other disciplines and the appreciation of mathematics as an accessible and enjoyable discipline to study

### Content

The course is organised around six content descriptors and elaborations as follows:

#### Number

- Money and financial mathematics

#### Algebra

- Patterns and algebra
- Linear and non-linear relationships

#### Measurement

- Using units of measurement
- Pythagoras and trigonometry

#### Space

- Geometric reasoning

#### Statistics

- Data representation and interpretation

#### Probability

- Chance

### Assessment

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

- Skills and Applications tasks
- Mathematical Investigations

Assessment tasks will allow students to demonstrate their mathematical understanding through skills and applications, use of technology and analysis and interpretation of information from a variety of contexts. These will take place in an environment which encourages risk taking and builds confidence.

There is an examination at the end of each semester to allow students to experience examination conditions and develop revision skills.



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## Music



### **Length: Semester 1 and/or 2**

The Year 10 Music course allows students to continue to develop their musicianship and performance skills, including the study of theory, aural harmony and solo performance on their chosen instrument/s. Students will be offered opportunities to explore their creativity through composing/arranging as well as performance. They develop a deeper understanding of the historical development of music.

Individual vocal or instrumental tuition is required to meet the standards of the course.

Lessons will be organised around the following topics:

- Practical Solo/Ensemble
- Musicianship
- Analysis/Appreciation
- Arranging/Composing



### **Practical**

A focus on solo and ensemble performance skills through individual practice, workshops and master classes.

### **Musicianship**

Students learn the beginnings of modern harmony and continue to develop an understanding of traditional music theory in addition to aural skills.

### **Analysis/Appreciation**

A study of the times and music of the Baroque, Classical and Romantic periods of music history as well as contemporary film music. Students gain an understanding of these periods, composers, instruments and styles.

### **Arranging/Composing**

Students learn and use music software to arrange/compose music. They use compositional devices and musical techniques to create original pieces of music.

### **Assessment**

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

- Class performances as soloists and as part of an ensemble
- Musicianship test
- Musical analysis and listening tasks
- Compositions and arrangements

There is an examination at the end of each semester to allow students to experience examination conditions and develop revision skills.

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## Outdoor Education - SACE Stage 1



<b>Subjects</b>	Outdoor Education (Stage 1)	<b>Credits</b>	10 (Half year) 20 (Full year)
	Outdoor Education (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Health and Physical Education		

In Outdoor Education students develop skills and understanding in preparation and planning for outdoor experiences, risk management, and conservation practices and develop their teamwork and practical outdoor skills.

Students develop an understanding of ecosystems and the impacts of human actions and decisions through the study of natural environments and wilderness areas. They develop knowledge and understanding of environmental systems and their conservation.

The learning experiences that take place in a variety of locations are intended to enable students to develop an appreciation of their place in, and their impact on, environments. As they spend time learning in natural environments, students develop knowledge and apply planning and risk management skills for outdoor journeys that ensures they travel safely. They also apply these skills to plan for minimal impact as they move through natural environments.

Students are provided with opportunities to experience personal growth and to develop social skills, self-confidence and teamwork

skills. They evaluate and reflect on their own learning progression and skills development, working with others in groups as well as their relationship with and connection to nature.

This subject involves a compulsory expedition and a number of single-day excursions involving physical activities.

It is an expectation that students catch up on any missed content from other subject areas for Homework.

### Content

In Stage 1 Outdoor Education, students study the following four topics:

- Environment and Conservation
- Planning and Management
- Outdoor Activities
- Outdoor Journey

### Assessment

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

- Practical Skills
- Assignments
- Camp Journal



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## Physical Education



### Length: Semester 1 and/or 2

The focus for Year 10 Physical Education is to introduce students to concepts which are important to maintaining their health as well as developing their fitness throughout school and in later life. Students learn about exercise physiology and how what they do in practical lessons links to the theory taught in class.

Students learn how to collect data from playing sports and why this is important when analysing a sport and how this can initiate improvement.

Students have the opportunity to experience and understand how physical activity and nutrition contribute to improving performance, self-esteem and sense of identity in individuals and communities. The curriculum also provides opportunities for students to refine and consolidate personal and social skills to demonstrate leadership, teamwork and collaboration in a range of physical activities.

Topics may include:

### Practical

- Lawn Bowls
- Touch Football
- European Handball
- Lacrosse
- Fitness
- Self Defence
- Table Tennis
- Badminton
- Netball



### Theory

- Fitness Training
- Nutrition
- Energy Systems
- Games Analysis

### Assessment

#### Practical (30%)

A wide range of assessment strategies may be used and may include observation checklists, self-evaluations, practical skills tests and logs/journals.

#### Theory (70%)

The focus is not only understanding the content, but being able to understand data collected from practical lessons and apply the theory concepts to this. Students will also complete tests, written assignments, laboratory reports, debates, analysis tasks and an examination.

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## Psychology



### **Length: Semester 1 or 2**

This elective introduces students to Psychology as a scientific discipline and provides hands-on experience in the study of how people think, feel and behave.

Through engaging topics such as Emotion, Sleep, and Cyber Psychology, students will develop an understanding of the scientific method and science inquiry skills. These include questioning and predicting, planning and conducting investigations, processing and analysing data, evaluating findings and theories, and communicating psychology ideologies. Students will also consider science as a human endeavour and reflect on the nature and development of Psychology as a science and the impact it has in society.

### **Content**

The curriculum is structured around four key topics:

#### **Introduction to Psychology**

- What is Psychology?
- Why is it considered a science?
- What roles do psychologists play in society?
- How to conduct a psychological study?

#### **Emotion**

- How can biological, psychological, and social concepts explain different components of emotion?
- How does culture influence emotional expression and experience?
- What are the causes, symptoms and treatment options for emotional disorders?



#### **Sleep**

- What is the function of sleep?
- How do we sleep? What cycles do we go through?
- What are sleep disorders, and how do they affect individuals?

#### **Cyber Psychology**

- How have our interactions with technology influenced human behaviour? (and vice versa)

#### **Assessment**

Assessment will include a variety of tasks such as:

- Tests
- Student-designed investigation and report
- Biopsychosocial Response
- Science as a Human Endeavour task

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## Religious Education



### Length: Full Year

Students are invited to enter into the faith tradition of St Aloysius College through:

- participating in the liturgical life of the school community
- experiencing being a member of a faith community, especially the St Aloysius College community
- remembering, sharing and exploring further this faith tradition and story
- being aware of social justice issues and participating in community projects
- exploring Gospel values and applying these to daily life

The Year 10 Religious Education program is based on the following key ideas:

- Textual interpretation
- Moral decision making
- Disciples and the reign of God
- Social justice and ethical issues
- Prayer and liturgy

The topics studied may include:

- Prayer and Spirituality
- Interpreting the Gospels
- Mercy and Justice
- Moral Living
- Christianity and Other Religious Traditions

### Prayer and Liturgy

Masses and prayer (class and whole school) and a retreat/reflection day provide opportunities for personal prayer and for the development and deepening awareness of a personal spirituality.

### Assessment

Descriptive and graded assessments are used to assess general participation, understanding of the course content and response to it. Only the cognitive elements of each unit are assessed.



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## Science



### Length: Full Year

Science in Year 10 encompasses a balance of the four disciplines of Physics, Chemistry, Biology and Earth Science with a sequential pattern of learning outcomes as recommended in the Australian Curriculum. Students have the opportunity to acquire the necessary skills, knowledge and motivation for further study whilst developing an open and inquiring approach to science.

Students develop an understanding of the scientific method and science inquiry skills, including questioning and predicting, planning, conducting, processing analysing data, evaluating and communicating during the year. They consider science as human endeavour and reflect on the nature and development of science in addition to the use and influence of science.

### Content

The curriculum is divided into four learning areas which cover the following content:

#### Biological Sciences

- Explain the role of meiosis and mitosis and the function of chromosomes, DNA and genes in heredity and predict patterns of Mendelian inheritance.
- Use the theory of evolution by natural selection to explain past and present diversity and analyse the scientific evidence supporting the theory.

#### Chemical Sciences

- Explain how the structure and properties of atoms relate to the organisation of the elements in the Periodic Table
- Identify patterns in different types of chemical reactions and investigate the factors that affect reaction rates

#### Earth and Space Sciences

- Describe how the 'Big Bang' theory models the origin and evolution of the universe and analyse the supporting evidence for the theory.
- Use models of energy flow between the geosphere, biosphere, hydrosphere and atmosphere to explain patterns of global climate change.

#### Physical Sciences

- Investigate Newton's laws of motion and quantitatively analyse the relationship between force, mass and acceleration of objects.

#### Assessment

A variety of processes are used, including homework assignments, skills tests, group work tasks, practical exercises, research assignments and multi-media presentations.

There is an examination at the end of each semester to allow students to experience examination conditions and develop revision skills.

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## The SACE - What is it?

The South Australian Certificate of Education (SACE) is a qualification awarded to students who successfully complete their senior secondary education (Years 11 and 12).

The SACE helps students develop the skills and knowledge needed to succeed, whether they are headed for further education and training, university, an apprenticeship or straight into the workforce.

The certificate is based on two stages of achievement: Stage 1 (mostly undertaken in Year 11) and Stage 2 (Year 12). Students will be able to study a wide range of subjects and courses as part of the SACE.

### What are some of the features of the SACE?

As part of the SACE students will:

- receive credits for many different forms of education and training (such as academic subjects, learning a trade, TAFE, vocational training and community service) provided they are recognised by the SACE Board
- be able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken
- receive A to E grades in every Stage 1 subject and A+ to E- grades in every Stage 2 subject
- be expected to gain and demonstrate essential skills and knowledge for their future and develop the seven key personal capabilities – literacy; numeracy; information and communication technology; critical and creative thinking; personal and social capabilities; ethical understanding and intercultural understanding.
- have 30% of their work in every Stage 2 subject externally assessed. This will be done in various ways, including examinations, practical performances and investigations

- have outside moderators check the school-assessed parts of Stage 2 subjects to ensure consistent grading across the state.

### The requirements to achieve the SACE

To gain the certificate students must earn 200 credits. A total of

10 credits are equivalent to one semester or six months study in a particular subject or course.

Some elements of the SACE are compulsory. These are:

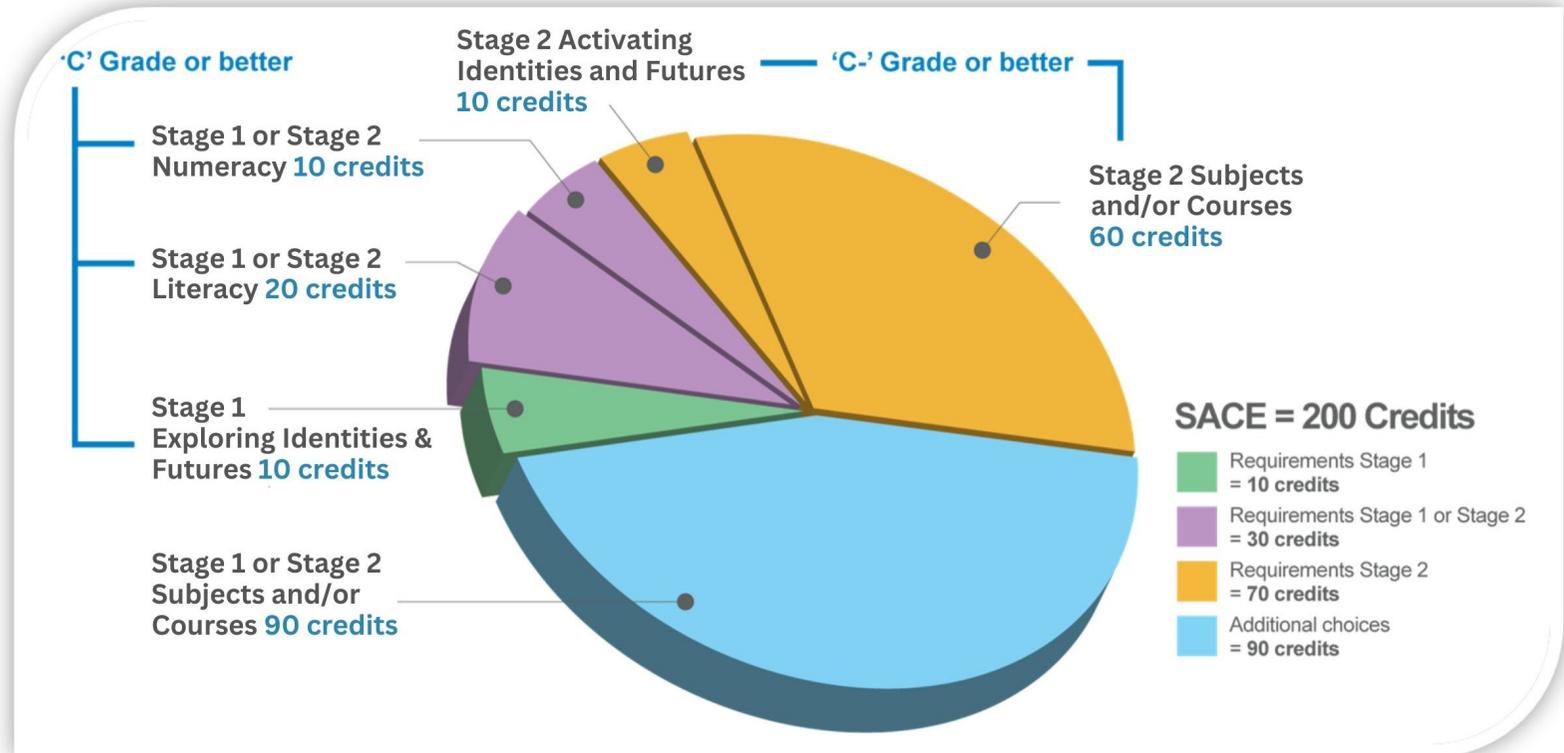
- completion of Stage 1 Exploring Identities and Futures (10 credits) undertaken at Year 10
- at least 20 credits of literacy from a range of English subjects at Stage 1
- at least 10 credits of numeracy from a range of Mathematics subjects at Stage 1
- the Stage 2 Activating Identities and Futures subject, worth 10 credits (undertaken in Year 11 at St Aloysius College)
- completion of at least 60 additional credits in Stage 2 subjects or equivalent.

The importance of the compulsory elements is reflected in the requirement that students must achieve a minimum C grade in these subject to successfully complete the SACE.

**Detailed information about SACE and SACE subjects can be found on their website: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)**



## SACE Credits



### SACE subjects at another school or institution

Some students may undertake a SACE subject at another institution, Open Access College or the SA School of Languages.  
***The cost involved in this enrolment will need to be covered by the student.***

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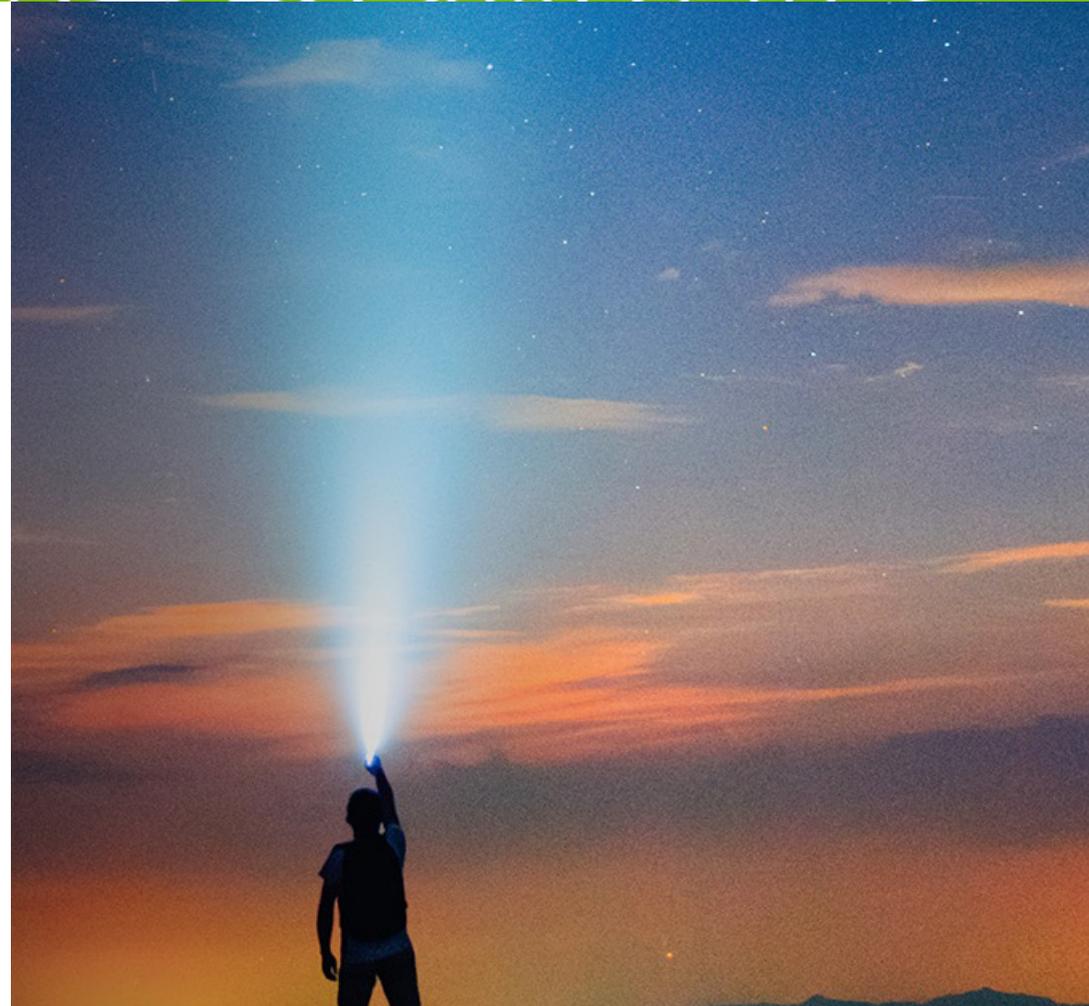
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The importance of the compulsory elements is reflected in the requirement that students must achieve an A, B or C grade in these subjects to complete the SACE successfully.

In addition to the compulsory subjects, students will choose from a wide range of subjects and courses to obtain the remaining 90 credits to complete the SACE. These include subjects and courses from either Stage 1 or Stage 2.

**Detailed information about SACE and SACE subjects can be found on their website:**  
[www.sace.sa.edu.au](http://www.sace.sa.edu.au)



# SACE and Higher Education

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## A Guide to University Entry

### Qualifying for university entry

Students studying for the South Australian Certificate of Education (SACE) and applying for entry to commence university in 2026 and beyond must:

- complete the SACE
- complete at least 90 credits of study in Tertiary Admissions Subjects (TAS) or Recognised Studies at Stage 2 in a maximum of three attempts
- of the 90 credits of study, a minimum of 60 credits of study must be from 20-credit Tertiary Admissions Subjects (TAS) and a maximum of 20 credits can be Recognised Studies
- complete prerequisite requirements for some university courses
- obtain an Australian Tertiary Admission Rank (ATAR).

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

### The SACE

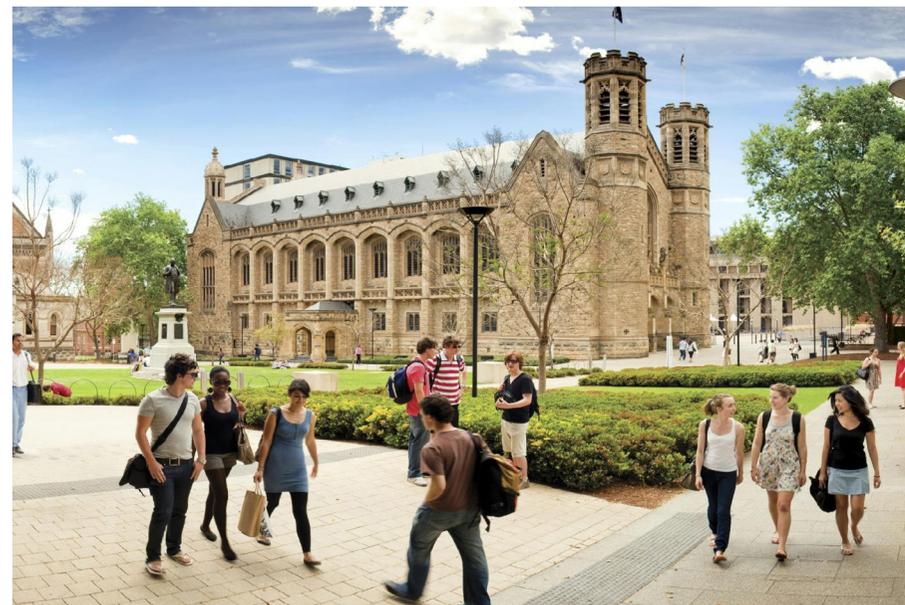
The South Australian Certificate of Education is an internationally recognised senior secondary qualification administered by the SACE Board of South Australia. To gain the SACE students must earn 200 credits and achieve a C- grade or better in compulsory SACE subjects.

### Credits

10 credits are equivalent to one semester or six months study in a particular SACE subject while 20 credits are equivalent to two semesters or a full year of study.

### Tertiary Admission Subjects (TAS)

These are Stage 2 (Year 12) SACE subjects that the universities have agreed are acceptable for university selection purposes. The Stage 2 Community Connections and modified subjects are NOT granted Tertiary Admission Subject (TAS) status.



At least 60 out of 90 credits at Stage 2 (Year 12) level must be Tertiary Admission Subjects or a recognised and approved VET qualification. The other 30 credits may come from alternatives to full year subjects (see 'Calculating the Australian Tertiary Admissions Rank' section.)

### Prerequisite requirements

To be able to apply for some university undergraduate courses, particularly in the areas of Science, Engineering, Mathematics and Computer Science, students need to achieve a C- or better in specific SACE subjects. These are known as prerequisite subject requirements and are listed each year in the SATAC Tertiary Entrance booklet.

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## A Guide to University Entry - *Continued*

### The Australian Tertiary Admission Rank (ATAR)

Students need an Australian Tertiary Admission Rank (ATAR) to apply for university courses.

The Australian Tertiary Admission Rank is:

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

### Calculating the Australian Tertiary Admission Rank (ATAR)

For students completing the SACE, the ATAR will be calculated based on their results in **three full-year (including valid pairs) Tertiary Admission Subjects** (equal to 60 credits of Stage 2 SACE subjects) **plus the best outcome from the flexible option**, which is the best 30 credits of scaled scores or scaled score equivalents from:

- the scaled score of a 20 credit TAS
- half the scaled score of one or more 20 credit TAS
- the scaled score of one or more 10 credit TAS
- scaled score equivalents for Recognised Studies to the value of 10 or the maximum of 20 credits
- a recognised full Certificate III VET qualification (ATAR approved).

The subjects used in the calculation can only come from a maximum of three attempts which need not be in consecutive years.

### Recognised studies

The SACE Board recognises a range of non-SACE subjects that can count towards the SACE. The universities may also agree to these studies being able to contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). The Vice-Chancellors of South Australia's universities recognise some university subjects, International Baccalaureate subjects, some interstate Year 12 subjects and some Vocational Education and Training (VET) qualifications.

### Will subjects be scaled for university selection?

All results (ie - subject achievement scores) for SACE subjects contributing to a student's Australian Tertiary Admission Rank (ATAR) will be scaled. Scaling is a process which converts students' subject scores into tertiary entrance points in each of their SACE Stage 2 (Year 12) subjects so that the achievements in different subjects can be compared. This means that the process is fair to all students when different subjects are used to calculate an ATAR.



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## A Guide to University Entry - *Continued*

### Are all subject combinations allowed?

Some combinations of subjects are not allowed to count towards university entrance, generally because the subjects are similar. These are called 'precluded combinations'. For example, if a student studies English and English Literary Studies only one of these can count towards a student's Australian Tertiary Admission Rank (ATAR). Also, there are limits on how many subjects in the same area can count even if the subjects are not precluded combinations. These are called 'counting restrictions'. Precluded combinations and counting restrictions are listed each year in SATAC's Tertiary Entrance booklet, available online [www.satac.edu.au](http://www.satac.edu.au)

### Can 'related pairs' of subjects count towards the Australian Tertiary Admission Rank (ATAR)?

Yes. Two related half-year (10-credit) Stage 2 subjects can be counted as one full-year (20-credit) Stage 2 subject to count towards university entrance and an ATAR. For example, two half-year (10-credit) Stage 2 Music subjects may count as a full-year Tertiary Admission Subject. These are known as 'valid pairs' and are listed each year in SATAC's Tertiary Entrance booklet.

### Precluded combinations

The South Australian universities have nominated some restrictions on the number and combinations of Stage 2 subjects that can be counted for university entrance.

For the SACE there are no precluded combinations; this is a restriction for university entry only.

As universities from time to time amend the precluded combinations, a student's subject selection must be checked against precluded combinations which are in operation at the time of application to the universities. Please consult the SATAC Guide for a detailed list.



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## A Guide to University Entry - *Continued*

### Criteria for Medicine, Dentistry and Oral Health at Adelaide University

Adelaide University will use three components for selecting applicants for their degree courses in Medicine, Dentistry and Oral Health.

Selection will be based on:

- performance in the University Clinical Aptitude Test for Australia and New Zealand (UCAT ANZ)
- performance in a structured oral assessment for the top performers in the UCAT ANZ
- qualifying for the SACE, International Baccalaureate or interstate and overseas equivalent examinations with a program of studies which meets the university's prerequisite subject requirements and achieving a Year 12 performance which the university evaluates as being in the top 10 percentile performance.

### Criteria for Bachelor of Clinical Science, Doctor of Medicine at Flinders University

Flinders University requires applicants for the Bachelor of Clinical Science, Doctor of Medicine to also complete the University Clinical Aptitude Test for Australia and New Zealand (UCAT ANZ). Final ranking for a place is determined by combining scores from the applicant's Year 12 subject results that are used to calculate the ATAR (or equivalent) and their UCAT results.



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## Adjustment Factors



SATAC's participating institutions may add adjustment factors to the university aggregate to calculate a selection rank for entry to their courses. There are two schemes which provide adjustment factors to applicants:

- the Universities Equity Scheme
- the Universities Language, Literacy and Mathematics Scheme

The schemes will be administered by SATAC and based on rules provided by the universities.

Any adjustments applied by the universities will continue to be added to the university aggregate from which Selection Ranks are calculated.

Applicants who are eligible for adjustments under the Universities Equity Scheme will have their university aggregate adjusted by 5 points and applicants who are eligible for adjustments under the Universities Language, Literacy and Mathematics Scheme will have their university aggregate adjusted by either 2 or 4 points. An individual's aggregate can be adjusted by a maximum of 9 points.

### The Universities Equity Scheme

The Universities Equity Scheme will apply adjustments in two ways – to all applicants in certain specified schools and to eligible applicants in other schools.

Eligible applicants will receive 5 points in the calculation of their university aggregate.

The scheme applies to all courses offered by SATAC participating institutions.

### School-based adjustments

South Australian, Northern Territory and 'border' schools attracting equity bonuses will be identified using criteria agreed to by the universities which consider:

- a school's remoteness as defined under the Australian Standard Geographical Classification
- the 'participation rate' (the percentage of students in each school gaining an Australian Tertiary Admission Rank (ATAR) who receive a SATAC offer)
- the mean ATAR achieved in each school
- a school's Index of Community Socio-Educational Advantage.

Schools attracting bonuses will be identified on an annual basis when data for all criteria become available.

Students will not need to apply for a school-based adjustment as any such adjustment will automatically be applied by SATAC in the calculation of students' Selection Ranks.

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## Adjustment Factors

### Individual adjustments

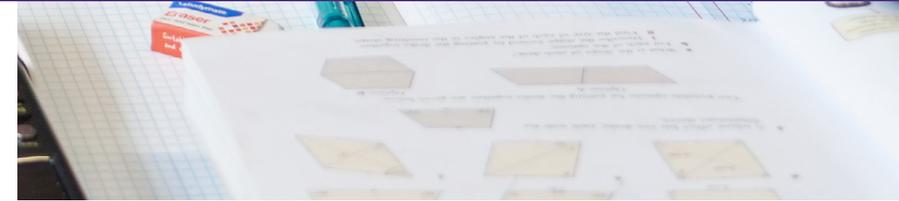
All students in other schools will be able to make an application under the scheme to demonstrate their individual disadvantage. Students will be eligible under the Scheme where, during the period of their Year 12 studies:

- they are the holder of a School Card (under the Government of South Australia's School Card scheme), or
- they or their parents are in receipt of a Commonwealth means-tested income support payment, or
- they are the holders of a Health Care or Pensioner Concession Card.

Students can apply for consideration under the Universities Equity Scheme when completing their SATAC undergraduate application.

### The Universities Language, Literacy and Mathematics Bonus Scheme

The scheme encourages students to strengthen their preparation for university studies by undertaking a language other than English or specified English and Mathematics subjects.



The scheme applies to most undergraduate courses. The exceptions are:

#### **Charles Darwin University**

- 104661 Bachelor of Clinical Sciences

#### **Flinders University**

- 214941 Bachelor of Clinical Sciences/Doctor of Medicine

#### **Adelaide University**

- 354552 Bachelor of Medical Studies/Doctor of Medicine
- 354553 Bachelor of Medical Studies/Doctor of Medicine (Bonded Medical Program)
- 324491 Bachelor of Science (Veterinary Bioscience)

In this scheme, candidates will be awarded 2 points (up to a total maximum of 4 points) for successfully completing a subject in any one of these four categories:

- 20 credits of a subject in the Languages Learning Area (not including the subject Language and Culture – two 10-credit Australian Indigenous language subjects can be paired in lieu of a 20-credit language subject)
- 2ESH20 English or 2ELS20 English Literary Studies
- 2MHS20 Mathematical Methods
- 2MSC20 Specialist Mathematics

Successful completion is defined as gaining an overall grade of C- or better. As the scheme is designed to encourage enrolments in these subjects rather than reward outcomes, no higher bonuses will be granted for higher achievement.

# SACE and Higher Education

## A Guide to TAFE Entry

TAFE SA offer courses in a range of industries. Visit the TAFE SA website for further information: <https://www.tafesa.edu.au/>

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ARTS & DESIGN



BUILDING &  
CONSTRUCTION



BUSINESS & MARKETING



COMMUNITY SERVICES



EDUCATION & LANGUAGES



GOVERNMENT, PROPERTY &  
LEGAL



HAIR & BEAUTY



HEALTH & LIFESTYLE



HOSPITALITY & TOURISM



INFORMATION  
TECHNOLOGY



MINING, ENGINEERING &  
AUTOMOTIVE



PRIMARY INDUSTRIES &  
SCIENCE

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## Providing Pathways for all Students

At St Aloysius College we aim to provide pathways for all students in our care and, to this end, we offer Year 10, 11 and 12 students access to a range of Vocational Education and Training (VET) programs as part of the secondary curriculum. These programs are available as 'stand alone' Certificate I, II or III courses and are offered off campus.

VET courses are industry-based and nationally accredited. Some require work placement as part of the course.

Courses vary each year, so please check with the VET Coordinator if you are interested in doing a VET course.

Students complete VET in addition to their subjects at St Aloysius College. Some courses are held outside of school hours while others require attendance during the school day.

Please note that there are costs involved in undertaking VET courses. The costs will need to be covered by the student.

Upon successful completion of a VET course, students will be issued with a nationally recognised statement of attainment or certificate from the relevant training organisation.

Some full Certificate III VET qualifications can be counted towards the ATAR if successfully completed by students during Year 10, 11 or 12.



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## General Comments

There are a number of factors to consider when making subject choices.

### Ideas about a future direction

Students need to consider their future aspirations in broad areas such as:

- their aim for further education
- completing the SACE and entering the workforce
- their interest in particular subject areas.

### Preparation for life

A balanced course should not only provide the prerequisites for career paths beyond school, but also prepare students to be better informed citizens and provide opportunities to follow and build on personal interests.

### Be realistic, know yourself

Students should consider their past strengths and weaknesses in:

- particular subjects
- particular learning situations - eg theoretical, practical
- particular assessments - eg research assignments, tests and examinations.

Students should also explore their level of commitment to further study. Past reports, assessment results, teachers and family members can help students with these considerations.

### Know the requirements of particular higher education courses or occupations

Students should carefully research prerequisites or preferred subjects now to ensure they choose a Stage 1 and Stage 2 course which will provide the opportunity to meet all requirements.

Be aware of university and/or TAFE requirements.

### Link Stage 1 and Stage 2 together

When choosing Stage 1 subjects, have in mind possible choices at Stage 2.

Finally, the course of subjects that students choose should be the one that suits their abilities, interests and aspirations. The senior secondary years should be a positive learning experience in which students can reach their potential and be successful.



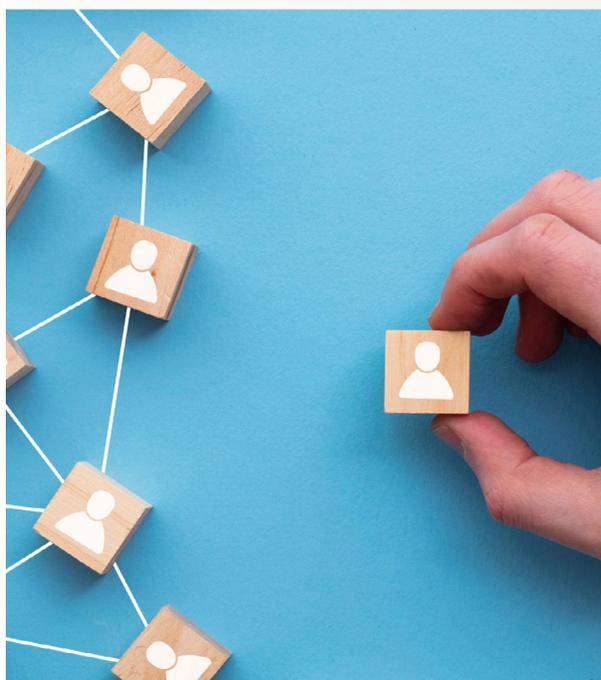
# Subject Selection Guide

## Stage 1 Subject Selection

Stage 1 Spiritualities, Religion and Meaning is a compulsory 10-credit subject which is studied across the full year.

Students will choose eleven 10-credit subjects over the year.

The table identifies 10-credit subjects. Please note that students are able to undertake 20 credits of most subjects at Stage 1.



Exploring Identities and Futures	10 Credits	Completed Year 10
Spiritualities, Religion and Meaning	10 Credits	Compulsory at SAC
English/EAL/Essential English (Sem 1)	10 Credits	Compulsory
English/EAL/Essential English (Sem 2)	10 Credits	Compulsory
Mathematics (Sem 1)	10 Credits	Compulsory
Mathematics (Sem 2)	10 Credits	Compulsory
Free choice	10 Credits	
Activating Identities and Futures Stage 2	10 Credits	Compulsory

# Subject Selection Guide

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## Stage 2 Subject Selection

Year 12 Religious Education (SAC course) is considered an important subject in the overall education of students at St Aloysius College. This course is a compulsory Year 12 subject but does not count for credit in SACE.

### SAC Year 12 Typical Subject Pattern

Students can study 4 or 5 subjects

Stage 2 Subject	20 Credits

For SACE completion, students must undertake three 20-credit SACE subjects and achieve a minimum C- grade in each.

The ATAR is calculated from a minimum of four 20-credit SACE Stage 2 subjects (or equivalent) plus Activating Identities and Futures or four 20-credit SACE Stage 2 subjects and half of the fifth 20-credit Stage 2 subject.



# Stage 1 Subject Outlines

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*This Curriculum Handbook identifies subjects which are initially offered to students. Some subjects may have to be cancelled due to insufficient student numbers. If subjects are cancelled, students will be consulted about an alternative selection.*

# Stage 1 Subject Outlines

The St Aloysius College subjects offered at Stage 1 are listed below.

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Ancient Studies
Biology
Business Innovation
Certificate III in Business
Chemistry
Chinese (Background Speakers)
Chinese (Continuers)
Digital Technologies
Drama
Economics
English
English as an Additional Language (EAL)
Environmental Studies: Integrated Learning
Essential English
Essential Mathematics
Exploring Identities and Futures ( <i>studied in Year 10</i> ) *
French (Continuers)
General Mathematics
Indonesian (Beginners) ( <i>studied in Year 10</i> )
Information Processing and Publishing

Italian (Continuers)
Legal Studies
Mathematical Methods
Modern History
Music
Outdoor Education ( <i>studied in Year 10 or Year 11</i> )
Physical Education
Physics
Psychology
Scientific Studies
Society and Culture
Specialist Mathematics
Spiritualities, Religion and Meaning #
Visual Arts - Art
Visual Arts - Design
Workplace Practices

\* Indicates subjects that are a compulsory SACE requirement.

# St Aloysius College requires all Year 11 students to study Stage 1 Spiritualities, Religion and Meaning

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## Activating Identities & Future - SACE Stage 2

<b>Subject</b>	Activating Identities & Futures - SACE Stage 2	<b>Credits</b>	10 (Half year)
<b>Learning Area</b>	Cross-disciplinary		

**Length: (one semester) Credits 10**

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

### Content

In this subject, students:

- develop agency by setting a Learning Goal, exploring a topic of their choice and showcasing their Output of Learning
- demonstrate self-regulation in time management, decision-making, and the consideration of strategies, perspectives, and feedback to achieve their Learning Goal
- develop and apply metacognitive skills by showing awareness of their own thinking in relation to the learning process and engaging in continuous reflection about their learning
- develop their reflective practices and evaluative judgement through relevant feedback about the learning process in relation to their progression to the Learning Goal

### Assessment

#### School-based assessment

##### **Portfolio (35%)**

The Portfolio contains a collection of natural evidence of learning, which demonstrates the student's journey towards their Learning Goal. This evidence is an authentic collection of relevant material, for example: photos, annotated articles, recorded observations, voice notes, transcripts, scrap books, sticky notes, and diagrams.

##### **Progress Checks (35%)**

Students discuss the progress of their learning in relation to their intended Learning Goal. Students use examples from their Portfolio as evidence of their progress and as reference points to evaluate the relative impact of strategies, perspectives and/or feedback they have used at each point. Students will explain and appraise their judgements and decisions at the time of each Progress Check, indicating actions that have been taken in response to feedback connected to their learning. Students submit a combined 1500 words, or a maximum of 10 minutes if oral/multimodal

#### External assessment

##### **Appraisal (30%)**

Students evidence their Output of Learning and showcase the progress towards or attainment of their Learning Goal. They appraise the value and purpose of the learning for themselves and evaluate the most significant factors that supported their learning progress and identify future benefits related to the transfer of skill and knowledge they have acquired.

The Appraisal is a maximum of 1000 words if written, or a maximum of 6 minutes if oral/multimodal. The Output of Learning must be evidenced in the Appraisal but does not contribute to the word count or time limit.

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Stage 2 Subject Outlines

## Ancient Studies



<b>Subjects</b>	Ancient Studies (Stage 1)	<b>Credits</b>	10 (Half year)
	Ancient Studies (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Humanities and Social Sciences		

In Stage 1 Ancient Studies, students investigate how the ancient world is, and has been represented. They apply their inquiry skills to undertake research and analyse primary and secondary sources and perspectives. Students explore the ancient world by examining the differing ways in which it has been interpreted and represented from ancient to modern times. They consider the authentication, preservation, ownership and/or display of material and artefacts from the ancient world.

Students investigate how people lived in the ancient world by examining evidence of the social, political, cultural and/or economic institutions and structures. They explore the influence of some of the ideas and innovations that emerged from the ancient world.

### Content

Students explore two ancient societies or cultures from different periods ranging from pre 3000 BCE to c500 CE. Examples of ancient societies and cultures include Australia, China, India, Britain, Greece, Crete, Romans, Etruscans, Egypt, Iraq, Persia, Mesoamerica, Peru and The Americas.

Students will study the compulsory topic, Understanding Ancient History. They will develop their knowledge and understanding of the nature of historical and/or archaeological evidence, including:

- historical authentication and reliability
- preservation, conservation and/or reconstruction of ancient sites and artefacts
- cultural heritage, ownership and/or the role of museums

Students will also undertake a study of the following topics in the context of ancient societies or cultures:

- Social Structures, Slavery and Everyday Life
- Beliefs, Rituals and Mythology

### Assessment

At Stage 1, assessment is school-based. Students demonstrate evidence of their learning through the following assessment types:

### Skills and Applications

Students produce two or three skills and applications tasks for a 10-credit subject. Examples of task types include report, narrative, critical review of historical fiction or documentary film, multimedia presentation, debate, essay, virtual or constructed archaeological dig, interview and source analysis.

### Inquiry

Students complete one inquiry for a 10-credit subject. Students will undertake an independent inquiry of an aspect of an ancient society or culture and produce a 1,000 word report or a 6-minute oral/multimodal presentation.

# Stage 1 Subject Outlines

## Biology

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<b>Subjects</b>	Biology (Stage 1)	<b>Credits</b>	10 (Half year) 20 (Full year)
	Biology (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Sciences		

Undertaking one or both semesters of this subject provides a foundation for studying Biology at Stage 2. The Cells and Microorganisms unit in Semester 2 best prepares students for the content in Stage 2 Biology.

### Content

#### Semester 1

In Semester 1, the following two topics will be studied:

##### Infectious Diseases

In this topic, students examine the various agents that can cause infectious diseases, including viral, bacterial and other parasitic pathogens.

Many unicellular microorganisms cause disease in human beings and others are used in science and industry. Students learn about the conditions necessary for the growth and survival of microorganisms, their role in decomposition and food spoilage and innovative uses of microorganisms.

##### Multicellular Organisms

In this topic, students examine the structure and function of various multicellular organisms, which could include the investigation of human, other animal and/or plant systems. They examine the hierarchical structure of organisms and look at the arrangement and characteristics of cells, tissues, organs and organ systems. Students explore the concept of change resulting in cell differentiation and gene expression.

Plants are also important multicellular organisms that provide a source of food for many animal species. Students investigate the factors that affect plant growth and to learn about the structure and function of leaves and their role in photosynthesis.

#### Semester 2

In Semester 2, the following two topics will be studied:

##### Cells and Microorganisms

In this topic, students examine the development of the cell theory, the exchange of materials and processes required for cell survival. Students study the structure and function of cells and investigate ways in which matter is recycled and energy is transformed and transferred in the biochemical processes of photosynthesis and respiration.

##### Biodiversity and Ecosystem Dynamics

Students investigate diverse ecosystems, exploring the range of biotic and abiotic components to understand the dynamics, diversity and underlying unity of these systems. They develop an understanding of the processes involved in the movement of energy and matter in ecosystems and investigate ecosystem dynamics, including interactions within and between species and interactions between abiotic and biotic components of ecosystems.

#### Assessment

Assessment at Stage 1 is school-based and each assessment type has a weighting of at least 20%. Students demonstrate evidence of their learning through:

- Investigations Folio (practical tasks and assignments)
- Skills and Applications tasks

There is an examination at the end of each semester to allow students to experience examination conditions and develop revision skills.

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## Business Innovation

<b>Subjects</b>	Business Innovation (Stage 1)	<b>Credits</b>	10 (Half year) 20 (Full year)
	Business Innovation (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Business, Enterprise and Technology		

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

### Content

The following two key contexts are studied:

- **Start-up Business**
- **Existing Business**

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

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

### Assessment

The following assessment types enable students to demonstrate their learning:

- Business Skills
- Business Pitch

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

- Business Skills (three tasks)
- Business Pitch (one task)



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## Certificate III in Business



### Length: Full year (Semester 1 and 2)

Classes will be delivered onsite at SAC by Queensford College every Tuesday from 3.30pm – 6.30pm during term time. The Certificate III in Business may be selected as a subject option to replace an elective, or in addition to a full subject load.

Please note that there are additional costs for this Certificate III Level qualification.

The full cost is \$1800. Subsidised cost for onsite delivery at SAC is \$1300. Students may use this qualification towards an ATAR and will be awarded 70 SACE Stage 2 credits upon successful completion.

Designed to equip students with skills for roles across various business sectors, the Certificate III in Business covers 13 units of competency. These units encompass core areas such as workplace communication and sustainable and inclusive work practices, alongside elective units tailored to specific administrative or customer service pathways. Students will learn how to use social media platforms for business purposes, to develop understanding of the needs of customers, and the importance of working effectively within a team.

This qualification is competency based, and assessment is via quizzes, practical projects, and case studies.

### Course Unit Information

Code	Title
<b>Core Units</b>	
<b>BSBCRT311</b>	Apply critical thinking skills in a team environment
<b>BSBPEF201</b>	Support personal wellbeing in the workplace
<b>BSBSUS211</b>	Participate in sustainable work practices
<b>BSBTWK301</b>	Use inclusive work practices
<b>BSBWHS311</b>	Assist with maintaining workplace safety
<b>BSBXC301</b>	Engage in workplace communication
<b>Elective Units</b>	
<b>BSBTEC201</b>	Use business software applications
<b>BSBTEC202</b>	Use digital technologies to communicate in a work environment
<b>BSBPEF301</b>	Organise personal work priorities
<b>SIRXOSM002</b>	Maintain ethical and professional standards when using social media and online platforms
<b>SIRXOSM003</b>	Use social media and online tools
<b>BSBHRM415</b>	Coordinate recruitment and onboarding
<b>BSBOPS304</b>	Deliver and monitor a service to customers

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## Chemistry



<b>Subjects</b>	Chemistry (Stage 1)	<b>Credits</b>	20 (Full year)
	Chemistry (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Sciences		

Science inquiry skills and science as a human endeavour are integral to students' learning in this subject. In their study of the six topics presented, students develop and extend their understanding of some of the fundamental principles and concepts of chemistry, including structure, bonding, polarity, solubility, acid-base reactions and redox. These are introduced in the individual topics, with the mole concept and some energy concepts introduced gradually throughout the course.

In their study of Chemistry, students develop and extend their understanding of the physical world, the interaction of human activities and the environment and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies. Through the study of chemistry, students develop the skills that enable them to be questioning, reflective and critical thinkers; investigate and explain phenomena around them and explore strategies and possible solutions to address major challenges now and in the future.

### Content

The topics in Stage 1 Chemistry provide the framework for developing integrated programs of learning through which students extend their skills, knowledge and understanding of the three strands of science.

The three strands of science to be integrated throughout student learning are:

- Science Inquiry Skills
- Science as a Human Endeavour
- Science Understanding

The topics for Stage 1 Chemistry are:

- Materials and Their Atoms
- Combinations of Atoms
- Molecules
- Mixtures and Solutions
- Acid and Bases
- Redox Reactions

### Assessment

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

- Investigation Folio (practical task and research task)
- Skills and Applications tasks

There is an examination at the end of each semester to allow students to experience examination conditions and develop revision skills.

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## Chinese (Background Speakers)



<b>Subjects</b>	Chinese (Background Speakers) (Stage 1)	<b>Credits</b>	20 (Full year)
	Chinese (Background Speakers) (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Languages		

The Background Speakers level languages are designed for students who have a background in the language and who have had more than one year's education in a country where the language is spoken.

In Chinese (Background Speakers), students develop intercultural communication skills through examining relationships between language, culture and identity and reflecting on the ways in which culture is created, expressed and communicated through language. They develop their capability to communicate, interact and negotiate meanings within and across languages and cultures. Students clarify, extend and develop their ideas and opinions on the prescribed themes and contemporary issues and reach reasoned conclusions through critical engagement with a diversity of sources and perspectives.

### Content

Stage 1 Chinese (Background Speakers) consists of four prescribed themes:

- China and The World
- Modernisation and Social Change
- The Overseas Chinese-speaking Communities
- Language in Use in Contemporary China

### Assessment

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

- Interaction
- Text Production
- Text Analysis
- Investigation

There is an examination at the end of each semester to allow students to experience examination conditions and develop revision skills.



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## Chinese (Continuers)



<b>Subjects</b>	Chinese (Continuers) (Stage 1)	<b>Credits</b>	20 (Full year)
	Chinese (Continuers) (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Languages		

The Continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2 or who have an equivalent level of knowledge.

In Chinese (Continuers), students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness and understanding of other languages and cultures in relation to their own. They reflect on their own attitudes, beliefs and values and develop an understanding of how culture and identity are expressed through language.

Students develop and apply linguistic and intercultural knowledge, understanding and skills by:

- interacting with others to exchange information, ideas, opinions and experiences in Chinese
- creating texts in Chinese for specific audiences, purposes and contexts to express information, feelings, ideas and opinions
- analysing a range of texts in Chinese to interpret meaning
- examining relationships between language, culture and identity
- reflecting on the ways in which culture influences communication.

Students develop an understanding of how Chinese is used effectively and appropriately by using various combinations of the skills of listening, speaking, viewing, reading and writing for a range of purposes in a variety of contexts. They explore a range of prescribed themes and topics from the perspectives of diverse individuals and groups in the Chinese-speaking communities and in their own community.

### Content

Topics designed around the following prescribed themes:

- The Individual
- The Chinese-speaking Communities
- The Changing World

### Assessment

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

- Interaction
- Text Production
- Text Analysis
- Investigation

There is an examination at the end of each semester to allow students to experience examination conditions and develop revision skills.

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## Digital Technologies



<b>Subjects</b>	Digital Technologies (Stage 1)	<b>Credits</b>	10 (Half year) 20 (Full year)
	Digital Technologies (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Business, Enterprise and Technology		

In Stage 1 Digital Technologies, students develop their computational thinking skills. Using an iterative design model, they deconstruct and solve problems that are of interest to them. Students are encouraged to take ownership of problems and design, code, validate and evaluate their digital solutions. In doing so, they develop and extend their understanding of designing and programming.

Students also explore entrepreneurs, innovations and the ethical implications of digital solutions. They analyse and evaluate data sets by posing questions, making predictions and using visualisations to draw conclusions. Stage 1 Digital Technologies can be studied as a 10-credit subject or a 20-credit subject.

### Content

For a 10-credit subject, students study at least two of the focus areas listed below and for a 20-credit subject, they study at least three focus areas:

- Programming
- Advanced Programming
- Data Analytics
- Exploring Innovations

### Assessment

Stage 1 Digital Technologies assessment is school-based.

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

- Project Skills (three tasks)
- Digital Solution (one task)

Students must demonstrate their ability to work collaboratively in at least one assessment for a 10-credit subject or at least two assessments for a 20-credit subject.



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## Drama



<b>Subjects</b>	Drama (Stage 1)	<b>Credits</b>	10 (Half year) 20 (Full year)
	Drama (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Arts		

In Drama, students participate in the planning, rehearsal and performance of play at a Drama Night. Students participate in creative problem-solving; they generate, analyse and evaluate ideas. They develop personal interpretations of scripts. Students develop their curiosity and imagination, creativity, individuality, self-identity, self-esteem and confidence. Students will also have the opportunity to view a live theatre production in both semesters.

### Content

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

#### Responding to Drama

Students will complete a theatre review. They will view a live, professional production and will then reflect on its dramatic elements and intentions. They analyse and evaluate the contribution of practitioners to the artistic and cultural value of the work and draw links with the development of their own practice as authentic dramatic artists.

### Performance

Students undertake a role (acting or backstage) for the Drama Night. They rehearse, reflect and develop their acting and/or stagecraft skills to present a high quality production for a public audience of family, peers and friends. Students draw links between theory and current dramatic arts industry practice to create their own theatre company. Students explore what they want to say as artists and develop ideas for creative expression. Their 'vision' will be presented at a Drama Night.

### Creative Synthesis

Students apply the dramatic process to a film concept, published play or self-devised piece to create a concept or vision for a hypothetical (or actual) dramatic play or film. In the creation of their play or film, students also apply technology imaginatively and innovatively and take creative risks. They adopt a dramatic role and discuss their artistic intentions, including their ideas and rationale for the use of innovative technology in the hypothetical staging or screening of the product. Examples of roles that students may adopt include designer, director, filmmaker, playwright/screenwriter and actor.

### Assessment

Assessment at Stage 1 is school-based and includes options for written, video and multimodal responses to each task.

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## Economics



<b>Subjects</b>	Economics (Stage 1)	<b>Credits</b>	10 (Half year) 20 (Full year)
	Economics (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Humanities and Social Sciences		

Economics influences the lives of all individuals and societies. This subject develops students' economic thinking so that they can understand and appreciate how economics influences their lives and understand how broader economic trends may affect them. Students explore and analyse real world examples to develop, extend and apply their skills, knowledge, understandings and capabilities.

### Content

Students study the four economics concepts (listed below) and apply their learning of these concepts to authentic economic contexts to develop their understanding of the economic principles that underpin decision-making.

### Scarcity

Students explore and develop an understanding of the limited nature of resources and the unlimited nature of human wants.

### Cause and Effect

Students explore economic relationships and develop an understanding of reasons behind decisions and the effects of those decisions on individuals, businesses and the economy.

### Choice

Students develop an understanding that consumers, business and governments have to make choices. They develop an understanding of the factors that are considered when making those choices and the impact on decision making.

### Opportunity Cost

Students explore the concept of trade-offs and develop an understanding of how opportunity cost can help them make better decisions. They predict how the decisions they make today can affect their quality of life in their future.

### Assessment

For a 10-credit subject, students provide evidence of their learning through four assessment tasks:

- Concepts and Skills (two tasks)
- Project (one task)

There is an examination at the end of each semester to allow students to experience examination conditions and develop revision skills.

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## English



<b>Subjects</b>	English (Stage 1)	<b>Credits</b>	20 (Full year)
	English Literary Studies (Stage 2)	<b>Credits</b>	20 (Full year)
	English (Stage 2)	<b>Credits</b>	20 (Full year)
	Essential English (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	English		

The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. In Stage 1 English, students read, view, write and compose, listen and speak and use information and communication technologies in appropriate ways for different purposes.

Stage 1 English caters for students with a range of learning styles and prepares them for the Stage 2 English subjects.

Stage 1 English allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in 20 credits of this subject meet the literacy requirement.

### Content

Students are required to read and respond to texts and to produce texts.

#### Responding to Texts

Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples from these texts in their responses.

#### Creating Texts

Students provide evidence of the extent and quality of their learning in producing texts in written, oral or multimodal form.

#### Intertextual Study

Students reflect on their understanding of intertextuality by analysing the relationships between texts or demonstrating how their knowledge of other texts has influenced the creation of their own texts.

### Assessment

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

- Responding to Texts
- Creating Texts
- Intertextual Study

There is an examination at the end of each semester to allow students to experience examination conditions and develop revision skills.

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## English as an Additional Language (EAL)

<b>Subjects</b>	English as an Additional Language (Stage 1)	<b>Credits</b>	20 (Full year)
	English as an Additional Language (Stage 2)	<b>Credits</b>	20 (Full year)
	Essential English (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	English		

English as an Additional Language (EAL) is designed for students for whom English is an additional language or dialect.

Stage 1 EAL allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in 20 credits of this subject meet the literacy requirement.

### Content

The subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis and creating texts. Areas of study may include:

#### Responding to Texts

Students read, view and respond to a variety of written, oral and visual texts, constructed for different purposes and in a range of genres.

#### Interactive Study

For a 10-credit subject students complete either an interview or a discussion, for a 20-credit subject students complete both the interview and the discussion.

#### Language Study

Students identify and analyse aspects of language used in one or more texts.

#### Assessment

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

- Responding to Texts
- Interactive Study
- Language Study

There is an examination at the end of each semester to allow students to experience examination conditions and develop revision skills.



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## Environmental Studies (Integrated Learning)



<b>Subjects</b>	Integrated Learning (Stage 1)	<b>Credits</b>	10 (Half year) 20 (Full year)
	Integrated Learning (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Cross-disciplinary		

Through the lens of the program focus Environmental Challenges, students develop their learning about real-world challenges and problems, while also developing their knowledge about themselves as learners, and their capabilities.

### Content

In this subject student have an opportunity to develop, extend, and apply critical thinking skills through inquiry about issues that resonate with them that reflect the program focus of environmental issues in our world (for example, sustainability and recycling, human impacts on environments, climate change, habitat loss, water quality and others).

Students have an opportunity to develop an awareness of an environmental issue which they are learning about and to contribute in a collaborative manner to raise awareness or advocate for their chosen issue. Students share ideas, informed opinions, and extend their social communication skills through contributions in a group or the community.

Underpinning the design of the environmental studies program is an emphasis on students making links between their learning and their capabilities.

The SACE identifies seven capabilities. They are:

- literacy
- numeracy
- information and communication technology (ICT) capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding

### Assessment

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

- Assessment Type 1: Practical Exploration
- Assessment Type 2: Connections
- Assessment Type 3: Personal Venture

Evidence of learning is presented in a variety of formats including, but not limited to: journals, blogs, photo stories, presentations, reports, skills demonstrations, reviews, advocacy campaigns and multimodal forms.

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## Essential English

# ENGLISH

<b>Subjects</b>	Essential English (Stage 1)	<b>Credits</b>	10 (Half year) 20 (Full year)
	Essential English (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	English		

In Essential English students respond to and create texts in and for a range of personal, social, cultural, community and/or workplace contexts. They interpret information, ideas and perspectives in texts and consider ways in which language choices are used to create meaning.

The subject enables students to build their knowledge of the English language and expand their literacy skills. It is intended for those students who, through their personal learning plans, have identified literacy skills as an area for development.

This subject provides opportunities for students to meet the SACE literacy requirement and to gain additional literacy support for their studies and future pathways. Students who complete 20 credits of Stage 1 Essential English with a C grade or better will meet the literacy requirement of the SACE.

The course is centred on ways in which students use language to establish and maintain connections with people in different contexts. The specific contexts chosen for study may be social, cultural, community, workplace, and/or imagined.

### Content

This subject focuses on the development of students' skills in the following:

- communication
- comprehension
- language
- text analysis
- creating texts

### Assessment

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

- Responding to Texts
- Creating Texts



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## Essential Mathematics



<b>Subjects</b>	Essential Mathematics (Stage 1)	<b>Credits</b>	10 (Half year) 20 (Full year)
	Essential Mathematics (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Mathematics		

Stage 1 Essential Mathematics is designed for students who are:

- seeking to meet the SACE numeracy requirement
- planning to pursue a career in a range of trades or vocational pathways.

Stage 1 Essential Mathematics can be studied as either a 10-credit or 20-credit subject:

- The 20-credit subject leads to Stage 2 Essential Mathematics.
- Students who complete only 10 credits of Stage 1 Essential Mathematics will not be eligible for any Stage 2 Mathematics subjects.

In this course there is an emphasis on extending students' mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts in flexible and resourceful ways.

Students who gain a C grade or better in this subject can count the credits towards the numeracy requirement of the SACE.

### Content

The range of topics include:

- Calculations, Time and Ratio
- Earning and Spending
- Geometry
- Data in Context
- Measurement
- Investing

### Assessment

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

- Skills and Applications tasks
- Folio

There is an examination at the end of Semester 2 to allow students to experience examination conditions and develop revision skills.



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## French (Continuers)



<b>Subjects</b>	French (Continuers) (Stage 1)	<b>Credits</b>	20 (Full year)
	French (Continuers) (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Languages		

The Continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2 or who have an equivalent level of knowledge.

In French (Continuers), students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness and understanding of other languages and cultures in relation to their own. They reflect on their own attitudes, beliefs and values and develop an understanding of how culture and identity are expressed through language.

Students develop and apply linguistic and intercultural knowledge, understanding and skills by:

- interacting with others to exchange information, ideas, opinions and experiences in French
- creating texts in French for specific audiences, purposes and contexts to express information, feelings, ideas and opinions
- analysing a range of texts in French to interpret meaning
- examining relationships between language, culture and identity
- reflecting on the ways in which culture influences communication.

Students develop an understanding of how French is used effectively and appropriately by using various combinations of the skills of listening, speaking, viewing, reading and writing for a range of purposes in a variety of contexts. They explore a range of prescribed themes and topics from the perspectives of diverse individuals and groups in the French-speaking communities and in their own community.

### Content

Stage 1 French (Continuers) consists of topics designed around the following prescribed themes:

- The Individual
- The French-speaking Communities
- The Changing World

Some of the topics explored include childhood, memories, future aspirations, identity, family, migrant populations in France, sport and leisure, the environment and youth issues.

### Assessment

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

- Interaction
- Text Production
- Text Analysis
- Investigation

There is an examination at the end of each semester to allow students to experience examination conditions and develop revision skills.

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## General Mathematics



<b>Subjects</b>	General Mathematics (Stage 1)	<b>Credits</b>	10 (Half year) 20 (Full year)
	General Mathematics (Stage 2)	<b>Credits</b>	20 (Full year)
	Essential Mathematics (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Mathematics		

Stage 1 General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. Topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions and discrete modelling using networks and matrices.



Stage 1 General Mathematics allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

### Content

The range of topics include:

- Investing and Borrowing
- Measurement
- Statistical Investigation
- Applications of Trigonometry
- Linear and Exponential Functions and their Graphs
- Matrices and Networks

### Relationship to Further Study

The 20-credit course prepares students for Stage 2 General Mathematics or Stage 2 Essential Mathematics.

Students who complete only 10 credits of Stage 1 General Mathematics will not be eligible for any Stage 2 Mathematics subjects.

### Assessment

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

- Skills and Applications tasks
- Mathematical Investigation

There is an examination at the end of each semester to allow students to experience examination conditions and develop revision skills.

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## Indonesian (Beginners) - SACE Stage 2



<b>Subjects</b>	Indonesian (Beginners) (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Languages		

At St Aloysius College, SACE Stage 2 Indonesian (Beginners) is studied in Year 11.

The Beginners level languages are designed for students with little or no previous knowledge and/or experience of the language before undertaking Stage 1 and are designed as a two year program for students who wish to begin their study of the language at senior secondary level.

Students develop the skills of listening, speaking, reading and writing and information and communication technologies to create and engage effectively with a range of spoken, written, visual and multimodal texts in the particular language. They develop and apply linguistic and intercultural knowledge, understanding and skills.

### Content

Students study prescribed themes and topics from the following perspectives:

- The Personal World
- The Indonesian-Speaking Communities

### Themes:

- Relationships
- Lifestyles
- Experiences

Students study prescribed topics and sub-topics within these themes. These topics provide the contexts for a range of assessments related to the learning requirements of interacting, creating texts and interpreting texts.

### Assessment

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

School-based Assessment	Weighting
• Interaction	30%
• Text Production	20%
• Text Analysis	20%

### External Assessment

- Examination 30%

### Information on the External Assessment

The examination will be marked by external assessors with reference to performance standards. The examination consists of:

- Oral examination
- Written examination

### Oral Examination

The oral examination will take 10 to 15 minutes and has two sections:

- Conversation
- Discussion

### Written Examination

The 150-minute written examination has three sections:

- Listening
- Reading
- Writing

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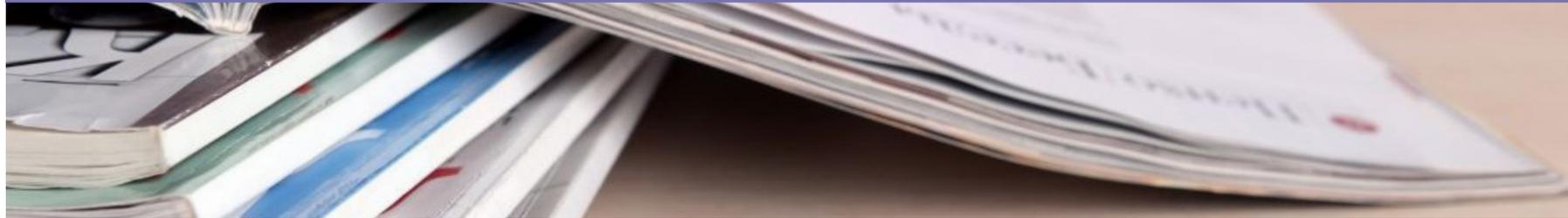
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## Information Processing and Publishing



<b>Subjects</b>	Information Processing and Publishing (Stage 1)	<b>Credits</b>	10 (Half year) 20 (Full year)
	Information Processing and Publishing (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Business, Enterprise and Technology		

Information Processing and Publishing focuses on the application of practical skills to provide creative solutions to text-based communication tasks. Students create both hard copy and electronic text-based publications and evaluate the development process. They use technology to design and implement information processing solutions and identify, choose and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

Throughout their learning, students are provided with opportunities to develop an appreciation of the current social, legal and ethical issues that relate to the processing, management and communication of text-based information. They also learn to assess the impact of these on individuals, organisations and society.

Stage 1 Information Processing and Publishing can be studied as a 10-credit subject or a 20-credit subject.

### Content

Two units will be studied throughout the year in Stage 1 Information Processing and Publishing:

- Business Publishing
- Digital Publishing

### Assessment

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

- Practical Skills
- Product and Documentation
- Issues Analysis



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## Italian (Continuers)



<b>Subjects</b>	Italian (Stage 1)	<b>Credits</b>	20 (Full year)
	Italian (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Languages		

The Continuers level languages are designed for students who will have studied the language for 400 to 500 hours by the time they have completed Stage 2 or who have an equivalent level of knowledge.

In Italian (Continuers), students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness and understanding of other languages and cultures in relation to their own. They reflect on their own attitudes, beliefs and values and develop an understanding of how culture and identity are expressed through language.

Students develop and apply linguistic and intercultural knowledge, understanding and skills by:

- interacting with others to exchange information, ideas, opinions and experiences in Italian
- creating texts in Italian for specific audiences, purposes and contexts to express information, feelings, ideas and opinions
- analysing a range of texts in Italian to interpret meaning
- examining relationships between language, culture and identity
- reflecting on the ways in which culture influences communication.

Students develop an understanding of how Italian is used effectively and appropriately by using various combinations of the skills of listening, speaking, viewing, reading and writing for a range of purposes in a variety of contexts. They explore a range of prescribed themes and topics from the perspectives of diverse individuals and groups in the Italian-speaking communities and in their own community.

### Content

Stage 1 Italian consists of topics designed around the following prescribed themes:

- The Individual
- The Italian-speaking Communities
- The Changing World

### Assesment

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

- Interaction
- Text Production
- Text Analysis
- Investigation

There is an examination at the end of each semester to allow students to experience examination conditions and develop revision skills.

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## Legal Studies



<b>Subjects</b>	Legal Studies (Stage 1)	<b>Credits</b>	10 (Half year)
	Legal Studies (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Humanities and Social Sciences		

Legal Studies enables an understanding of the operation of the Australian legal system, its principles and processes, to prepare students to be informed and articulate in matters of the law and society.

In Stage 1, students explore contemporary legal issues through an inquiry-based process where the concepts of rights, fairness and justice, power and change are explored. A strong emphasis is placed on the consideration of the complexity of the legal system and evaluation of the law-making and dispute resolution processes. Students visit the South Australian parliament and the law courts to observe the operation of the legal system in practice.

Throughout the semester, students develop an understanding of the ways in which they can influence democratic processes, the importance of critical and conceptual thinking and the significance of checks and balances in providing lawful mechanisms to control the exercise of power.

### Content

This 10-credit subject consists of the compulsory topic and a minimum of two other topics. Students' interest, national and global events shaping Australia will help determine the topics studied. Topics are often integrated, and based on case studies and real-life examples.

- Law and Communities (compulsory)
- Government
- Law-making
- Justice and Society
- Young People and The Law
- Crime, Law and Punishment
- Impact of Law on Diverse Groups (Indigenous people, refugees, other minorities)
- Relationships and The Law

### Assessment

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

- One Analytical Response
- One Inquiry
- One Presentation

There is an examination at the end of each semester to allow students to experience examination conditions and develop revision skills.

The examination is online.

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## Mathematical Methods



<b>Subjects</b>	Mathematical Methods (Stage 1)	<b>Credits</b>	20 (Full year)
	Mathematical Methods (Stage 2)	<b>Credits</b>	20 (Full year)
	General Mathematics (Stage 2)	<b>Credits</b>	20 (Full year)
	Essential Mathematics (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Mathematics		

Mathematical Methods develops an increasingly complex and sophisticated understanding of functions, calculus, statistics and mathematical models. By using functions and their derivatives, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

### Required Background

Successful completion of Year 10 Mathematical Methods.

Stage 1 Mathematical Methods allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

### Content

Students will study the following topics:

- Functions and Graphs
- Polynomials
- Trigonometry
- Counting and Statistics
- Growth and Decay
- Introduction to Differential Calculus

### Relationship to Further Study

Mathematical Methods prepares students for Stage 2 Mathematical Methods, General Mathematics and Essential Mathematics.

### Assessment

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

- Skills and Applications tasks
- Mathematical Investigation

There is an examination at the end of each semester to allow students to experience examination conditions and develop revision skills.

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## Modern History



<b>Subjects</b>	Modern History (Stage 1)	<b>Credits</b>	10 (Half year)
	Modern History (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Humanities and Social Sciences		

In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them and their short-term and long-term consequences on societies, systems and individuals. They explore the impacts that these developments and movements had on people's ideas, perspectives and circumstances.

Students investigate that ways in which people, groups and institutions challenge political structures, social organisation and economic models to transform societies.

The developments and movements studied have been subject to political debate. Students consider the dynamic processes of imperialism, revolution or decolonisation; how these have reconfigured political, economic, social and cultural systems and how recognition of the rights of individuals and societies has created challenges and responses.

Through their studies, students build their skills in historical method through inquiry, by examining and evaluating the nature of sources,

including who wrote or recorded them, whose history they tell, whose stories are not included and why and how technology is creating new spaces in which histories can be conveyed. They explore different interpretations, draw conclusions and develop reasoned historical arguments. They explore the historical concepts of continuity and change, cause and effect, perspective and interpretation and contestability.

### Content

Students will study the two following topics:

- Social Movements
- Revolution

In addition, students will study an elective topic (designed by the teacher or negotiated).

### Assesment

At Stage 1, assessment is school-based. Students demonstrate evidence of their learning through the following assessment types:

#### Historical Skills

Students complete three historical skills assessments. Examples of task types include essay, source analysis, oral/multimodal presentation, debate, research assignment, report, photo-story, historical atlas, time capsule, museum exhibit, web page, historical media study and biographical sketch.

#### Historical Study

Students will undertake an independent historical study based on an aspect of the world since 1750 and produce a 1,000 word report or a 6-minute oral/multimodal presentation.

There is an examination at the end of the semester to allow students to experience examination conditions and develop revision skills.

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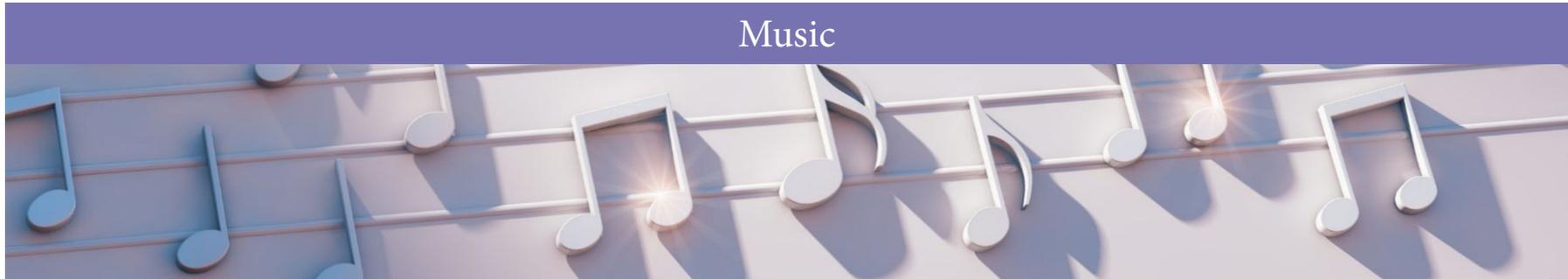
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## Music



<b>Subjects</b>	Music Experience (Stage 1)	<b>Credits</b>	10 (Half year)
	Music Advanced (Stage 1)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Arts		

Through the study of Music students have the opportunity to engage in musical activities such as performing, composing, arranging, researching and developing and applying music technologies. Students benefit from the opportunity to develop their practical and creative potential, aural and written skills and their capacity to make informed interpretative and aesthetic judgments. Study and participation in Music draws together students' cognitive, affective and psychomotor skills, strengthening their ability to manage work and learning and to communicate effectively and sensitively.

Students can enrol in the following:

### Music Experience

Music Experience is designed for students with emerging musical skills and provides opportunities for them to develop their musical understanding and skills in creating and responding to music. The Music Experience program provides pathways to selected Stage 2 Music subjects, such as Stage 2 Ensemble Performance, Solo Performance and Music Explorations.

### Music Advanced

This program is designed for students with a substantial background in Music. The Music Advanced program provides pathways to the full range of Stage 2 Music subjects.

### Content

Stage 1 Music programs involve a selection of learning activities that relate to the relevant musical strands, understanding music, creating music and responding to music.

Students have the opportunity to engage in some of the following activities:

- Composing, arranging, transcribing, improvising
- Performing
- Music technology
- Music in contexts
- Developing theory and aural skills

### Assesment

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

- Creative works
- Musical literacy

There is an examination at the end of each semester to allow students to experience examination conditions and develop revision skills.

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## Outdoor Education



<b>Subjects</b>	Outdoor Education (Stage 1)	<b>Credits</b>	10 (Half year) 20 (Full year)
	Outdoor Education (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Health and Physical Education		

In Outdoor Education students develop skills and understanding in preparation and planning for outdoor experiences, risk management, and conservation practices and develop their teamwork and practical outdoor skills.

Students develop an understanding of ecosystems and the impacts of human actions and decisions through the study of natural environments and wilderness areas. They develop knowledge and understanding of environmental systems and their conservation.

The learning experiences that take place in a variety of locations are intended to enable students to develop an appreciation of their place in, and their impact on, environments. As they spend time learning in natural environments, students develop knowledge and apply planning and risk management skills for outdoor journeys that ensures they travel safely. They also apply these skills to plan for minimal impact as they move through natural environments.

Students are provided with opportunities to experience personal growth and to develop social skills, self-confidence and teamwork

skills. They evaluate and reflect on their own learning progression and skills development, working with others in groups as well as their relationship with and connection to nature.

This subject involves a compulsory expedition and a number of single-day excursions involving physical activities.

It is an expectation that students catch up on any missed content from other subject areas for Homework.

### Content

In Stage 1 Outdoor Education, students study the following four topics:

- Environment and Conservation
- Planning and Management
- Outdoor Activities
- Outdoor Journey

### Assesment

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

- Practical Skills
- Assignments
- Camp Journal



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## Physical Education

<b>Subjects</b>	Physical Education (Stage 1)	<b>Credits</b>	10 (Half year) 20 (Full year)
	Physical Education (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Health and Physical Education		

Stage 1 Physical Education is focused on making connections between theory concepts and the human body's functioning in practical activities. During this time, students will collect data on heart rate, skills/possessions in a game, videos and observation. Students will complete two assignments each semester based on the data collected.

### Content

Students participate in a variety of physical activities which may include a focus on one or more of the following sports in each semester:

- AFL 9s
- European Handball
- Fast Five Netball
- Futsal
- Squash
- Touch Football
- Ultimate Frisbee
- Volleyball

### Semester 1

- Application of energy sources affecting physical performance - the contribution of energy systems in specific activities
- Energy contributions and fatigue
- Application of the effects of training on physical performance - analysis of the demands of physical activity and measurement and monitoring of fitness and energy components relevant to participation and performance

- Fitness factors and fitness testing
- Training methods and principles
- Analysis of movement concepts and strategies
- Physiological barriers and enablers to participation and social strategies to enhance equity in participation
- The inclusivity of disability sports

### Semester 2

- The body's response to physical activity - biomechanics
- Skill acquisition - learning and refining skills
- Benefits of physical activity
- Personal influences on participation - cultural values and beliefs

### Assessment

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following two assessment types, which are equally weighted:

#### Assessment Type 1: Performance Improvement

This focuses on the theory concepts studied in class and linking these to practical lessons. Students will see improvement in skills, techniques, tactics and movement strategies.

#### Assessment Type 2: Physical Activity Investigation

This investigation focuses on the inclusivity of sports and how it can affect the community.

Students will not be assessed on their practical skills, however all assignments are based on their participation in physical activity.

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## Physics

<b>Subjects</b>	Physics (Stage 1)	<b>Credits</b>	20 (Full year)
	Physics (Stage 1)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Sciences		

The study of Physics is constructed around using qualitative and quantitative models, laws and theories to better understand matter, forces, energy and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macro cosmos and to make predictions about them. By exploring Physics as a human endeavour, students develop and apply their understanding of the complex ways in which science interacts with society and investigate the dynamic nature of physics. As well as applying knowledge to solve problems, students develop experimental, investigation design, information and communication skills through practical and other learning activities.

In Physics students integrate and apply a range of understanding, inquiry and scientific thinking skills that encourage and inspire them to pursue scientific pathways, for example in engineering, renewable energy generation, communications, materials innovation, transport and vehicle safety, medical science, scientific research and the exploration of the universe.

### Content

Students will study the following topics:

#### Waves

- Wave Model
- Mechanical Waves
- Light

#### Linear Motion and Forces

- Motion under Constant Acceleration
- Forces
- Kinematics, Dynamics
- Vectors
- Momentum

#### Electric Circuits

- Potential Difference and Electric Current
- Resistance
- Circuit Analysis
- Electrical Power

#### Heat

- Heat and Temperature
- Specific Heat Capacity
- Change of State

#### Energy and Momentum

- Energy
- Momentum

#### Nuclear Physics

- The Nucleus
- Radioactive Decay
- Radioactive Half-Life
- Induced Nuclear Reactions

#### Assessment

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

- Investigations Folio
- Skills and Applications tasks

There is an examination at the end of each semester to allow students to experience examination conditions and develop revision skills



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## Psychology



<b>Subjects</b>	Psychology (Stage 1)	<b>Credits</b>	10 (Half year)
	Psychology (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Sciences		

### Assesment

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

- Investigations Folio
- Skills and Applications tasks

There is an examination at the end of each semester to allow students to experience examination conditions and develop revision skills.

The study of Psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

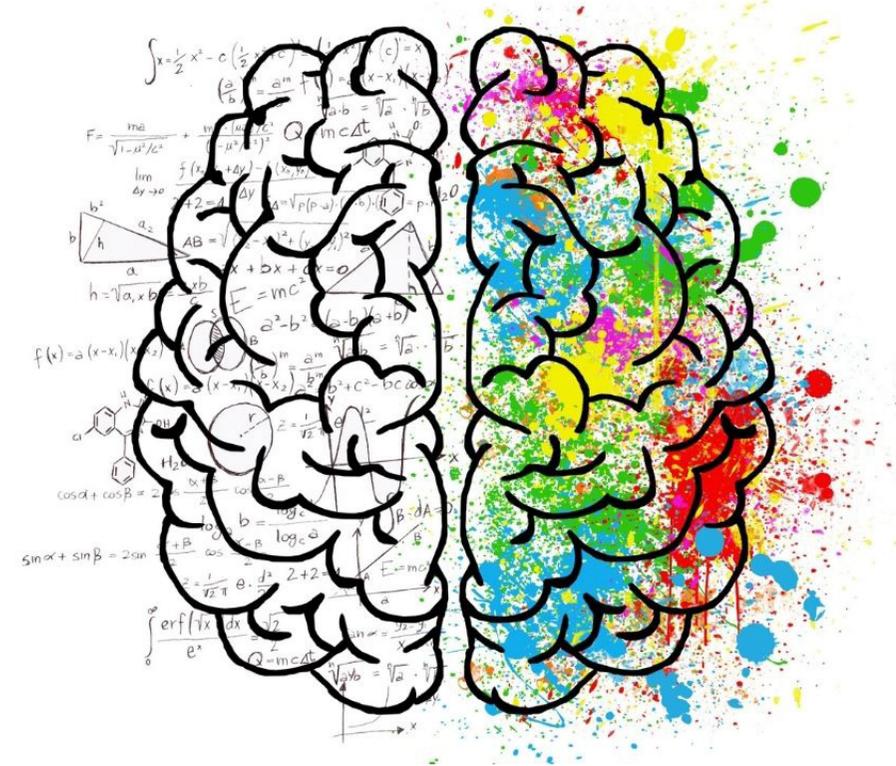
Stage 1 Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (ie - observation, experimentation and experience) the subject allows students to develop useful skills in analytical and critical thinking and in making inferences.

The focus capabilities for this subject are communication and learning.

### Content

This 10-credit subject consists of the following topics:

- Scientific Inquiry Skills
- Emotion
- Lifespan Psychology



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## Scientific Studies

<b>Subjects</b>	Scientific Studies (Stage 1)	<b>Credits</b>	10 (Half year) 20 (Full year)
	Scientific Studies (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Sciences		

Through Scientific Studies students develop their knowledge of basic scientific principles and concepts, the ability to use that knowledge to identify questions, issues, opportunities and challenges and the capacity to acquire new knowledge through their own investigations. Students develop the skills and abilities to explain simple scientific phenomena and to draw evidence-based conclusions from the investigation of science-related issues. In this way students improve their own scientific literacy to support future career pathways, including those that are science-related and develop the ability to live and work as informed and reflective citizens in a world shaped increasingly by science and technology.

Students will take an inquiry-based approach to their work, gathering information, evaluating evidence, synthesising new knowledge and applying their learning to related ideas and issues. This subject takes a student-centred inquiry approach to investigating chosen topics which allows students to define the scope of their learning by identifying investigable questions, designing their research using scientific approaches, collecting data and other evidence and analysing and critiquing their findings.

### Content

The theme of Stage 1 Scientific Studies is *The Relevance of Science for My Community and Me*.

- **Semester 1 Core Topic:** Nutrition and Health
- **Semester 2 Core Topic:** Forensic Science

### Assesment

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

- Inquiry Folio (practical tasks and assignments)
- Collaborative Inquiry (group project and journal)



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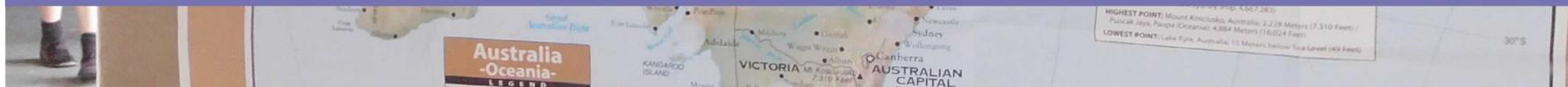
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## Society and Culture



<b>Subjects</b>	Society and Culture (Stage 1)	<b>Credits</b>	10 (Half year)
	Society and Culture (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Humanities and Social Sciences		

In Society and Culture, students explore and analyse the interactions of people, societies, cultures and environments. Using an interdisciplinary approach, they analyse the structures and systems of contemporary societies and cultures.

Students learn about the ways in which societies constantly change and are affected by social, political, historical, environmental, economic and cultural factors. They investigate the ways in which people function in groups and communicate within and across cultural groups. Students develop the skills and experience to understand how individual and group involvement can influence change and consider the consequences of a range of possible social actions. Through their study of Society and Culture, students develop the ability to influence their own future by acquiring skills, values and understanding that enable them to participate effectively in contemporary society.

Society and Culture gives students critical insight into the significance of factors such as gender, ethnicity, racism, class and power structures that affect the lives and identities of individuals and groups. They develop the skills to critically analyse a range of viewpoints about

peoples, societies and issues; understand diversity within and across societies and extend their awareness of the connections between, and the interdependence of, societies and cultures.

Students use inquiry processes to explore concepts of society and culture in Australian (local and national) and global contexts. They choose and explore a range of primary and secondary sources and evaluate different viewpoints and perspectives. Students learn to challenge their own thinking and develop skills in presenting opinions supported by evidence.

### Content

Students study two of the following topics:

- Current Australian social or cultural issues
- The Media
- Popular Culture
- Global Issues
- Power and Authority in Society
- Prejudice and Discrimination
- Contemporary Aboriginal and Torres Strait Islander Societies
- Cultures and Subcultures in Australian Society
- Refugee and Migrant Experiences and Contributions
- World-shaping Phenomena
- Peace and Conflict

### Assesment

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

- Sources Analysis
- Group Activity
- Investigation

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## Specialist Mathematics

<b>Subjects</b>	Specialist Mathematics (Stage 1)	<b>Credits</b>	20 (Full year) 10 (Sem 2)
	Specialist Mathematics (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Mathematics		

Stage 1 Specialist Mathematics must be studied in conjunction with Stage 1 Mathematical Methods. It can be studied for the full year or in Semester 2 only.

Specialist Mathematics develops an increasingly complex and sophisticated understanding of mathematical models, trigonometry, vectors and mathematical arguments and proofs. By mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change.



### Required Background

Successful completion of Year 10 Mathematical Methods.

Stage 1 Specialist Mathematics allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

### Content

Students will study the following topics:

- Arithmetic and Geometric Sequences and Series
- Geometry
- Vectors in the Plane
- Further Trigonometry
- Matrices
- Real and Complex Numbers
- Mathematical Induction

### Relationship to Further Study

Specialist Mathematics prepares students for Stage 2 Mathematical Methods and Specialist Mathematics.

### Assessment

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

- Skills and Applications tasks
- Mathematical Investigation

There is an examination at the end of each semester to allow students to experience examination conditions and develop revision skills.

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## Spiritualities, Religion and Meaning

<b>Subjects</b>	Spiritualities, Religion and Meaning (Stage 1)	<b>Credits</b>	10 (Full year)
<b>Learning Area</b>	Humanities and Social Sciences		

- Story, visions and futures
- Spiritualities, religions and ultimate questions
- Life, the universe and integral ecology
- Evil and apathy

### Assessment

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

- Representations
- Connections
- Issues Investigation

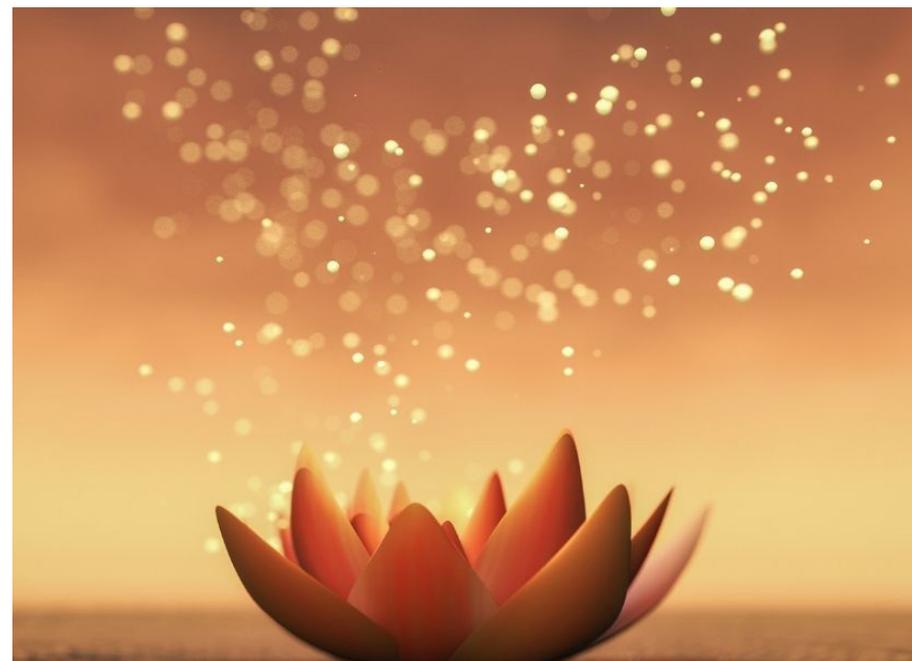
SACE Stage 1 Spiritualities, Religion and Meaning is a compulsory 10-credit subject in Year 11, which is studied across the full year.

In this subject, teachers and students use one or more 'big ideas' to frame inquiry questions; to Mathematics explore issues, concepts and ideas and to reflect on personal and shared meaning within one or more spiritualities and/or religions. Students develop and demonstrate their understanding of the influence of spiritual and/or religious perspectives on a local, national or global community by engaging with one or more images, artefacts, texts, documentaries or feature films. They collaborate with others to develop, apply and reflect on their understanding of some spiritual and/or religious principles that underpin social justice actions within the school or broader community and they investigate a contemporary issue linked to one of the big ideas.

### Content

Students study one or two of the following 'big ideas':

- Growth, belonging and flourishing
- Community, justice and diversity



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## Visual Arts - Art



<b>Subjects</b>	Visual Arts - Art (Stage 1)	<b>Credits</b>	10 (Half year) 20 (Full year)
	Visual Arts - Art (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Arts		

In Visual Arts - Art, students express ideas through practical work which lead to resolved art pieces. They have opportunities to research, understand and reflect upon visual artworks in their cultural and historical contexts.

The broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

Topics that may be studied over the course of the year include:

### Semester 1:

**Theme:** The Environment

**Media:** Drawing and painting focus with the opportunity to explore other media.

### Semester 2:

**Theme:** The Human Image

**Media:** Drawing and printmaking focus with the opportunity to explore other media.

### Content

Over the semester, students develop skills and understanding in the following three areas of study:

#### Visual Thinking

Students develop their ability to think creatively. They use visual thinking and investigation to develop ideas and concepts, explore and refine their technical skills and produce imaginative solutions.

#### Practical Resolution

Students create resolved works of art. Using themes as a starting point, they learn to communicate their personal ideas, beliefs and attitudes in visual form. Students develop skills in a wide range of media such as painting, drawing, sculpture, ICT and mixed media.

#### Visual Arts in Context

Throughout the semester, students study a range of artworks and artists. They develop their ability to analyse and interpret artworks, building their appreciation and understanding of aesthetics and context.

### Assessment

Students demonstrate evidence of their learning through three assessment types:

**Folio:** A total of 15 A3 pages of work planning their final artwork. This includes practical work (*drawing, media experiments and mini artworks*) and written work (*research and analysis of inspiring artworks, concept development and notes explaining and evaluating practical work*).

**Practical:** A final artwork and written practitioner's statement.

#### Visual Study

A total of 8-12 A3 pages of practical and written work researching and learning about a topic related to Art.

Topics that may be studied are:

- Artists Inspired by The Environment
- Atmospheric Landscapes
- Printmaking Techniques

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## Visual Arts - Design



<b>Subjects</b>	Visual Arts - Design (Stage 1)	<b>Credits</b>	10 (Half year) 20 (Full year)
	Visual Arts - Design (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Arts		

In Visual Arts - Design, students express ideas through practical work which leads to resolved design pieces. The broad area of Design includes graphic and communication design, environmental design and product design. Emphasis is placed on defining problems, problem-solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions. Students have opportunities to research, understand and reflect upon design works in their cultural, social and historical contexts.

Topics that may be studied over the course of the year include:

### Semester 1: Fashion

- Product/Fashion Design (paper dress or headwear design)
- Visual Study: Fashion Design and Illustration

### Semester 2: The Built Environment

- Architectural Design
- Visual Study: Graphic Design

### Content

Over the semester, students develop skills and understanding in the following three areas of study:

#### Visual Thinking

Students develop their ability to think creatively. Using a design brief that specifies parameters for the designer as a starting point, students develop and plan designs using the design process. The cyclic design process includes research, analysis, the initiation and development of concepts, exploration of possibilities, testing and refining of ideas or concepts, practising technical skills and evaluation before the design outcome is resolved.

#### Practical Resolution

Students create resolved designs. They complete practical projects, working in areas such as graphic communication, product design and environmental design. They develop skills in a wide range of media such as drawing, rendering and a range of digital media.

#### Visual Arts in Context

Throughout the semester, students study a range of designs and designers. They develop their ability to analyse and interpret designs, building their appreciation and understanding of aesthetics, function, and context.

#### Assessment

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

**Folio:** A total of 15 A3 pages of work planning their final design. Following the steps of the design process, students produce practical work (*drawing, media experiments & refined designs*) and written work (*research and analysis of inspiring designs, concept development and notes explaining and evaluating practical work*).

**Practical:** A final design and written practitioner's statement.

**Visual Study:** A total of 8-12 A3 pages of practical and written work researching and learning about a topic related to design.

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## Workplace Practices



<b>Subjects</b>	Workplace Practices (Stage 1)	<b>Credits</b>	10 (Half year) 20 (Full year)
	Workplace Practices (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Business, Enterprise and Technology		

In Workplace Practices students develop knowledge, skills and understanding of the nature, type and structure of the workplace. They will have the opportunity to study a variety of areas which may include the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices and local, national and global issues in an industry and workplace context.



Students will undertake learning in the workplace (work placement) and develop and reflect upon their capabilities, interests and aspirations. They will also learn about the value of unpaid work to society.

The subject may include the undertaking of Vocational Education and Training (VET) as provided under the Australian Qualifications Framework (AQF).

### Content

Stage 1 Workplace Practices comprises three focus areas of study:

- Industry and Work Knowledge
- Vocational Learning
- Vocational Education and Training (VET)

For a 10-credit subject, students undertake two or more topics. For a 20-credit subject, students undertake three or more topics.

### Topics

- Future Trends in the World of Work
- The Value of Unpaid Work to Society
- Workers' Rights and Responsibilities
- Career Planning

### Assessment

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

- Folio
- Performance
- Reflection

# Stage 2 Subject Outlines

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*This Curriculum Handbook identifies subjects which are initially offered to students. Some subjects may have to be cancelled due to insufficient student numbers. If subjects are cancelled, students will be consulted about an alternative selection.*

# Stage 2 Subject Outlines

The St Aloysius College subjects offered at Stage 2 are listed below.

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Activating Identities and Futures \* (*studied in Year 11*)

Ancient Studies

Biology

Business Innovation

Certificate III in Business

Chemistry

Chinese (Background Speakers)

Chinese (Continuers)

Digital Technologies

Drama

Economics

English

English as an Additional Language (EAL)

English Literary Studies

Essential English

Essential Mathematics

French (Continuers)

General Mathematics

Indonesian (Beginners) (*studied in Year 11*)

Information Processing and Publishing

Italian (Continuers)

Legal Studies

Mathematical Methods

Modern History

Music Explorations

Music Performance - Ensemble

Music Performance - Solo

Music Studies

Outdoor Education

Physical Education

Physics

Psychology

Scientific Studies

Social Justice Studies: Integrated Learning

Society and Culture

Specialist Mathematics

Visual Arts - Art

Visual Arts - Design

Workplace Practices

\* Indicates subjects that are a compulsory SACE requirement.

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## Activating Identities and Futures

### **Length: (one semester) Credits 10**

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

In this subject, students:

### **Content**

- develop agency by setting a Learning Goal, exploring a topic of their choice and showcasing their Output of Learning
- demonstrate self-regulation in time management, decision-making, and the consideration of strategies, perspectives, and feedback to achieve their Learning Goal
- develop and apply metacognitive skills by showing awareness of their own thinking in relation to the learning process and engaging in continuous reflection about their learning
- develop their reflective practices and evaluative judgement through relevant feedback about the learning process in relation to their progression to the Learning Goal

### **Assessment**

#### **School-based assessment**

#### **Portfolio (35%)**

The Portfolio contains a collection of natural evidence of learning, which demonstrates the student's journey towards their Learning Goal. This evidence is an authentic collection of relevant material, for example: photos, annotated articles, recorded observations, voice notes, transcripts, scrap books, sticky notes, and diagrams.

#### **Progress Checks (35%)**

Students discuss the progress of their learning in relation to their intended Learning Goal. Students use examples from their Portfolio as evidence of their progress and as reference points to evaluate the relative impact of strategies, perspectives and/or feedback they have used at each point. Students will explain and appraise their judgements and decisions at the time of each Progress Check, indicating actions that have been taken in response to feedback connected to their learning. Students submit a combined 1500 words, or a maximum of 10 minutes if oral/multimodal

#### **External assessment**

#### **Appraisal (30%)**

Students evidence their Output of Learning and showcase the progress towards or attainment of their Learning Goal. They appraise the value and purpose of the learning for themselves and evaluate the most significant factors that supported their learning progress and identify future benefits related to the transfer of skill and knowledge they have acquired.

The Appraisal is a maximum of 1000 words if written, or a maximum of 6 minutes if oral/multimodal. The Output of Learning must be evidenced in the Appraisal but does not contribute to the word count or time limit.



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## Ancient Studies

<b>Subject</b>	Ancient Studies (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Humanities and Social Sciences		

In Ancient Studies, students learn about the history, literature, society and culture of the classical civilization of Greece.

### Content

#### Topic 1: Daily Life

Students study the organisation of the chosen society, including the class structure, the role of the family and political structures. They extend their social understanding and awareness through the study of relationships between individuals and social groups and how these have shaped ancient and contemporary societies.

#### Topic 4: Religion

Students develop an understanding that religions are based on unique traditions with individual beliefs and values and play a significant role in the everyday lives of citizens. They study myths and legends and what these reveal about belief, gods, death, the afterlife and the relationship between mortals and immortals.

#### Topic 6: Literature - Prose, Narrative or Epic

In studying the text or an extract from the text as a literary genre, students analyse literary features to develop an understanding of the construction of characters, including the exploration of gender and power relationships. They consider features specific to the text, such as the use of physical and social settings, narrative and stylistic features and the themes or issues explored.

### Inquiry

The inquiry gives students an opportunity to explore an area of specialisation of individual interest, extend their skills (including skills in research and acknowledgment of sources) and enrich their understanding. Each student negotiate a proposal with her teacher, undertake the inquiry and present their ideas in an informed and persuasive argument.

### Assessment

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

#### School-based Assessment

- Skills and Applications tasks  
*Students produce at least four skills and applications tasks, which taken together comprise a maximum of 4,000 words or equivalent in oral or multimodal form.*

#### Weighting

50%

- Connections  
*Students produce at least two connections tasks which, taken together, comprise a maximum of 2,000 words or equivalent in oral or multimodal form.*

20%

#### External Assessment

Inquiry

30%

#### Information on the External Assessment

Students produce one literary, societal or historical inquiry, which is presented as an informed and persuasive argument. The inquiry gives students an opportunity to explore an area of specialisation of individual interest, extend their skills (including skills in research and acknowledgment of sources) and enrich their understanding.

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## Biology

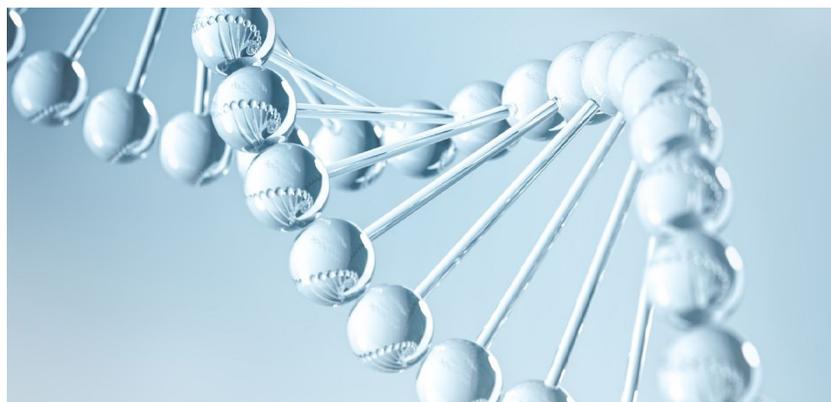
<b>Subject</b>	Biology (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Sciences		

In Biology, students undertake science inquiry skills, consider science as a human endeavor and develop an understanding of biological concepts.

Investigation is an integral part of the learning and understanding of concepts using scientific methods to test ideas and develop new knowledge and students will undertake both individual and collaborative practical investigations to develop their science inquiry skills.

As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

The science as human endeavour strand highlights the development of science as a way of knowing and doing and explores the uses and influence of science in society. Students develop and apply their understanding of the complex ways in which science interacts with society and explore how biologists develop new understanding and insights and produce innovative solutions to everyday and complex problems at the local, national and global levels.



### Content

The three strands of science integrated throughout student learning in Biology are:

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

Students will study the following four topics:

- DNA and Proteins
- Cells as the Basis of Life
- Homeostasis
- Evolution

### Assessment

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

School-based Assessment	Weighting
<ul style="list-style-type: none"> <li>• Investigations Folio Comprising two practical tasks and one science as human endeavour task</li> </ul>	30%
<ul style="list-style-type: none"> <li>• Skills and Applications tasks Comprising four tests of not more than 90 minutes</li> </ul>	40%
<p>At least one investigation or skills and applications task will involve collaborative work.</p>	
<p><b>External Assessment</b></p> <p>Examination</p>	30%

#### Information on the External Assessment

The 130-minute examination will be marked by external assessors appointed by the SACE Board with reference to performance standards.

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## Business Innovation

<b>Subject</b>	Business Innovation (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Business, Enterprise and Technology		

Business Innovation focuses on students developing the knowledge, skills and understanding to engage in designing, sustaining and transforming business in the modern world.

Students 'learn through doing' in Business Innovation, using design thinking and assumption-based planning processes to anticipate, find and solve problems. Students will engage with complex, dynamic and real-world problems to identify and design, test, iterate and communicate viable business solutions. Through design thinking and direct involvement in innovation, students not only develop but also understand and apply their critical and creative thinking skills.

### Content

Stage 2 Business Innovation is structured around three key contexts:

- Designing business
- Sustaining business
- Transforming business

Students explore at least two of these contexts to develop and apply their understanding of the following underpinning learning strands:

- Innovation
- Decision-making and project management
- Financial literacy and information management
- Global, local and digital perspectives



### Assessment

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

School-based Assessment	Weighting
• Business Skills	40%
• Business Model	30%
External Assessment	
• Business Plan and Pitch	30%

### Information on the External Assessment

The Business Plan may be presented as an oral, in written form or multi-modal. A maximum of 10 minutes if oral or 1,700 words if written or the equivalent multi-modal.

The Pitch should be a maximum of 2 minutes and presented in multi-modal format.

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## Certificate III in Business



### Length: Full year (Semester 1 and 2)

Classes will be delivered onsite at SAC by Queensford College every Tuesday from 3.30pm – 6.30pm during term time. The Certificate III in Business may be selected as a subject option to replace an elective, or in addition to a full subject load.

Please note that there are additional costs for this Certificate III Level qualification.

The full cost is \$1800. Subsidised cost for onsite delivery at SAC is \$1300. Students may use this qualification towards an ATAR and will be awarded 70 SACE Stage 2 credits upon successful completion.

Designed to equip students with skills for roles across various business sectors, the Certificate III in Business covers 13 units of competency. These units encompass core areas such as workplace communication and sustainable and inclusive work practices, alongside elective units tailored to specific administrative or customer service pathways. Students will learn how to use social media platforms for business purposes, to develop understanding of the needs of customers, and the importance of working effectively within a team.

This qualification is competency based, and assessment is via quizzes, practical projects, and case studies.

### Course Unit Information

Code	Title
<b>Core Units</b>	
<b>BSBCRT311</b>	Apply critical thinking skills in a team environment
<b>BSBPEF201</b>	Support personal wellbeing in the workplace
<b>BSBSUS211</b>	Participate in sustainable work practices
<b>BSBTWK301</b>	Use inclusive work practices
<b>BSBWHS311</b>	Assist with maintaining workplace safety
<b>BSBXC301</b>	Engage in workplace communication
<b>Elective Units</b>	
<b>BSBTEC201</b>	Use business software applications
<b>BSBTEC202</b>	Use digital technologies to communicate in a work environment
<b>BSBPEF301</b>	Organise personal work priorities
<b>SIRXOSM002</b>	Maintain ethical and professional standards when using social media and online platforms
<b>SIRXOSM003</b>	Use social media and online tools
<b>BSBHRM415</b>	Coordinate recruitment and onboarding
<b>BSBOPS304</b>	Deliver and monitor a service to customers

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## Chemistry

<b>Subject</b>	Chemistry (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Sciences		

In their study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence.

Through the study of Chemistry, students develop the skills that enable them to be questioning, reflective and critical thinkers; investigate and explain phenomena around them and explore strategies and possible solutions to address major challenges now and in the future.

### Content

The three strands of science integrated throughout student learning in Chemistry are:

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

Students will study the following four topics:

- Monitoring the Environment
- Managing Chemical Processes
- Organic and Biological Chemistry
- Managing Resources

### Assessment

Students provide evidence of their learning through eight assessments, including the external assessment component.

The following assessment types enable students to demonstrate their learning in Stage 2 Chemistry:

#### School-based Assessment

- *Investigations Folio*  
Comprising at least two practical investigations and one investigation with a focus on science as human endeavour
- *Skills and Applications tasks*  
Comprising at least three skills and applications tasks

**Weighting**  
30%

At least one investigation or skills and applications task will involve collaborative work.

#### External Assessment

Examination 30%

#### Information on the External Assessment

The 130-minute examination will be marked by external assessors appointed by the SACE Board with reference to performance standards.



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## Chinese (Background Speakers)



<b>Subject</b>	Chinese (Background Speakers) (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Languages		

The Background Speakers level languages are designed for students who have a background in the language and who have had more than one year's education in a country where the language is spoken.

In Chinese (Background Speakers), students develop intercultural communication skills through examining relationships between language, culture and identity and reflecting on the ways in which culture is created, expressed and communicated through language. They develop their capability to communicate, interact and negotiate meanings within and across languages and cultures. Students clarify, extend and develop their ideas and opinions on the prescribed themes and contemporary issues and reach reasoned conclusions through critical engagement with a diversity of sources and perspectives.

### Content

Stage 2 Chinese at background speakers level consists of themes and/or a number of prescribed contemporary issues/topics.

### Assessment

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

### School-based Assessment

- Folio
- In-depth Study

### Weighting

40%  
30%

### External Assessment

Examination

30%

### Information on the External Assessment

The examination will be marked by external assessors with reference to performance standards. The examination consists of:

- Oral Examination  
*The oral examination will be of approximately 10 minutes duration.*
- Written Examination  
*The 130-minute written examination has three sections:*
  - Listening and Responding
  - Reading and Responding
  - Writing in Chinese



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## Chinese (Continuers)



<b>Subject</b>	Chinese (Continuers) (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Languages		

The Continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2 or who have an equivalent level of knowledge.

In Chinese (Continuers) students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning and examine relationships between language, culture and identity and reflect on the ways in which culture influences communication.

### Content

Stage 2 Chinese at Continuers level consists of three themes and a number of prescribed topics:

- The Individual
- The Chinese-speaking Communities
- The Changing World

### Assessment

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

#### School-based Assessment

- Folio
- In-depth Study

#### Weighting

40%  
30%

#### External Assessment

Examination

30%

#### Information on the External Assessment

The examination consists of:

- Oral Examination  
*The oral examination will be of 8-10 minutes. Students talk about topics such as interests, future plans, travel, school, and work.*
- Written Examination  
*The 130-minute written examination has three sections:*
  - Listening and Responding
  - Reading and Responding
  - Writing in Chinese



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## Digital Technologies



<b>Subjects</b>	Digital Technologies (Stage 1)	<b>Credits</b>	10 (Half year) 20 (Full year)
	Digital Technologies (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Business, Enterprise and Technology		

In Stage 2 Digital Technologies, students create practical, innovative solutions to problems of interest. Using real world data, students analyse large scale datasets, predict and hypothesise, and quantify results, proving / disproving prior assumptions. Students gain the skills needed to work with data and generate information for use in this ever changing digital age. Students develop solutions using iterative design methodology creating complex programs that involve data management.

Students develop, design and investigate how potential solutions are influenced by current and projected social, economic, environmental, scientific, and ethical considerations, including relevance, originality, appropriateness, and sustainability; while creating their own individual digital solution for an identified problem. The application of digital technologies can lead to discoveries, new learning, and innovative approaches to understanding and solving problems.

The study of Digital Technologies provides a platform for deep interdisciplinary learning, enabling students to make connections with innovation in other fields and across other learning areas.

### Content

Stage 2 Digital Technologies is a 20-credit subject. Students study all four of the focus areas listed below:

- Computational thinking
- Design and Programming
- Data Analytics
- Iterative Project Development

### Assessment

Stage 2 Digital Technologies assessment includes both school-based and external components.

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

- Project Skills (school-based) (50%)
- Collaborative Project (school-based) (20%)
- Individual Digital Solution (external assessment) (30%)

Students must demonstrate their ability to work collaboratively in at least one assessment.



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## Drama

<b>Subject</b>	Drama (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Arts		

In Drama, students participate in the planning, rehearsal and performance of dramatic works. They participate in creative problem-solving; they generate, analyse and evaluate ideas. They develop personal interpretations of scripts. Furthermore, student develop their curiosity and imagination, creativity, individuality, selfidentity, self-esteem and confidence. Students will also have the opportunity to view live theatre productions as part of the course.

### Content

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

#### Group Performance (40%)

Students undertake a role (acting or backstage) for the class production. They rehearse, reflect and develop their acting and/ or stagecraft skills to present a high quality production for a public audience. Students draw links between theory and current dramatic arts industry practice to envision their own theatre company. The company may involve the class as a whole or comprise several smaller companies from within the class. Students explore what they want to say as artists and develop ideas for creative expression. Their vision will be presented at two Drama Nights.

#### Evaluation and Creativity (30%)

This is undertaken in two parts. One task focuses on responding to drama (review writing). Students produce an analysis and evaluation of dramatic productions created by professional theatre companies.

The evaluation provides opportunities for students, as artists, to link reflection of their own learning from professional dramatic events. Events may include live theatre performances, on-site masterclasses and workshops, dramatic film and/or online drama performances. The second task focuses on creating drama. It may be linked to the study of the shared text and dramatic styles explored, to another text and style/s or it can be self-devised. In this task, each student is encouraged to take creative risks and to experiment while imagining, conceiving and developing a hypothetical (or actual) creative outcome.

#### Creative Presentation (30%)

Students collaborate in small groups to conceive, plan and produce a creative dramatic presentation or a film. As a small dramatic company or a small ensemble within a whole-class company, they individually and collaboratively apply their acquired knowledge, skills and understanding, including dramatic theory and process, to generate a shared dramatic intention and create a presentation as an ensemble.

#### Assessment

Assessment at Stage 2 is both external and school-based and includes options for written, video and multi-modal responses on each task.

Within the course, students may work in one or more of the following roles:

- Actor
- Designer (*eg - set and props, costume, make-up and hair [and/or mask], publicity and promotions, lighting, sound, music and/or composition, SFX, multimedia, front-of-house*)
- Director
- Stage Manager
- Production Manager
- Dramaturge
- Playwright
- Screenwriter
- Film-maker
- Cinematographer
- Editor
- Producer
- Publicist and Promoter

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## Economics



<b>Subject</b>	Economics (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Humanities and Social Sciences		

Economics is the study of how we exchange scarce resources to satisfy our needs and wants and gain insight into the behavior of individuals, firms, governments or other organisations.

Through the study of Economics, students examine the most significant individual and social problems through analysis and problem-solving skills.

Economic thinking is developed through inquiry skills, knowledge gained and understanding of economic concepts, principles and models. Students also analyse and respond to economic issues in known and unknown contexts.

In this subject, students are expected to:

- understand economic concepts, principles and models applied in a variety of social and political contexts
- apply and transfer understanding of economic concepts, principles and models in a variety of known and unknown contexts
- apply communication skills in economic contexts
- apply economic thinking to construct arguments and make recommendations
- analyse a range of economic data, principles and models
- analyse and evaluate the intended and unintended consequences of economic decisions.

### Content

#### Core Topic: Thinking Like an Economist

Thinking like an economist involves applying knowledge of economic concepts through exploring scenarios. Students develop an understanding that economic systems are viewed through different social and political lenses and that these perspectives determine the decisions of stakeholders.

The following contexts may form the basis for scenarios for inquiry: firms; macroeconomic management; trade and globalization; wealth, poverty, and inequality; innovation and the networked economy; the environment; health; sport and entertainment or an elective scenario.

### Assessment

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

#### School-based Assessment

- Folio tasks  
*At least one folio task could be a collaborative task.*
- Economics Project

#### Weighting

40%

30%

#### External Assessment

Examination

30%

#### Information on the External Assessment

Students undertake a 130-minute examination which will be marked by external assessors appointed by the SACE Board with reference to the performance standards.

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## English



<b>Subject</b>	English (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	English		

In English students read and view a range of texts. Through close study of literary and everyday texts, students explore relationships between content and perspectives and the text and its context. In comparing texts students analyse the relationships between language and stylistic features, text types and contexts. Students extend their language and explore their ideas through creating their own texts and reading and viewing the texts of others. Students consider the role language plays in communication and the ways in which language defines, shapes and reflects relationships between people. Students appreciate how clear and effective writing and speaking displays a depth of understanding, engagement and imagination for a range of purposes, audiences and contexts.

Students who gain a C- grade or better in this subject can count the credits towards the literacy requirement of the SACE.

### Content

Students undertake tasks within the following:

- Responding to Texts
- Creating Texts

### Responding to Texts

Three responses to text are completed. Two of these responses must be written and one must be oral. One of the three responses could be a comparison. The written responses should total a maximum of 2,000

words and the oral should be a maximum of 6 minutes. The texts must be chosen from at least three of the following:

- an extended text such as a novel
- a selection of poetry texts
- a drama text
- a film
- media texts

### Creating Texts

Students create two or three written, oral and or multi-modal texts and one writer's statement for procedural, imaginative, analytical, persuasive and/or different purposes. The texts should total 3,000 words and the writer's statement should be a maximum of 1,000 words.

### Assessment

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

School-based Assessment	Weighting
• Responding to Texts	30%
• Creating Texts	40%
<b>External Assessment</b>	
Comparative Analysis	30%

### Information on the External Assessment

Students complete an independent written Comparative Analysis of two texts and evaluate how the language features, stylistic features and conventions are used to represent ideas, perspectives and/or aspects of culture and to influence audiences (maximum 2,000 words). This is externally assessed by assessors appointed by the SACE Board.

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## English as an Additional Language



<b>Subject</b>	English as an Additional Language (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	English		

English as an Additional Language (EAL) is designed for students for whom English is an additional language or dialect. The subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis and text creation.

Through studying a variety of oral, written and multimodal texts, including informational and literary texts, students develop an understanding of text structures and language features. Students explore the relationship between the structures and features, purpose, audience and context of texts. Information, ideas and opinions in texts are identified and evaluated. Personal, social and cultural perspectives in texts are analysed and evaluated.

### Content

Students undertake tasks within the following areas of study:

#### Academic Literacy Study

Students develop their academic literacy skills through creating written and oral academic texts and extending their communication skills and strategies.

#### Responses to Texts

The responses to texts focus on developing comprehension skills, language and text analysis strategies.

#### Assessment

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

#### School-based Assessment

- Academic Literacy Study
- Responses to Text

#### Weighting

30%  
40%

#### External Assessment

Examination

30%

#### Information on the External Assessment

Students complete a 160-minute external examination that is divided into two sections:

- Comprehending Multimodal Texts
- Extended Response



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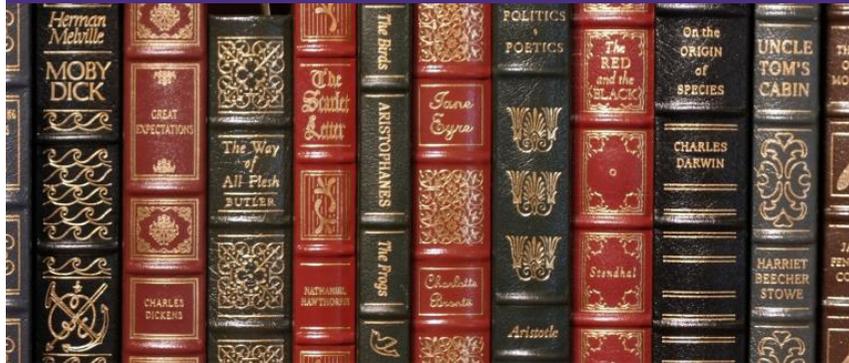
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## English Literary Studies



<b>Subject</b>	English Literary Studies (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	English		

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

English Literary Studies focuses on ways in which literary texts represent culture and identity and on the dynamic relationship between authors, texts, audiences and contexts.

Students who gain a C- grade or better in this subject can count the credits towards the literacy requirement of the SACE.

### Content

Students undertake tasks within the following:

- Responding to Texts
- Creating Texts

### Responding to Texts

Among the texts chosen for shared study there will be a study of:

- three texts (extended prose, film and drama)
- poetry
- range of short texts

Students produce up to five responses. One text response must be a critical perspectives task in which students consider one or more texts (or a selection of texts in the case of poetry) from two critical perspectives.

### Creating Texts

Students create texts that enable them to apply the knowledge, skills and understanding developed through their study of literary texts in a range of forms. They create two texts:

- one transformed text
- one written, oral or multimodal text

### Assessment

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

School-based Assessment	Weighting
• Responding to Texts	50%
• Creating Texts	20%
External Assessment	
• Comparative Essay	15%
• Examination (Critical Reading)	15%

### Information on the External Assessment

Both assessments will be marked by external assessors appointed by the SACE Board with reference to performance standards.

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## Essential English



<b>Subject</b>	Essential English (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Essential English		

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

The subject is appropriate for students for whom English is an additional language or dialect as well as non-EAL/D students.

Students who gain a C- grade or better in this subject can count the credits towards the literacy requirement of the SACE.

### Content

Students undertake tasks within the following:

- Responding to Texts
- Creating Texts
- Language Study

### Responding to Texts

Students respond to a range of texts that instruct, engage, challenge, inform and connect readers. They consider information, ideas and perspectives represented in the chosen texts. Students produce two responses to texts. At least one of the responses must be produced in written form and at least one response in oral or multimodal form.

### Creating Texts

Students create procedural, imaginative, analytical, interpretive or persuasive texts appropriate to a context. This work includes one advocacy text and two additional texts.

### Language Study

The Language Study focuses on the use of language by people in a context outside of the classroom.

### Assessment

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

School-based Assessment	Weighting
• Responding to Texts	30%
• Creating Texts	40%
<b>External Assessment</b>	
Language Study	30%

### Information on the External Assessment

The Language Study should be a maximum of 1,500 words if written or 8 minutes if presented in oral form. If presented in multimodal form, the length should be equivalent.

The Language Study will be marked by external assessors appointed by the SACE Board with reference to performance standards.

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## Essential Mathematics



<b>Subject</b>	Essential Mathematics (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Mathematics		

Essential Mathematics allows students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement, geometry and statistics in social contexts.

This course focuses on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

Essential Mathematics is intended for students planning to pursue a career in a range of trades or vocations.

### Content

Stage 2 Essential Mathematics consists of the following topics:

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

Each topic consists of a number of sub-topics which are presented as key questions and concepts.

### Assessment

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

School-based Assessment	Weighting
• Skills and Applications tasks	30%
• Folio	40%

### External Assessment

Examination	30%
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### Information on the External Assessment

Students undertake a 130-minute external examination set by the SACE Board. The examination is based on the key questions and key concepts outlined in the topics Measurement, Statistics and Investments and Loans. The examination will consist of a range of problems, some focusing on knowledge, routine skills and applications and others focusing on analysis and interpretation.

The examination will be marked by external assessors appointed by the SACE Board with reference to performance standards.

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## French (Continuers)



<b>Subject</b>	French (Continuers ) (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Languages		

The Continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2 or who have an equivalent level of knowledge.

In French (Continuers) students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning and examine relationships between language, culture and identity and reflect on the ways in which culture influences communication.

### Content

Stage 2 French at Continuers level consists of three themes and a number of prescribed topics and suggested sub-topics.

#### Themes:

- The Individual
- The French-Speaking Communities
- The Changing World

### Assessment

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

School-based Assessment	Weighting
• Folio	40%
• In-depth Study	30%

#### External Assessment

Examination	30%
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#### Information on the External Assessment

The examination consists of:

#### Oral Examination

The oral examination will be of 8-10 minutes. Students talk about topics such as interests, future plans, travel, school, and more.

- Discussion

#### Written Examination

The 130-minute written examination has three sections:

- Listening and Responding
- Reading and Responding
- Writing in French

The examinations will be marked by external assessors appointed by the SACE Board with reference to performance standards.

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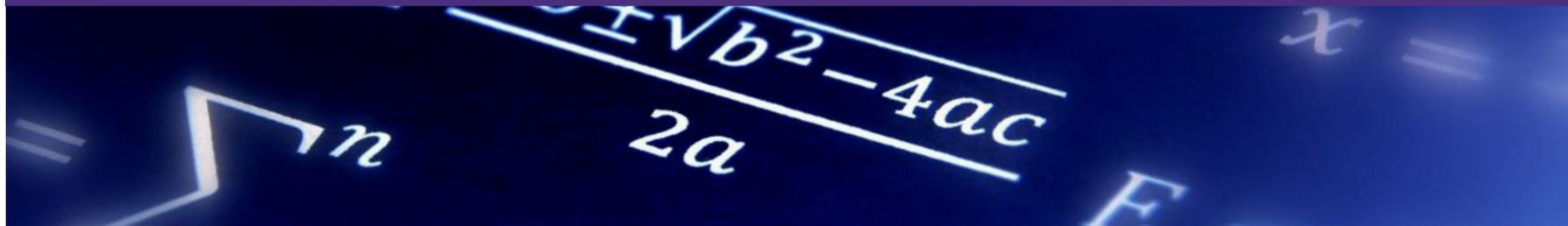
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## General Mathematics



	General Mathematics (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Mathematics		

General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. A problem-based approach is critical to the development of mathematical models and the associated key concepts in the topics studied. The topics cover a diverse range of applications of mathematics such as personal finance management, the statistical investigation process, modelling using linear and non-linear functions and discrete modelling using networks and matrices.

Successful completion of this subject at a Stage 2 level prepares students for entry to tertiary courses requiring a non-specialised background in Mathematics.

### Content

Stage 2 General Mathematics consists of the following topics:

- Modelling with Linear Relationships
- Modelling with Matrices

- Discrete Models
- Financial Models
- Statistical Models

Each topic consists of a number of sub-topics, which are presented as key questions and concepts.

### Assessment

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

School-based Assessment	Weighting
• Skills and Applications tasks	40%
• Mathematical investigation	30%
External Assessment	
Examination	30%

### Information on the External Assessment

Students undertake a 130-minute external examination set by the SACE Board. The examination is based on the key questions and key concepts outlined in the topics Statistical Models, Financial Models and Discrete Models. The examination will consist of a range of problems, some focusing on knowledge, routine skills and applications and others focusing on analysis and interpretation.

The examination will be marked by external assessors appointed by the SACE Board with reference to performance standards.

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## Information Processing And Publishing



<b>Subject</b>	Information Processing and Publishing (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Business, Enterprise and Technology		

Information Processing and Publishing focuses on the application of practical skills to provide creative solutions to text-based communication tasks. Students create both hard copy and electronic text-based publications and evaluate the development process. They use technology to design and implement information processing solutions and identify, choose and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

### Content

Two areas will be studied:

- Desktop Publishing
- Electronic Publishing

### Assessment

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

#### School-based Assessment

- Practical Skills
- Issues Analysis

#### Weighting

40%  
30%

#### External Assessment

Product and Documentation

30%

#### Information on the External Assessment

Students complete one Product and Documentation task that may come from either one focus area or the integration of two focus areas.

Students complete, for an identified audience, a text based product that demonstrates knowledge and use of the four parts of the designing process: investigating, devising, producing and evaluating. The completed product should be five pages in length or the equivalent.

There must be adequate text to demonstrate use of design elements. The designing process must be covered in separate documentation, of up to a maximum of 1,500 words which must be submitted with the completed product.

The Product and Documentation will be marked by external assessors appointed by the SACE Board with reference to performance standards.

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## Italian (Continuers)



<b>Subject</b>	Italian (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Languages		

The Continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2 or who have an equivalent level of knowledge.

In Italian (Continuers) students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning and examine relationships between language, culture and identity and reflect on the ways in which culture influences communication.

### Content

Stage 2 Italian at Continuers level consists of three themes and a number of prescribed topics and suggested sub-topics.

#### Themes:

- The Individual
- The Italian-Speaking Communities
- The Changing World

### Assesment

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

School-based Assessment	Weighting
• Folio	40%
• In-depth Study	30%
External Assessment	
Examination	30%

### Information on the External Assessment

The examination consists of:

- Oral examination
- Written examination

### Oral Examination

The oral examination will take 8-10 minutes. Students talk about topics such as interests, future plans, travel, school, and work.

### Written Examination

The 130-minute written examination has three sections:

- Listening and Responding
- Reading and Responding
- Writing in Italian

The examinations will be marked by external assessors appointed by the SACE Board with reference to performance standards.

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## Legal Studies



<b>Subject</b>	Legal Studies (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Humanities and Social Sciences		

In Stage 2, students explore the ways in which law facilitates fairness, justice and harmony within communities through evaluation of the operation of the Australian legal system, its principles and process.

All topics studied are examined through the mechanism of asking ‘big questions’ to stimulate deep thinking and engagement and to consider a range of perspectives. Students also consider competing tensions in the legal system between rights and responsibilities, fairness and efficiency, the empowered and the disempowered and certainty and flexibility. Laws must constantly evolve in order to resolve these tensions, while also responding to changes in community values and circumstances.

Students develop skills of analysis and evaluation through the development of oral and written arguments in response to complex legal issues. Students analyse legislation and case law and propose reforms to improve the operation of the legal system for diverse groups in the community. Visits to the South Australian parliament and law courts enhance students’ understanding of the practical operation of the legal system.

### Content

Stage 2 Legal Studies is a 20-credit subject that consists of the following two compulsory focus areas:

- Sources of Law
  - Dispute Resolution
- and one of the following topics:
- The Constitution
  - When Rights Collide

### Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Legal Studies:

School-based Assessment	Weighting
• Folio (three tasks)	40%
• Inquiry (one task)	30%
<b>External Assessment</b>	
Examination (130 minutes)	30%
Online Examinations	

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## Mathematical Methods



<b>Subject</b>	Mathematical Methods (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Mathematics		

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions, their derivatives and integrals and also by mathematically modelling physical processes, students develop a deep understanding of the physical world through relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Mathematical Methods provides the foundation for further study, at the tertiary level, in mathematics, economics, computer sciences and the sciences. It also prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science and physical sciences.

### Content

Stage 2 Mathematical Methods consists of the following topics:

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

Each topic consists of a number of sub-topics, which are presented as key questions and concepts.

### Assesment

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

School-based Assessment	Weighting
• Skills and Applications tasks	50%
• Mathematical Investigation	20%

### External Assessment

Examination	30%
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### Information on the External Assessment

Students undertake a 130-minute external examination set by the SACE Board, based on the key questions and key concepts outlined in the six topics. The examination will consist of a range of problems, some focusing on knowledge and routine skills and applications and others focusing on analysis and interpretation. Some problems may require students to interrelate their knowledge, skills and understanding from more than one topic.

The examination will be marked by external assessors appointed by the SACE Board with reference to performance standards.

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## Modern History



<b>Subject</b>	Modern History (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Humanities and Social Sciences		

Students of Modern History have the opportunity to make sense of an increasingly complex and rapidly changing world by connecting the past and the present and by investigating human experience over time through past events, actions and phenomena to gain an insight into human nature and ways individuals and societies function. Historical concepts and ideas such as change and continuity; historical empathy; power and its distribution; the causes and resolution of conflicts and rules and rulers are covered. Historical perspectives help develop an understanding of how and why events happened in the past and how they, as citizens in society, can influence the future. Students also question accepted historical narratives by researching and reviewing sources within a framework of inquiry and critical analysis.

### Content

Students study the following two topics:

#### Modern Nations

- Germany (1918-48)

#### The World Since 1945

- The Changing World Order (1945-)

Students complete two historical skills assessments based on the *Modern Nations* topic for the school-based assessment. They also complete an argumentative essay based on this topic in the external examination.

### Assesment

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

#### School-based Assessment

- Historical Skills**  
There will be two assessments on the topic from Modern Nations and two or three assessments on the topic from The World Since 1945. Tasks may include, but are not limited to, essays, sources analysis, oral presentations, multimodal presentations, research assignments, empathetic pieces and historical reports.

**Weighting**  
50%

- Historical Study**  
Students undertake an individual historical study. They explore and research a historical idea, event, person or group in depth. The tasks should be a maximum of 2,000 words if written or the equivalent 12-minute oral or multimodal form.

20%

#### External Assessment

Examination

30%

#### Information on the External Assessment

The 130-minute examination includes a sources analysis section and an essay question.

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## Music Explorations



<b>Subject</b>	Music Explorations (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Arts		

Stage 2 Music Explorations emphasises learning through exploring and experimenting with music. Through exploration of musical styles and influences, the elements of music and how music is made, students develop musical literacy and engage critically and creatively with music through responding to their own and others' works.

In this subject, students are expected to:

- develop and apply knowledge and understanding of musical elements in exploring and experimenting with music
- explore and experiment with musical styles, influences, techniques and/or production
- apply musical literacy skills
- analyse and discuss musical works
- synthesise findings from exploration of and experimentation with music and express musical ideas
- reflect on and critique own learning within music

### Content

This subject is flexible in its design, allowing individual exploration options in performing, composing, arranging and exploring music technology. Through practical application of their understanding of musical elements, students learn to analyse and deconstruct music, manipulate sound and create musical works that express their ideas and emotions.

### Assesment

The following assessment types enable students to demonstrate their learning in Stage 2 Music Explorations:

School-based Assessment	Weighting
• Musical Literacy	30%
• Explorations	40%
<b>External Assessment</b>	
Creative Connections	30%

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

Students complete:

- two or three musical literacy tasks
- one portfolio of explorations
- one creative connections task

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## Music Performance - Ensemble



<b>Subject</b>	Music Performance Ensemble (Stage 2)	<b>Credits</b>	10 (Half year)
<b>Learning Area</b>	Arts		

In Music Performance - Ensemble students develop and extend their practical music-making skills through performing works in an ensemble. They apply their musical understanding, skills and techniques to refine and perform music. Students analyse their repertoire, critique strategies to rehearse and develop their performances and effectively contribute to the collaborative process of an ensemble.

**Note:** For the purposes of this subject, students may perform on one or more instruments or a combination of instrument/s and voice.

### Content

Students will develop their practical performance skills, refining their technique and tone on their chosen instrument or voice. They will analyse their repertoire and demonstrate knowledge of style, technique, form and musical structure. Students will also reflect on, critique and evaluate their performance and learning journey through their course of study in this subject.

In order to successfully complete this subject, students are expected to be involved in at least one College Ensemble and will be required to attend all relevant rehearsals and performances for that ensemble.

### Assesment

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

School-based Assessment	Weighting
• Assessment Type 1: Performance	30%
• Assessment Type 2: Performance and Discussion	40%
External Assessment	
• Assessment Type 3: Performance Portfolio	30%

### Information on the External Assessment

Students present a Performance Portfolio consisting of:

- an ensemble performance of a musical work or works and individual evidence of each student's contribution to the ensemble through individual part testing
- an individual evaluation of their learning journey

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## Music Performance - Solo



<b>Subject</b>	Music Performance Solo (Stage 2)	<b>Credits</b>	10 (Half year)
<b>Learning Area</b>	Arts		

In Music Performance - Solo students develop and extend their practical music-making skills through performing works for instrument(s) and/or voice. They apply their musical understanding, skills, technique and accuracy in performing and refining music and developing performance skills. Students analyse their chosen repertoire and critique strategies to develop their performances and they evaluate their performances as a soloist.

**Note:** For the purposes of this subject a performer is an instrumentalist and/or a vocalist and a performance may be solo or accompanied.

### Content

Students develop and extend their practical music-making skills through performing works for instrument(s) and/or voice. They apply their musical understanding, skills, technique and accuracy in refining and performing music and in developing stage presence and skills in engaging an audience.

Students create music for solo performance for a range of purposes and contexts and may choose instruments (voice, acoustic and/or electronic) and notation as appropriate to the focus of their learning. They may perform either solo or as a soloist with an accompanist or backing musician or backing track, minus one.

Students engage critically and creatively with music and strengthen their musical literacy through critiquing and evaluating their own performances, interpreting the creative works that they perform and expressing their musical ideas.

### Assesment

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

School-based Assessment	Weighting
• Assessment Type 1: Performance	30%
• Assessment Type 2: Performance and Discussion	40%
External Assessment	
• Assessment Type 3: Performance Portfolio	30%

### Information on the External Assessment

Students present a Performance Portfolio consisting of:

- a solo performance of a musical work or works
- an evaluation of their learning journey

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## Music Studies



<b>Subject</b>	Music Studies (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Arts		

Stage 2 Music Studies aims to develop students as performers, composers/arrangers, musicologists and critics. Students apply their knowledge and understanding of the elements of music and musical conventions and styles to develop and refine their musical works, their musical imagination and their own ideas about, and appreciation of, music.

### Content

Students develop and extend their practical music-making skills through performance and/or composing works for instruments and/or voice. They manipulate musical elements to create their own musical works and apply their musical understanding, skills and techniques in refining and presenting their works. Students develop and extend their understanding of music theory and conventions and their skills in score reading and relating musical sounds to notation.

### Assesment

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

School-based Assessment	Weighting
<ul style="list-style-type: none"> <li>Creative Works One portfolio of creative works (which may be a performance/s, a composition/s or an arrangement/s)</li> </ul>	40%
<ul style="list-style-type: none"> <li>Musical Literacy Two or three tasks</li> </ul>	30%
<b>External Assessment</b> <ul style="list-style-type: none"> <li>Examination</li> </ul>	30%

### Information on the External Assessment

Students complete a 130-minute examination in which they apply their knowledge and understanding of musical elements and their musicianship skills in creative and innovative ways.

The examination will be marked by external assessors appointed by the SACE Board with reference to performance standards.

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## Outdoor Education

<b>Subject</b>	Outdoor Education (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Health and Physical Education		

This subject involves multiple compulsory expeditions and single-day excursions involving physical activities.

*It is an expectation that students catch up on any missed content from other subject areas for Homework.*

Stage 2 Outdoor Education provides the opportunity for experiential learning through 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 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 evaluate and reflect on their own learning progression, including their practical outdoor skills development and their collaborative and leadership skills as well as their relationship with and connection to nature.

### Content

#### Focus Area 1: Conservation and Sustainability

Through the study of the history of a natural environment, students understand the ecosystem and the impacts of human actions and decisions on the natural environment. Students develop their understanding of different perspectives of the natural environment, critically analyse human interactions with the environment and investigate strategies that contribute to conservation and

sustainability.

#### Focus Area 2: Human Connections with Nature

Students experience outdoor activities and journeys in natural environments to explore and connect with nature and develop relationships that promote conservation, sustainability and personal and social growth and development. Students apply planning and leadership skills to support positive outdoor experiences in nature for themselves and others through consideration of safety and risk management, decision-making and reflective and collaborative practices.

#### Focus Area 3: Personal and Social Growth and Development

Through learning in natural environments, students develop personal meaning and an appreciation of the role of natural environments in providing life perspective.

### Assesment

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

#### School-based Assessment

- About Natural Environments
- Experiences in Natural Environments

#### Weighting

20%  
50%

#### External Assessment

- Connections with Natural Environments

30%

#### Information on the External Assessment

Students complete an Individual Investigation of 2000 words in length or 12 minutes oral/multimodal.

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## Physical Education



<b>Subject</b>	Physical Education (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Health and Physical Education		

### Content

Stage 2 Physical Education is a course based on understanding theory concepts and applying them to practical situations and analysing results. These may include heart rate, GPS and speed data, heat maps, game video analysis and statistics for games. Students will plan and implement training programs, coaching lessons and be a productive member of a team to complete all four required tasks.

### Assesment

Students will participate in several practicals which will provide evidence and data for assessment tasks. Possible practicals include designing programs to develop aerobic or anaerobic fitness, golf, AFL 9s, touch football, badminton, netball, basketball volleyball and fitness.

Students provide evidence of their learning through four assessment tasks, including the external assessment component:

- two Diagnostics tasks
- one Improvement Analysis task
- one Group Dynamics task

### School-based Assessment

- Assessment Type 1: Diagnostics  
*Students complete two diagnostics tasks evaluating data - one on Exercise Physiology and the other focusing on Biomechanics*
- Assessment Type 2: Self-improvement Portfolio  
*Students complete an individual improvement journey in a selected class sport/activity. They complete a 4,000 word evaluation detailing improvements over an 8-week period.*

**Weighting**  
30%

40%

### External Assessment

- Assessment Type 3: Group Dynamics  
*Students undertake the role of a specific type of coach for a team - tactical, technical, motivational or fitness. Over an 8-week period, they must design a program and then detail the team's improvement in a chosen sport.*

30%



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## Physics

<b>Subject</b>	Physics (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Sciences		

The study of Physics offers opportunities for students to understand and appreciate the natural world. This subject requires the interpretation of physical phenomena through a study of motion in two dimensions, electricity and magnetism, light and matter, atoms and nuclei. As well as applying knowledge to solve problems, students develop experimental, investigation design, information and communication skills through practical and other learning activities. Students gather evidence from experiments and research and acquire new knowledge through their own investigations.

### Content

The subject comprises of three major topics. The topics are further broken into sub-topics:

#### Motion and Relativity

- Projectile Motion
- Forces and Momentum
- Circular Motion and Gravitation
- Relativity

#### Electricity and Magnetism

- Electric Fields
- Motion of Charged Particles in Electric Fields
- Magnetic Fields
- Motion of Charged Particles in Magnetic Fields
- Electromagnetic Induction



#### Light and Atoms

- Wave Behaviour of Light
- Wave - Particle Duality
- Structure of the Atom
- Standard Model

#### Assessment

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

School-based Assessment	Weighting
• Investigations Folio	30%
• Skills and Applications tasks	40%
<b>External Assessment</b>	
• Examination	30%

#### Information on the External Assessment

Students undertake one 130-minute examination. Stage 2 science inquiry skills and science understanding from all topics may be assessed. All specific features of the assessment design criteria for this subject may be assessed in the external examination.

The examination will be marked by external assessors appointed by the SACE Board with reference to performance standards.

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## Psychology

<b>Subject</b>	Psychology (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Sciences		

The study of Psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

Stage 2 Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (ie - observation, experimentation and experience) the subject allows students to develop useful skills in analytical and critical thinking and in making inferences.

### Content

The following topics are studied:

- Scientific Inquiry Skills
- Science as a Human Endeavour (SHE)
- Psychology of the Individual
- Psychological Health and Wellbeing
- Organisational Psychology
- Social Influence
- Psychology of Learning



### Assessment

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

School-based Assessment	Weighting
• Investigations Folio	30%
• Skills and Applications tasks	40%
External Assessment	
• Examination	30%

### Information on the External Assessment

Students undertake a 130-minute external examination which consists of short answer and extended response questions.

The examination will be marked by external assessors appointed by the SACE Board with reference to performance standards.

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## Scientific Studies

<b>Subject</b>	Scientific Studies (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Sciences		

Students develop their knowledge of scientific principles and concepts, the ability to use that knowledge to identify questions, issues, opportunities and challenges and the capacity to acquire new knowledge through their own investigations. They develop the skills and abilities to explain scientific phenomena and to draw evidence-based conclusions from the investigation of science related issues. In this way, students develop scientific knowledge and skills to support them in their future career pathways, including those that are science related, and in their everyday life in a world shaped by science and technology.

### Content

The overarching theme of Sustainability provides opportunities for students to explore links between learning in science and in other areas and to discuss historical, social, ethical and environmental contexts.

Under the theme of Sustainability, students investigate the changing environment we live in by exploring the topics of:

- Climate Change
- Recycling, Food Security
- Renewable Energy

### Assesment

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

School-based Assessment	Weighting
• Inquiry Folio	50%
• Collaborative Inquiry	20%



Students provide evidence of scientific inquiry skills through several assessment tasks, including practicals, data analysis, research investigations and deconstruction and design experiments. They are also assessed on their collaborative skills and create a model using the engineering design process where they research, build, test and assess their design.

### External Assessment

- Practical Investigation 30%

### Information on the External Assessment

Students undertake an independent Practical Investigation. The investigation report is up to a maximum of 2,000 words in length. It is investigation is double marked, firstly by the teacher and then by an external assessor appointed by the SACE Board.

The examination will be marked by external assessors appointed by the SACE Board with reference to performance standards.

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## Social Justice Studies (Integrated Learning)

<b>Subject</b>	Integrated Learning (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Cross-disciplinary		

Integrated Learning is a subject framework that enables students to make links between aspects of their lives and their learning. Through the lens of the program focus Social Justice, students develop their learning about real-world challenges and problems while also growing their knowledge about themselves as learners and their capabilities.

### Content

In Integrated Learning, students develop, extend and apply critical thinking skills through inquiry about aspects of the Social Justice. They develop an awareness of the context within which they are learning and are encouraged to contribute to collaborative thinking and ways of working.

Underpinning the design of Integrated Learning is an emphasis on students making links between their learning and the SACE identifies the following seven capabilities:

- Literacy
- Numeracy
- Information and Communication Technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Inter-cultural understanding

### Assesment

The following assessment types enable students to demonstrate their learning in Stage 2 Integrated Learning:



### School-based Assessment

- Practical Inquiry
- Connections

### Weighting

40%  
30%

### External Assessment

- Personal Endeavour

30%

### Information on the External Assessment

The Personal Endeavour is likely to be an inquiry-based or practical-based investigation or a combination of these. The assessment is an opportunity for students to explore an area of the program focus that is of interest to them.

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

- at least two Practical Inquiries
- at least one Connections task
- one Personal Endeavour task

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## Society and Culture

<b>Subject</b>	Society and Culture (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Humanities and Social Sciences		

In Society and Culture students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups. Through their study of Society and Culture, students develop the ability to influence their own futures, by developing skills, values and understandings that enable effective participation in contemporary society.

Stage 2 Society and Culture is a 20 credit subject.

### Content

Students study one topic from each of the following three areas:

#### Culture

- The Material World

#### Contemporary Challenges

- Technological Revolutions

#### Global Issues

- A Question of Rights



### Assesment

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

#### School-based Assessment

- |               |     |
|---------------|-----|
| • Folio       | 50% |
| • Interaction | 20% |

#### External Assessment

- |                 |     |
|-----------------|-----|
| • Investigation | 30% |
|-----------------|-----|

#### Information on the External Assessment

Students undertake an independent investigation of a contemporary social or cultural issue (maximum of 2,000 words in length).

The investigation will be marked by external assessors appointed by the SACE Board with reference to performance standards.



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## Specialist Mathematics



<b>Subject</b>	Specialist Mathematics (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Mathematics		

Specialist Mathematics is designed to be studied in conjunction with Stage 2 Mathematical Methods.

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills and understanding using mathematical models. It provides students with the opportunity to develop their skills in using rigorous mathematical arguments and proofs. It includes the study of functions and calculus.

This subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science and physical sciences.

### Content

Stage 2 Specialist Mathematics consists of the following topics:

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

Each topic consists of a number of sub-topics, which are presented as key questions and concepts.

### Assessment

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

School-based Assessment	Weighting
• Skills and Applications tasks	50%
• Mathematical Investigation	20%
<b>External Assessment</b>	
• Examination	30%

### Information on the External Assessment

Students undertake a 130-minute external examination set by the SACE Board, based on the key questions and key concepts outlined in the six topics. The examination will consist of a range of problems, some focusing on knowledge and routine skills and applications and others focusing on analysis and interpretation. Some problems may require students to interrelate their knowledge, skills and understanding from more than one topic.

The examination will be marked by external assessors appointed by the SACE Board with reference to performance standards.

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## Visual Arts - Art



<b>Subject</b>	Visual Arts - Art (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Arts		

In Visual Arts - Art students conceive, develop and make work/s of art that reflect the development of a personal visual aesthetic. They use visual thinking and investigation to develop ideas and concepts, explore and refine their technical skills and produce imaginative solutions. Students are given the freedom to choose their own themes and media when creating artworks.

Through the study of a range of artists and artworks students develop an understanding of artworks in their cultural and historical contexts. Through both this study and in their own practical work they gain an appreciation of the aesthetic or functional qualities in works of art or design. They develop research, analysis and written and visual communication skills.

### Content

#### Practical

Students create a folio of developmental work leading to a final art piece. Students produce 1 or 2 finished art pieces. Students can choose both media and concept for their artwork. Students explore and develop each artwork, documenting their visual thinking process in a folio. Up to 40 A3 pages of folio work is expected. Students create finished artworks based on the work produced in their folio. For each piece they write a Practitioner's Statement which explains and evaluates the finished artwork.

### Visual Study

Students create a Visual Study which is an exploration of, or experimentation with, one or more styles, ideas, concepts, methods, techniques or technologies based on research and analysis of the work of other practitioners. The topic of the Visual Study is chosen by the student and it must relate to an area of Art.

The Visual Study will contain written or verbal material that should include introductory information, annotated comments, analysis, response, synthesis and conclusions. Students submit no more than 20 A3 pages (or equivalent) of practical study, integrated with no more than 2,000 words or 12 minutes of recorded oral explanation.

### Assessment

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

School-based Assessment	Weighting
• Folio	40%
• Practical	30%
External Assessment	
• Visual Study	30%

### Information on the External Assessment

The Visual Study will be marked by external assessors appointed by the SACE Board with reference to performance standards.

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## Visual Arts - Design

<b>Subject</b>	Visual Arts - Design (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Arts		

In Visual Arts - Design students conceive, develop and make work/s of design that reflect the development of a personal visual aesthetic. They use visual thinking and investigation to develop ideas and concepts, explore and refine their technical skills and produce imaginative solutions.

The broad area of Design includes graphic and communication design, environmental design and product design. Emphasis is placed on defining the problem, problem-solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions. Students are given the freedom to choose the forms of design they are interested in and to develop their own design briefs.

Through the study of a range of designers and designs, students develop an understanding of designs in their cultural and historical contexts. Through this study and their own practical work, they gain an appreciation of the aesthetic or functional qualities in works of design. Students develop research, analysis and written and visual communication skills.

### Content

#### Practical

Students create a folio of developmental work leading to a final design piece. Students produce 1 or 2 finished design pieces. Students explore and develop their design, documenting their visual thinking process in a folio. Up to 40 A3 pages of folio work is expected. Students create finished pieces based on the work produced in their folio. For each piece they write a Practitioner's Statement which explains and evaluates the finished design.

### Visual Study

Students create a Visual Study which is an exploration of, or experimentation with, one or more styles, ideas, concepts, methods, techniques or technologies based on research and analysis of the work of other practitioners. The topic of this study is chosen by the student and it must relate to an area of Design.

The Visual Study will contain written or verbal material that should include introductory information, annotated comments, analysis, response, synthesis and conclusions. Students submit no more than 20 A3 pages (or equivalent) of practical study, integrated with no more than 2,000 words or 12 minutes of recorded oral explanation.

### Assessment

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

#### School-based Assessment

- Folio
- Practical

#### Weighting

40%  
30%

#### External Assessment

- Visual Study

30%

### Information on the External Assessment

The Visual Study will be marked by external assessors appointed by the SACE Board with reference to performance standards.



From the Principal

Subject Flowchart

Year 10

Year 10 Subject Outlines

SACE

SACE and Higher Education

Vocational Education and Training (VET)

Subject Selection Guide

Stage 1 Subject Outlines

Stage 2 Subject Outlines

## Workplace Practices

<b>Subject</b>	Workplace Practices (Stage 2)	<b>Credits</b>	20 (Full year)
<b>Learning Area</b>	Business, Enterprise and Technology		

In Workplace Practices students develop knowledge, skills and understanding of:

- the nature of work
- industrial relations and legislation
- safe and sustainable workplace practices
- technical and industry-related skills
- issues in industry and workplace contexts.

Through the study of Workplace Practices students can undertake learning in the workplace and develop and reflect upon their capabilities, interests and aspirations. The subject may include the undertaking of Vocational Education and Training (VET) as provided under the Australian Qualifications Framework (AQF).

### Content

There are three focus areas of study of this subject:

- Industry and Work Knowledge
- Vocational Learning
- Vocational Education and Training (VET)

The Industry and Work Knowledge component consists of the following:

- Work in Australian Society
- The Changing Nature of Work

- Industrial Relations
- Finding Employment

### Assessment

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

#### School-based Assessment

- Folio
- Performance
- Reflection

#### Weighting

25%  
25%  
20%

#### External Assessment

- Investigation

30%

#### Information on the External Assessment

The Investigation may be either a Practical Investigation or an Issues Investigation:

- Practical Investigation  
*Students undertake a practical investigation based on a product, task or service in which they have been involved (maximum of 2,000 words if in written form or the equivalent in oral/multimodal).*
- Issues Investigation  
*Students undertake an investigation of a local, national and/or global issue, culture or environment relating to their experiences of work and workplace contexts and/or one or more of the Industry and Work Knowledge topics studied (maximum 2,000 words if in written form or the equivalent in oral/multimodal).*

The investigation will be marked by external assessors appointed by the SACE Board with reference to performance standards.