



MERCEDES COLLEGE

COMPASSION LOYALTY JUSTICE INTEGRITY RESPONSIBILITY MUTUAL RESPECT

Year 11 SACE (Stage 1)

Curriculum Handbook 2016

(Updated April 2016)



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INTRODUCTION

Students entering Year 11 will be undertaking studies for Stage 1 of the **South Australian Certificate of Education (SACE)** or the **International Baccalaureate Diploma**.

The SACE and IB Diploma curricula have been designed to advance particular educational ends. Their main aim is to provide access to, and participation in, an appropriate range of studies for all students to prepare them for University entrance (in Australia or internationally), further education or the work force.

NATURE OF THE SACE

The SACE is designed to enable students to:

- ◆ develop the capabilities to live, learn, work, and participate successfully in a changing world
- ◆ plan and engage in a range of challenging, achievable, and manageable learning experiences, taking into account their goals and abilities
- ◆ build their knowledge, skills, and understanding in a variety of contexts, for example, schools, workplaces, and training and community organisations
- ◆ gain credit for their learning achievements against performance standards.

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 Stage 2 SACE subjects
- ◆ be expected to gain and demonstrate essential skills and knowledge for their future, focusing on communication, citizenship, personal development, work and learning
- ◆ have 30 per cent of their work in every Stage 2 subject externally assessed. This will be done in various ways, including exams, practical performances and presentations
- ◆ have outside moderators check the school-assessed parts of Stage 2 subjects to ensure consistent grading across the State.
- ◆ To gain the new certificate students must earn 200 credits. Ten 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:

- ◆ a Personal Learning Plan at Stage 1 (usually undertaken in Year 10), worth 10 credits
- ◆ at least 20 credits towards literacy from a range of English/English as a Second Language studies at Stage 1
- ◆ at least 10 credits towards numeracy from a range of Mathematics studies at Stage 1
- ◆ a major project of extended studies called the Research Project at Stage 2, worth 10 credits
- ◆ completion of at least 60 additional credits in Stage 2 subjects and courses.

Students can then choose from a wide range of subjects and courses to earn the remaining credits to gain the SACE. These include subjects and courses from either Stage 1 or Stage 2. The subjects offered will enable students to complete the compulsory units and patterns of particular subjects as required by the SACE Board of South Australia.

SACE STRUCTURE AT MERCEDES COLLEGE

Stage 1

At Mercedes we have prepared our Stage 1 curriculum offerings to harmonise with the aims of the SACE. Apart from the 40 compulsory credits as part of the SACE, students at Mercedes will also complete 10 credits of compulsory Religious Education.

Students will then have a free choice of another 70 credits at Stage 1.

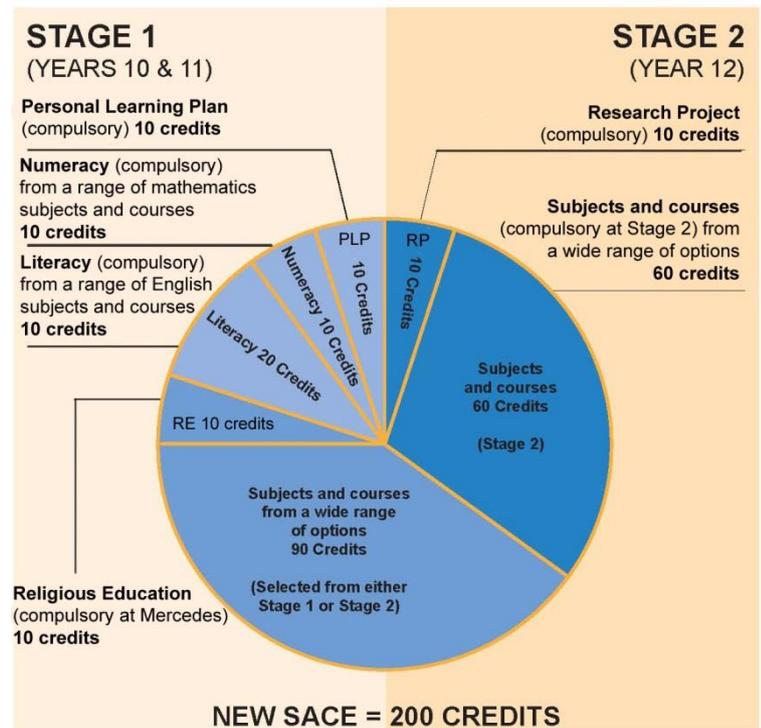
Note that 10 credits is equivalent to one semester of full-time study.

Stage 2

All students will complete the compulsory Research Project. The Research Project is offered in two options with Option B requiring a written statements and available for use in the calculation of the Australian Tertiary Admissions Rank (ATAR).

To maximise the opportunities for university entrance, students at Mercedes will choose 4 full-year Stage 2 subjects (80 credits) and will complete Research Project Option B. Although no specific subjects are required, students are strongly advised to consider pre-requisite guidelines from tertiary institutions. In particular, English and Mathematics are often identified as recommended or required Stage 2 subjects.

At Stage 2, students are able to undertake one IB Diploma subject for 20 SACE credits. This option attracts an IB Course fee (details can be obtained from the IB Diploma Coordinator).



SUBJECT SELECTION

This booklet has been prepared to help you make decisions about the subjects and courses which are available to you next year. You should refer to your Personal Learning Plan which has involved you considering and identifying:

- ◆ the careers or courses you wish to pursue
 - Be realistic in choosing your course or career
 - Your ability and attitude to study are unlikely to change significantly
 - Choosing a course within your capabilities may well be the key to your success in the future
- ◆ the Australian Tertiary Admissions Rank (ATAR) required for those courses
- ◆ the Stage 2 subjects you will require to reach that ATAR. In choosing subjects, you should:
 - check your copy of the Tertiary Entrance Booklet to identify pre-requisite and recommended subjects for any career or course in which you are interested
 - identify whether the tertiary institutions provides bonus points or course credit for certain subjects
 - seek advice from your teachers and take their recommendations seriously
 - consider how much satisfaction and enjoyment you obtain from various subjects. You are more likely to do well in those you like
 - consider how well you have coped with the subject (or related one) in the past
- ◆ the Stage 1 subjects that will best prepare you for Stage 2

You should also:

- ◆ liaise fully and carefully with the Careers Counsellor so that you ensure the course selected will enable you to be prepared for your selected career choices
- ◆ check with the SACE Coordinator and/or IB Diploma Coordinator to ensure that your selected subjects will enable you to gain the SACE and an ATAR (Australian Tertiary Admissions Rank) for University entrance if that is your chosen pathway; and a TAFE entry score if that is your preferred option for post-school studies.

SENIOR SCHOOL CURRICULUM OUTLINE

Subject Name	Year	SACE			IB
		10	11	12	11/12
Religious Education		✓	✓	✓	✓
Accounting			✓	✓	
Arts		✓	✓	✓	✓
Business and Enterprise			✓	✓	
Business Management					✓
Chinese (Background Speakers)			✓	✓	✓
Design		✓	✓	✓	
Drama / Theatre		✓	✓	✓	✓
Economics			✓	✓	✓
English		✓	✓		✓
English Communications				✓	
English Studies				✓	
English as a Second Language		✓	✓	✓	✓
French		✓	✓	✓	✓
Geography		✓			
History		✓	✓	✓	✓
Indonesian		✓	✓	✓	✓
Legal Studies			✓	✓	
Mathematics:		✓			
Essential / General Mathematics					
Specialist Mathematics			✓	✓	✓
Mathematical Studies			✓	✓	✓
Mathematical Methods				✓	
Mathematical Applications			✓	✓	✓
Music		✓	✓	✓	✓
Nutrition			✓	✓	
Outdoor Education			✓	✓	
Physical Education		✓	✓	✓	
Science:		✓			
Biology			✓	✓	✓
Chemistry			✓	✓	✓
Physics			✓	✓	✓
Psychology			✓	✓	✓
STEP		✓			
Society and Culture			✓	✓	
Spanish <i>ab initio</i>					✓
Theory of Knowledge					✓
Tourism Studies			✓	✓	
Work Place Practices			✓	✓	

COMMUNITY SERVICE

“The heart of our Mercy life is to participate in bringing the Kingdom into our world. For this reason we are compelled to work both individually and corporately, to bring about a more just and compassionate society”.

Community service is a vital component of the Mercy Outreach program for each student in Year 11. In keeping with our Mercy tradition each student will undertake to “give of themselves in service” to someone in need in the wider community. The program will be for two semesters. Each Monday afternoon the students will go to the placement of their choice for two hours. Each week the students have to reflect in their journal about what they have experienced.

It is important that students seek a venue that will –

- ◆ challenge them to get out of their comfort zone
- ◆ show they are helping people or organisations who are in need of assistance
- ◆ elicit the comment, “Today I’ve made a difference”.

Suitable areas for students to consider are aged care, handicapped people, LAP, hospital volunteer or any other area that fulfils the above three requirements.

Aim of the Program

- ◆ The aims of Mercedes College derive from the fundamental belief that the growth of the individual person in Christian service is the final measure of the school
- ◆ Through practical application in service, the students will become more aware of the need for justice, compassion, human dignity and social needs in the Mercy tradition
- ◆ To give to a marginalised or disadvantaged individual, group or organisation some of the advantages that they have
- ◆ To develop a long term commitment to the principles of sharing advantage and the need for social justice.

OPEN ACCESS COLLEGE

Coordinator: BILL DEEGAN

The school enables students to study a specific subject by correspondence through the Open Access College at Marden Campus.

This may be a viable alternative for students wishing to study a subject not offered at Mercedes. Students who undertake subjects in this mode must be competent, independent learners as well as highly organised in their approach.

Further information on these courses is available from Bill Deegan.

WORK RELATED STUDIES

Coordinator: BILL DEEGAN

Approved forms of work-related studies will be recognised on students’ SACE Records of Achievement when they are issued in December.

Work-related studies is not a formal requirement for completion of the SACE but is an opportunity for students to have work-related initiatives officially acknowledged.

In Term 2, Week 8, the majority of Year 11 SACE students complete a full week of Work Experience. Planning for this commences in Term 3 of Year 10.

Evidence of this is recorded on the students’ South Australian Certificate of Education and in their Personal Portfolio.

WORK PLACE PRACTICES

Coordinator: BILL DEEGAN

These subjects enable students to gain SACE units from study with other registered training providers such as TAFE or private providers for SACE Board approved subjects.

These subjects generally consist of VET (Vocational Education Training) Modules –school approved units of study with an outside registered training provider, theory classes and assignments at school and an approved industry based work experience.

These programmes are constructed on a needs basis and are negotiated directly with the SACE/VET Coordinator.

There is opportunity to incorporate some of the skills and competencies learned in the part-time casual work placements/jobs that many students have.

ASSESSMENT IN SACE

PERFORMANCE STANDARDS

The performance standards describe five levels of achievement that are reported with the grades A to E at the student's completion of study of a subject.

Each level of achievement describes the knowledge, skills, and understanding that teachers refer to in deciding how well a student has demonstrated his or her evidence of learning.

During the teaching and learning program the teacher gives students feedback on, and makes decisions about, the quality of their learning, with reference to the performance standards.

Students can also refer to the performance standards to identify the knowledge, skills, and understanding that they have demonstrated and those specific features that they still need to demonstrate to reach their highest possible level of achievement.

At the student's completion of study of a subject, the teacher makes a decision about the quality of the student's learning, demonstrated through the set of assessments, by:

- ◆ referring to the levels of achievement described in the performance standards
- ◆ assigning a grade based on the level that gives the best overall description of the student's evidence of learning.

ASSESSMENT GUIDELINES

TESTS, ASSIGNMENTS AND EXAMINATIONS UNDERTAKEN DURING LESSON/FORMAL EXAMINATIONS

The setting of assignments, projects etc., is an important part of the learning process and provides students with the opportunity to research issues in depth and respond creatively to aspects of the topic being studied.

You must not during a test, class assignment, or examination:

- ◆ Have in your possession any book or notes (apart from the materials listed and permitted for that task), or have any other means that would improperly help you in your work.
- ◆ Have in your possession any electronic device apart from allowed calculators. (This includes mobile telephones and electronic dictionaries).
- ◆ Directly or indirectly help any other student.
- ◆ Permit any other student to copy from or otherwise use your papers or materials.
- ◆ Directly or indirectly accept help from any other student.
- ◆ Use the papers or materials of any other student.
- ◆ Be guilty of any breach of good order or propriety that could adversely affect the work or performance of yourself or any other student.

The teacher will inform all students of permitted materials, notes or books for any tests, assignments or examinations and if any special conditions apply. An infringement of these conditions will be considered a breach of rules.

On occasions students choose to stay away when tests have been set. The conscientious students are possibly disadvantaged because they are present for all tests - difficult or otherwise. The following guidelines are aimed at discouraging avoidance and rewarding the conscientious. It is also in line with SACE Board and IBO policy.

1. Adequate notice must be given prior to summative tests and teachers must take into account other pressures, e.g. drama productions, camps, etc.
2. Tests are to be given only on one day - (they may sit for the test on another day if absent but the result will not be counted).
3. Each subject area will adhere to SACE Board /IBO published guidelines for their own subject to ensure that when students have a genuine reason for missing a test they are not disadvantaged.

SIGHTING OF ASSESSMENT WORK DURING DEVELOPMENT

You must conform to the requirements at each stage of development of your work as prescribed by SACE Board and the IBO or by your teacher, and present your work during these developmental stages in accordance with the stated requirements.

CLEAR REFERENCING OR ACKNOWLEDGEMENT OF WORK THAT IS NOT YOUR OWN

You must clearly reference and/or acknowledge the ideas or exact words used in your assessment work that are from another person. If this is not done, you are copying or plagiarizing that person's work. Each subject/faculty may have specific guidelines for referencing as to SACE Board and the IBO and these must be adhered to in submitted work.

IDENTIFICATION OF YOUR OWN WORK PRESENTED FOR ASSESSMENT IN ANOTHER SUBJECT

You must identify this material clearly in all assessments, identifying yourself as the author of the words and ideas and not just use them across subjects or different assessment tasks.

ASSESSMENT SPECIFICATIONS

The specifications for assessment tasks or assessment components are included in the 'Assessment' section of the curriculum statements published by SACE Board and the IBO available at the College from the relevant coordinators and teachers. They provide detailed and clear instructions on the format, type, length, and structure of assessment tasks. You must be aware of and follow these specifications and guidelines so that breaches of rules do not occur.

GUIDELINES FOR SUBMISSION OF ASSESSMENT TASKS

All work must be submitted by the due date in accordance with the procedures set out in the task or as directed by the teacher for collection.

All work presented for assessment must be your own without undue assistance from any other source. If the work cannot be verified by the teacher as your own by reference to drafts, class preparation or personal discussions then it cannot be accepted as a valid assessment item.

Where deadlines are stated and set on any work for assessment, it must be handed up by the notified deadline or a zero score or work not completed grade will be awarded.

Discounting for lateness may not be used, asked for or expected. Late work can only be marked as a form of feedback, only at the discretion of the teacher.

Extensions to deadlines must be negotiated between the teacher and the student before the day of the deadline, and the new negotiated date must be agreed and then recorded by both the teacher and the student.

Discounting for lateness will not be used, asked for or expected. Late work can only be marked as a form of feedback, and the at the discretion of the subject teacher.

VALID REASONS FOR EXTENDING DEADLINES FOR THE SENIOR SCHOOL ARE:

- ◆ Illness or accident – supported by documentation from a parent/guardian, a doctor's certificate or a phone call from an independent student. (Defined as a student living without parental or guardian support or an overseas student).
- ◆ Family or personal emergencies – supported as for illness or accident.
- ◆ Extra curricula/school involvements – supported by a note from the teacher/organizer/coordinator concerned, and negotiated in advance of the deadline.
- ◆ If an unreasonable number of deadline clashes occur, discussions with the appropriate Year Level Coordinator and/or Head of Senior School may result in resetting the deadline for the entire class. This may involve considering the variety of subject patterns that students are studying.
- ◆ If students are involved in studies outside the school, for example Voc. Studies at TAFE or at other schooling institutions/registered training providers.

GENERAL NOTES FOR CONSIDERATION:

If a student is absent on the deadline/submission day, the work may be submitted on their behalf by another person/student in accordance with the listed requirements, or at the Senior School Office where it will be registered and recorded.

Work may be submitted on the date of return from absence if this has been negotiated with the teacher, and if it is not too late for a SACE Board deadline. (This submission must be supported by a legitimate explanation as above). Repeated absences and/or requests for extensions on due dates will be investigated by the Year Level Coordinator and/or the Head of Senior School. This will ensure that no unfair advantage is taken and that fairness and equal opportunity are maintained.

If there is a genuine and longstanding reason why required work cannot be maintained or completed then this should be discussed with the individual subject teacher, the Year Level Coordinator, the SACE or IB Diploma Coordinator, and the College Counsellor who will advise you about SACE Board and IBO special provisions.

ACCOUNTING

INTRODUCTION

The study of Accounting encompasses the successful management of financial affairs in business. It gives students opportunities to learn the practical skills needed to manage their own financial affairs and to develop an understanding of the ethical considerations that affect financial decision-making in contemporary society.

Students acquire knowledge and skills related to the accounting process for organisation and business applications. They understand the processes involved in generating, recording, classifying, analysing, interpreting, and reporting accounting information as a basis for planning, control, and effective decision-making. They learn how to interpret financial information of an accounting entity and how to convey this information to interested users.

Accounting enables students to participate effectively and responsibly in a changing social, legal, and economic environment. Students develop skills in critical thinking, problem-solving, and the use of information and communication technologies. These skills enable them to apply accounting information in financial decision-making. An understanding of accounting concepts in financial management and decision-making helps students to develop skills in, and an appreciation of, active and responsible citizenship.

LEARNING REQUIREMENTS

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

In this subject, students are expected to:

1. understand the role of accounting in society
2. record and report financial information using manual methods as well as information and communication technologies
3. apply the principles and practices of recording and reporting financial information
4. Recognise and understand financial information for decision-making
5. analyse, interpret, and communicate financial information using accounting terminology
6. apply effective decision-making skills using financial and non-financial information
7. recognise social, legal, regulatory, and/or ethical influences on financial recording and decision-making.

CONTENT

Semester One (unit 1)

	Topic	Outline
1.	The Environment of Accounting	<ul style="list-style-type: none">• accounting and its function in a society• the regulatory and conceptual frameworks of accounting• the needs of internal and external stakeholders• social, ethical, and technological issues• the impacts of past, present, and possible future accounting decisions
2.	Financial Reporting	<ul style="list-style-type: none">• Definition of assets, liabilities, owner's equity, revenue and expenses• Accounting Equation $A=(L+O.E. + (R-E) - Drawings)$• Effect of transactions on accounting equation• Profit and loss statement• Balance sheet• Statement of receipt and payments (bank reconciliation statement)• Budgeting
3.	Ratio Analysis and interpretation of reports	<ul style="list-style-type: none">• Liquidity• Profitability• Management effectiveness• Report writing
4.	Differences between cash and accrual accounting	<ul style="list-style-type: none">• Adjustments for<ul style="list-style-type: none">○ Prepaid expenses○ Revenue received in advance○ Accrued expenses○ Accrued revenues

Semester Two (unit 2)

Topic	Outline
1. The Environment of Accounting	<ul style="list-style-type: none"> • accounting and its function in a society • the regulatory and conceptual frameworks of accounting • the needs of internal and external stakeholders • social, ethical, and technological issues • the impacts of past, present, and possible future accounting decisions
2. Double Entry Recording	<ul style="list-style-type: none"> • Definition of assets, liabilities, owner's equity, revenue and expenses • Accounting Equation $A=(L+O.E. +(R-E) - Drawings)$ • Effect of transactions on accounting equation • Debit and Credit entry on ledger accounts • Recording process <ul style="list-style-type: none"> ○ Journals ○ Ledgers ○ Trail balance ○ Profit and loss statement ○ Balance sheet
3. Balance Day Adjustments (accrual accounting) – Adjusted trail balance	<ul style="list-style-type: none"> • Prepaid expenses • Revenue received in advance • Accrued expenses • Accrued revenues
4. Ratio Analysis and interpretation of reports	<ul style="list-style-type: none"> • Liquidity • Profitability • Management effectiveness • Report writing

ASSESSMENT

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

- ◆ Assessment Type 1: Skills and Applications Tasks
- ◆ Assessment Type 2: Investigation

Types of Assessment	Weighting (%)
Skills and Applications Tasks Students solve accounting problems that may: <ul style="list-style-type: none"> • be routine, analytical, and/or interpretative • be posed in familiar and unfamiliar contexts • require the appropriate use of information and communication technologies. Students also complete at least one task in which they use, interpret, evaluate, and reflect on a selection and range of sources. They apply their knowledge and understanding of accounting to structured questions that illustrate an aspect of accounting practice. Through analysing various sources, students apply their understanding of the concepts and processes involved in generating, recording, classifying, analysing, interpreting, and reporting accounting information.	80
Investigation Students undertake a structured activity in which they use financial and non-financial information to explore an aspect of accounting. Students should have opportunities to investigate the use of accounting in a practical situation. Activities could vary, depending on the topics chosen. Examples could include an investigation of personal investment options, an analysis of a set of cash records, an analysis of an income statement and balance sheets, or an interview with a householder on budgeting, credit, and financial planning. Presentation for assessment could take a variety of forms, including PowerPoint presentations, web pages, spreadsheets, analytical commentaries, and collections of data from a variety of sources with appropriate comments, essays, or reports. A presentation should be a maximum of 1000 words if written, or 5	20

minutes for an individual oral presentation, or the equivalent in multimodal form.

FURTHER STUDY

This course leads to Stage 2 Accounting. It provides an ideal preparation for entry to tertiary studies and careers associated with business. It is recommended that students need to attain 'C' or better in Stage 1 Accounting in order to confidently undertake Stage 2 Accounting.

Further details

Further details of the subject can be obtained from the SACE Board: www.sace.sa.edu.au

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

Humanities Area of Study Coordinator: Mrs. Stephanie Ray

BIOLOGY

INTRODUCTION

Learning and working in Biology enables us to understand the structure and function of living things and how these living things interact with other members of their own species, with other species, and with their environments. In Biology students learn about the cellular and overall structures and functions of a range of organisms, for example, how those organisms gain nutrition and reproduce, and how they live in a variety of ecological habitats. In Biology students have the opportunity to engage with the work of classical and modern biologists and join and initiate debates about how biology impacts on our own lives, society, and the environment.

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

In all biological undertakings, research scientists and people engaged in recreation and career pathways use an inquiry approach to their pursuits. They gather information, evaluate evidence, synthesise new knowledge, and apply their learning to related ideas and issues.

Students undertaking Biology will apply these approaches to develop their knowledge, skills, and understandings of biology.

LEARNING REQUIREMENTS

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

In this subject, students are expected to:

1. identify and formulate questions, hypotheses, concepts, and purposes that guide biological investigations
2. design and conduct individual and collaborative biological investigations
3. manipulate apparatus and use technological tools and numeracy skills to obtain, represent, analyse, interpret and evaluate data and observations from biological investigations
4. select and critically evaluate biological evidence from a range of sources and present informed conclusions and personal views on social, ethical, and environmental issues
5. communicate their knowledge and understanding of biological concepts using appropriate biological terms and conventions
6. demonstrate and apply biological knowledge and understanding of concepts and interrelationships to a range of contexts and problems, including presenting alternative explanations.

CONTENT

Area of Study 1: Cellular Biology

One of the unifying concepts of biology is that all living organisms are composed of cells and cell products. Some organisms (e.g. bacteria and some protists) are unicellular whereas others are multicellular, containing many different types of cells. Study of cellular biology will involve investigating cell structure (including subcellular components) and metabolic processes. It will focus on cell requirements, cell products, cellular reproduction, or intercellular communication. The study of cellular biology is fundamental to understanding the treatment of disease and has a significant role in biotechnological applications, both ancient and modern.

Possible themes could include investigation of the:

- relationship between cell structure and function.
- cellular basis of infectious disease.
- cellular basis of non-infectious disease (e.g. cancer, nutrient deficiency).
- uses of cells in biotechnology (winemaking, tissue culture, cloning).
- molecular basis of inheritance.
- ethical issues related to cellular biology (stem cell research, IVF, genetic engineering, cloning, biological warfare, amniocentesis).

Area of Study 2: Physiology

Physiology is the study of the structure and function of living organisms. In most organisms non-identical cells are aggregated into tissues and organs, forming complex systems. These systems carry out specialised functions such as photosynthesis, digestion, or transport. Study of physiology will focus on comparisons between the structures and functions of different organisms. Treatments of lifestyle diseases and therapeutic solutions have been developed through an understanding of physiology. Many ethical issues involve knowledge of physiology (e.g. medical treatment, organ donation, illicit drug use, and use of herbicides).

Possible themes could include investigation of:

- an aspect of human physiology
- the different ways organisms obtain energy
- the different methods organisms use for transportation
- structural adaptations of organisms
- the use of aquaculture in boosting food production
- the issues related to organ donation
- the impact of human choices in relation to lifestyle diseases
- the behaviour of organisms.

Area of Study 3: Ecology.

Ecology is a study of the interactions of organisms with each other and the abiotic environment. Study of ecosystems will involve examining how the distribution and abundance of organisms in a community are affected by factors such as temperature, light, rainfall, the presence of other organisms, and soil type. The impact of human activities has profoundly changed many natural ecosystems, often reducing diversity. Awareness of the importance of biodiversity in maintaining the health of ecosystems has increased greatly in recent years.

Possible themes could include investigation of:

- the impact of human beings on a particular ecosystem
- the growth of populations
- the interactions of organisms in a marine ecosystem
- the impact of farming on biodiversity
- the structure of a specific community
- the role of genetic engineering in agriculture
- the origin and evolution of Australian flora and fauna
- the importance of quarantine for Australian agriculture
- phylogeny
- the behaviour of organisms.

The 10-credit course will cover the first two areas of study while the 20-credit course will include topics from all three areas of study.

ASSESSMENT

Assessment at Stage 1 is school based. Teachers design a set of assessments that enable students to demonstrate the knowledge, skills, and understanding they have developed to meet the learning requirements of the subject. These assessments provide students' evidence of learning,

Assessment Type 1: Investigations Folio	Research Essays (25%) Practical Work (25%)	50%
Assessment Type 2: Skills and Applications Tasks	Theory Tests (40%) Exam (10%)	50%

In the 10-credit course, students should provide evidence of learning through four to five assessments, at least one of which involves collaborative work. Students will undertake at least one practical investigation and at least one issues investigation to include in the folio.

In the 20-credit course, students should provide evidence of learning through eight to ten assessments, at least one of which involves collaborative work. Students will undertake at least two practical investigations and at least two issues investigations to include in the folio.

FURTHER STUDY

This course leads to Stage 2 Biology. It also gives a background to tertiary courses in ecology and environmental studies

Further details

Further details of the subject can be obtained from the SACE Board: www.sace.sa.edu.au

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

Area of Study Coordinator: Dr Nicholas Head

BUSINESS AND ENTERPRISE

INTRODUCTION

Business and Enterprise focuses on the successful management of business and enterprise issues in personal, business, and social contexts. Students learn about the interrelationship between business, enterprise, and technology. They take a holistic approach to business, enterprise, and technology and their impacts locally, nationally, and globally.

Students develop an understanding of how the use of technology has created new and rapidly changing opportunities in many aspects of work and social living. They are able to appreciate how businesses influence local, regional, national, and global systems and institutions in the construction and operation of economic, social, technological, and environmental frameworks.

The study of Business and Enterprise enables students to develop an understanding of business and enterprise cultures and technological systems as they operate in and affect the global environment. Students have the opportunity to engage with innovations and ideas, as well as to reflect on current issues in business and enterprise and to make informed decisions. They also make and evaluate decisions about the allocation and management of resources to develop solutions that meet the needs of individuals, organisations, and communities. Students have opportunities to evaluate the impacts and effects of business, enterprises, and technology on the economy, the environment, and the well-being and lifestyles of individuals and communities.

LEARNING REQUIREMENTS

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

In this subject, students are expected to:

1. understand the nature, role, and structure of business and enterprise, locally and/or nationally
2. demonstrate knowledge of the functions, processes, and operations of business and enterprise
3. communicate in ways that are suitable for the business environment and appropriate to audience and purpose, including the use of information and communication technologies
4. apply relevant business ideas, practices, and concepts such as business planning, product development, financial management, and marketing

5. understand current trends and changes, opportunities, and issues that have an impact on business and enterprise, locally, nationally, or globally
6. understand the ethical, social, and environmental consequences of business and enterprise practices in different contexts

CONTENT

UNIT 1

	Topic	Outline
Core	Core: Introduction to Business and Enterprise	Definitions and nature of business and enterprise; key functions; role of enterprises in Australia; forms of ownership; ethical, moral and legal issues
Options	Marketing	Nature and role of markets and marketing; marketing plan; market research; customer and buyer behaviour; marketing strategies; ethical and legal aspects
	Global Business	Globalisation; global business strategy; operating in the global environment; managing global business; ethical practice
	Technology for Business	Impact of technology on work practices; use of technology in business; etiquette and protocols; information systems and databases; information processes; electronic business; emerging technologies; managing technological change

UNIT 2

Core	Business and Enterprise in Practice	Developing a business plan; financial planning and management; marketing; communication in business
Options	Employment Relations	Nature of, and influences on, employment relations; legal framework of employment; ethical and legal aspects
	Establishing a Business	Personal features; identifying business opportunities; identifying target market; considerations in setting up a business; critical issues
	Ethical and Legal Practices	Examination of different legal and ethical practices, including examples of consumer protection

ASSESSMENT

Assessment Type 1: Folio	60%
Assessment Type 2: Practical	20%
Assessment Type 3: Issues Study	20%

FURTHER STUDY

This course leads to Stage 2 Business and Enterprise. It also provides background to any business based course at the tertiary level or provides assistance to students entering the workforce immediately after secondary schooling.

Further details

Further details of the subject can be obtained from the SACE Board: www.sace.sa.edu.au

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

Humanities Area of Study Coordinator: Mrs. Stephanie Ray

CHEMISTRY

INTRODUCTION

The study of Chemistry offers students opportunities to consider the use that human beings make of the planet's resources and the impact of human activities on the environment. An understanding of chemistry, and the application of this understanding, helps students to appreciate the factors that influence the pursuit of science and to make informed decisions about modifying and interacting with nature.

Scientific inquiry commonly involves teams of people with diverse skills and knowledge. Chemists can contribute to such teams through their study of the properties, uses, means of production, and reactions of natural and processed materials. Chemists also make a critical study of the social and environmental impact of materials and chemical processes. Their skills in observation, and in designing and performing experiments, make an important contribution to advances in scientific theories.

Through the study of chemistry, students develop an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers. As a way of knowing, students can use chemistry to explore and explain their experiences of phenomena around them.

LEARNING REQUIREMENTS

In this subject, students are expected to:

1. demonstrate and apply knowledge and understanding of chemical concepts and interrelationships
2. formulate questions, manipulate apparatus, record observations in practical chemical activities, and design and undertake chemistry investigations
3. demonstrate an understanding of how knowledge of chemistry can be used to make informed conclusions or decisions, taking into account social and environmental contexts
4. develop possible solutions to a variety of problems in chemistry, in new or familiar contexts
5. critically analyse and evaluate chemical information and procedures
6. select and critically evaluate information about chemistry from a variety of sources
7. communicate in a variety of forms, using appropriate chemical terms and conventions.

CONTENT

Semester 1

Topic	Outline	Time
MATTER	Materials – properties and uses Atoms <ul style="list-style-type: none">• Kinetic theory, states of matter• Atomic theory• Periodic trends• Metals, non-metals	4 weeks
BONDING	Elements, compounds <ul style="list-style-type: none">• Ionic bonding• Covalent bonding• Metallic bonding• Writing and balancing chemical equations	6 weeks
CARBON CHEMISTRY	Carbon compounds <ul style="list-style-type: none">• Hydrocarbons: alkanes, alkenes, alkynes, aromatics• Alcohols• Carboxylic acids• Esters• Carbohydrates• polymers	6 weeks

Semester 2 (Note: Semester 1 is a prerequisite for Semester 2)

Topic	Outline	Time
CHEMICAL CALCULATIONS	<ul style="list-style-type: none">• The mole• Reacting quantities: stoichiometry• Solution analysis	3 weeks
CHEMISTS INVESTIGATING	Water <ul style="list-style-type: none">• Ionisation, dissociation• Solubility• Precipitation reactions	2 weeks
ACIDS, BASES AND SALTS	<ul style="list-style-type: none">• Acidic, basic and amphoteric substances• Indicators and pH• Salts• Acid-base titrations	4 weeks
THE EARTH'S ATMOSPHERE	<ul style="list-style-type: none">• Acid rain• Greenhouse effect• Ozone layer• Air pollution / smog	2 weeks
REDOX CHEMISTRY	Oxidation / reduction <ul style="list-style-type: none">• Redox equations• Electrochemical cells<ul style="list-style-type: none">○ Galvanic cells○ Electrolytic cells• Metals and the reactivity series• Corrosion	4 weeks

ASSESSMENT

Assessment in Stage 1 Chemistry consists of the following components, weighted as shown:

Assessment Type 1: Investigations Folio	Issues Investigations (20%) Practical Investigations (25%)	45%
Assessment Type 2: Skills and Applications Tasks	Theory Tests (40%) Exam (15%)	55%

FURTHER STUDY

This course leads to Stage 2 Chemistry.

Further details

Further details of the subject can be obtained from the SACE Board: www.sace.sa.edu.au

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

Area of Study Coordinator: Dr Nicholas Head

CHINESE (BACKGROUND SPEAKERS)

INTRODUCTION

Chinese (Background Speakers) at Stage 1 is designed for students with a cultural and linguistic background in Chinese. Students, typically, will have been born in a country where Chinese is a major language of communication and a medium of instruction, and will have had more than 1 year's education in that country or in a wholly Chinese-speaking environment.

Rationale

Chinese is a significant world language and is spoken by about one-quarter of the world's population. There are many spoken varieties of Chinese, and Modern Standard Chinese is pre-eminent among them. It is the major language of communication in China, Taiwan, and Singapore, and it is widely used by Chinese communities throughout the Asia-Pacific region, including Australia, where people with a Chinese background have been part of Australian society for many generations.

The People's Republic of China (PRC) has a considerable profile in economic, political, and cultural developments globally, and is a major influence in the nations of the Asia-Pacific region. Australia has a strong connection through trade, and through political and cultural contacts, with both the PRC and other Asian nations where Chinese communities are important contributors to their growth and diversity.

Chinese culture and language have a continuous history of more than 4000 years. Like the classically derived West and South Asia, the Chinese cultural and linguistic heritage has influenced other cultures through knowledge, technology, religion, philosophy, and values.

Studying Chinese can also provide a pathway for students into post-secondary options. These options may include employment in the domestic or international economy in areas such as tourism, technology, finance, services, and business.

The importance of Chinese within and beyond Australia requires strategies for the building of socio-cultural, economic, and political engagement; studying Chinese in the Australian context will support such aims.

Students develop intercultural communication skills and an understanding of how cultural identities are constructed and expressed through language.

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

- ◆ interacting with others to exchange information and thoughts, and to justify ideas and opinions in Chinese
- ◆ creating texts in Chinese to express ideas and opinions and convey a position or perspective
- ◆ analysing and evaluating meaning and how it is conveyed in a range of texts that are in Chinese
- ◆ examining relationships between language, culture, and identity, and reflecting on the ways in which culture influences communication.

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 variety of sources and perspectives. Students analyse and evaluate texts from linguistic and cultural perspectives, and consider the relationships between the two. Students analyse and evaluate the way in which texts convey their message and have an impact on their audience

LEARNING REQUIREMENTS

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:

1. interact with a range of people to exchange information and thoughts, and to justify ideas and opinions in Chinese
2. create texts in Chinese to express ideas and opinions and convey a position or perspective
3. analyse and evaluate meaning and how it is conveyed in a range of texts that are in Chinese
4. examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

THEMES, TOPICS AND SUBTOPICS

There are four prescribed themes:

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

Topics in Stage 1 are drawn from the following:

Themes	Contemporary Issues
◆ China and the World	<ul style="list-style-type: none">◆ Political and historical developments since 1949 (e.g. Taiwan/Mainland, Tibet, overseas Chinese in Asia, unification/autonomy, democratic reform, comparisons with the past and present)◆ The environment◆ Population issues and policies
◆ Modernisation and Social Change	<ul style="list-style-type: none">◆ Educational change and social/employment opportunities◆ The impact of technology◆ The changing roles and expectations of women and men◆ Youth issues
◆ The Overseas Chinese-speaking Communities	<ul style="list-style-type: none">◆ Chinese contributions in Australia◆ Cultural evolution and adaptation (e.g. 'East meets West', the generation gap, the place of tradition in modern society, youth culture, globalisation and Chinese culture)
◆ Language in Use in Contemporary China	<ul style="list-style-type: none">◆ Writers in the Chinese language (e.g. young writers, established writers, women writers)◆ The Internet◆ Contemporary film

ASSESSMENT

The purpose of assessment is to measure the extent to which students have achieved the learning outcomes.

Assessment in Stage 1 Chinese at background speakers level consist of the following components:

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

There is an end of semester 1 and semester 2 examination in which there are the following components:

Section 1 : Listening and Responding

Section 2 : Reading and Responding

Section 3 : Writing in Chinese

Section 4 : Oral

FURTHER STUDY

Leads to Stage 2 Chinese (Background Speakers).

Further details

Further details of the subject can be obtained from the SACE Board: www.sace.sa.edu.au

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

Area of Study Coordinator: Mrs. Emily Putland

DRAMA

INTRODUCTION

Telling stories and representing our humanity to each other are basic human activities. They are the essence of drama. Students learn by participating in creative problem-solving; generating, analysing, and evaluating ideas; developing personal interpretations of texts; learning to set goals and working collaboratively to achieve them; rehearsing, workshopping, and improvising solutions; as well as presenting their product or performance.

Students have the opportunity to develop their curiosity and imagination, creativity, individuality, self-identity, self-esteem, and confidence. They also have opportunities to improve their skills in experimentation, communication, self-discipline, collaboration, teamwork, and leadership. Students learn to acknowledge and respect diversity and different perspectives of the world.

Drama is a dynamic, collaborative process stemming from experimentation that involves intuition and analysis. Students analyse texts and other materials, as well as performances, and their own learning. Drama enables students to acquire the skills and understanding to generate creative and imaginative solutions to the challenge of staging theatrical works.

Drama values the exploration of all modes of learning, integrating the creative with the physical and the intellectual. As students experience diverse perspectives and challenge their own imaginations, they have the opportunity to develop confidence in the validity of their own ideas.

Drama involves working collaboratively to manipulate words and images to create meaning that is shared with an audience. The exploration of drama through participating, viewing, and critiquing is an important part of the process of achieving an artistic, socially and culturally relevant production. It provides the context through which students may gain insights into the world in which they live, while reflecting on their own lives. Drama is used to express shared beliefs, record experiences, present concepts, and explore opinions and feelings. It encompasses historical, cultural, and community diversity, while informing and nourishing empathy and humanity.

Drama allows students the opportunity to explore a range of world theatre traditions, including contemporary and Indigenous Australian theatre, as well as theatrical work from other cultural and community groups. The study of Drama allows students to examine drama in the social, political, cultural, and economic life of local and global communities, in the past and present, and to consider its possible role in the future.

LEARNING REQUIREMENTS

There are twelve objectives in drama and all must be covered. They are:

In this subject, students are expected to:

1. demonstrate and explain skills and techniques related to on-stage roles and/or off-stage roles
2. work both independently and collaboratively to conceive, create, develop, interpret, and express dramatic works
3. demonstrate and communicate knowledge and understanding of the theories, skills, techniques, and technologies of drama
4. respond to performed drama and dramatic texts in a reflective manner
5. demonstrate knowledge and understanding of a range of dramatic roles, their interdependence, and their impact on an audience
6. select, analyse, and interpret information, concepts, and ideas for dramatic purposes
7. communicate dramatic ideas to an audience through a variety of modes and methods.

CONTENT

The following three areas of study are included in each semester of Drama:

- Presentation of Dramatic Works
- Dramatic Theory and Practice
- Individual Investigation and Presentation.

ASSESSMENT

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

Assessment Type 1: Performance

Assessment Type 2: Folio

Assessment Type 3: Investigation and Presentation.

GROUP PRODUCTION

Participation in an on or off stage task role is mandatory. Students are graded on their ability to not only perform their tasks, but on their ability to operate as an ensemble in order to achieve a prescribed goal within a time limit. Rehearsals are an important part of this process and students must be committed to the rehearsal period in order for their production to be successful.

THE SACE DRAMA PROGRAM

Students have a strong input into the design of their course with the teacher. This encourages students and staff to work in a collective framework toward a common cultural outcome. Students with skills other than performance are encouraged to consider the following areas of study in Drama:

Technical Areas (computing skills, artistic skills, musical skills)

- Ticket, program, poster design
- Computer lighting operation
- Audio Logic, computer sequencing and editing
- Burning CD's for sound tracks
- Adobe premier film editing and operation
- Make-up and costume design
- Camera operation techniques
- Set design and composition
- Communication Skill
- Performance
- Administrative roles
- Publicity and marketing
- Script writing

FURTHER STUDY

Leads to Stage 2 Drama

Further details

Further details of the subject can be obtained from the SACE Board: www.sace.sa.edu.au

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

Area of Study Coordinator: Mr. Anthony Kelly

ECONOMICS

INTRODUCTION

Studying economics enables students to understand how an economy operates, the structure of economic systems, and the way in which economic systems function. Central to the study of economics is the economic problem and the related concepts of scarcity, opportunity cost, and interdependence. Economic systems are continually evolving in response to the economic problem to determine what goods and services to produce, how these goods and services are produced, and for whom they are produced.

By studying economics, students develop an understanding of different economic systems and institutions, and can assess the degree to which these systems and institutions help satisfy people's needs and wants. Students become aware that economic decisions are not value free and have outcomes that may be inconsistent with social, moral, and ethical values.

Students define, research, analyse, evaluate, and apply economic models that are expressed in graphical and/or diagrammatic form. They make forecasts about economic change and evaluate issues for individuals and groups in local, national, and global settings. They learn how some of these issues affect their lives and how they can use the knowledge and skills of economics to inform their participation in society.

Economics provides students with concepts, models, and skills to analyse and predict the workings of an economic system and to evaluate the impact of interdependence at local, national, and global levels. Knowledge of economics helps students assess when markets are best able to serve the public interest and when collective or government action is necessary. The study of Economics helps students make better choices as consumers of goods and services, as contributors to the economy, and as well-informed citizens.

LEARNING REQUIREMENTS

In this subject, students are expected to:

1. know and understand, apply, and communicate economic concepts, principles, models, and skills, using economic terminology
2. understand the effects of economic interdependence on individuals, community, business, and governments locally, nationally, and globally
3. understand that economic decisions involve costs and benefits
4. analyse and evaluate economic issues and events (local, national, or global) using economic models and the skills of economic inquiry.

CONTENT

Semester One (Unit 1)

Topic	Outline
1. The Economic problem	<ul style="list-style-type: none">• Problem of relative scarcity• Economic choice, opportunity cost• Production Possibility Curve• Cost/Benefit Analysis
2. Economic System	<ul style="list-style-type: none">• Functions• Different types of economic system
3. Market Mechanism	<ul style="list-style-type: none">• Demand and Supply• Elasticity
4. Markets in Practice	<ul style="list-style-type: none">• Market structure• Government intervention
5. Macro-economic objectives and policies	<ul style="list-style-type: none">• Price stability/full employment/ external balance/ sustainable economic development• Conflicting nature of these goals and how they can be overcome with different policies

Semester Two (Unit 2)

Topic	Outline
1. The Economic problem	<ul style="list-style-type: none">• Problem of relative scarcity• Economic choice, opportunity cost• Production Possibility Curve• Cost/Benefit Analysis
2. Market Mechanism	<ul style="list-style-type: none">• Demand and Supply
3. Macro-economic objectives and policies	<ul style="list-style-type: none">• Stable price/full employment/ external balance/ sustainable economic development (conflicting goals)
4. Development Economics	<ul style="list-style-type: none">• Data evaluation of various economies• Reasons for wealth gap• Strategies to overcome poor development
5. Global / Trade Economics	<ul style="list-style-type: none">• Absolute and Comparative Advantage• Bilateral and Multilateral trade• Reasons for trade

ASSESSMENT

The basis of assessment is the summative assessment work.

Types of Assessment	No. of Summative Tasks	Weighting (%)
• Folio	3	50
• Skills and Applications Tasks	2	30
• Issues Study	1	20

FURTHER STUDY

This course leads to Stage 2 Economics. It provides a good foundation for further studies in Economics at tertiary level and offers a useful background to the business world.

It is suggested that students need to attain a 'C' or better in order to successfully undertake Stage 2 Economics.

Further details

Further details of the subject can be obtained from the SACE Board: www.sace.sa.edu.au

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

Humanities Area of Study Coordinator: Mrs. Stephanie Ray

ENGLISH

INTRODUCTION

Students who complete 20 credits of Stage 1 English with a C grade or better will meet the literacy requirement of the SACE.

This subject has a focus on the exploration and development of English skills, strategies, knowledge, and understanding, for a variety of purposes. This is achieved through reading and viewing, listening and speaking, writing and composing, and using information and communication technologies in appropriate ways for different purposes. Students are encouraged to read, consider, and appreciate a wide range of texts in various forms and media.

The study of English develops students' confidence and competence in using the English language, and in understanding how texts are constructed for particular purposes and audiences. It supports the development of students' personal and social identity through reading and composing texts. Students have opportunities to reflect on their personal values and those of other people through responding to aesthetic and cultural aspects of texts. The study of English also involves exploring, responding to, and composing texts in, and for a range of, personal, social, cultural, and workplace contexts; some of these contexts will be familiar and some will be unfamiliar.

LEARNING REQUIREMENTS

In this subject, students are expected to:

1. demonstrate clear and accurate communication skills through reading and viewing, writing and composing, and listening and speaking
2. clarify, extend, and develop their ideas and opinions through critical engagement with texts and language
3. critically analyse a variety of texts to determine their social, cultural, or workplace purpose and effectiveness
4. identify and analyse ideas, values, and beliefs, and recognise how these are shaped
5. examine cultural, social, and technical dimensions of language and texts
6. compose texts that use language for critical, personal, or imaginative purposes.

CONTENT

The reading of a wide range of texts enables students to reflect on a range of perspectives on complex, and at times contentious, issues. They understand that language choice is influenced by context and they use this understanding to communicate effectively in a range of contexts. Students have opportunities to develop understanding and appreciation of the diversity of cultures, including Indigenous cultures, that make up Australian society.

Students learn that texts and language are composed and read in a range of social and cultural situations. By exploring the structure and language of texts, students come to understand that, although texts are constructed deliberately, an author may or may not be fully aware of the influence of his or her own background on the work produced. Students become aware of their role as reader in creating meaning. Processes such as deconstruction, critical analysis, and imitation are useful in developing this understanding.

Students learn to recognise the conventions of different text types. Through reading texts students learn to recognise the extent to which the composer of a text follows the conventions of the text type, and the effects of this on the reader, viewer, or listener. Students use this knowledge in constructing their own texts. The study of language and texts helps students to learn that social, cultural, political, and economic values and relationships are embedded in language. Students can use this awareness in their choice of language when composing their own texts.

As composers of texts students make considered choices about the language techniques they use to suit their purposes. Stylistic features of written, visual, or oral texts, such as tone, mood, imagery, layout, nominalisation, analogies, juxtaposition, figurative language, and choice of vocabulary, can all be critically examined for their relevance. The language used in texts should also be considered for its grammatical features.

Although different forms of the English language are appropriate in different situations, and for different purposes, students are expected to use Standard Australian English and accurate punctuation and spelling..

ASSESSMENT

- Assessment Type 1: Text Analysis;
- Assessment Type 2: Text Production;
- Assessment Type 3: Extended Study

FURTHER STUDY

The Stage One English SACE course is common for the first semester, while in the second semester students are given the option to choose either a pre-Communications course or a pre-Studies course. These courses reflect the tasks relevant to English Communications and English Studies at Stage Two level. While students who wish to study English Communications or English Studies at Stage Two level may freely choose the most appropriate option, it is highly recommended that students who are unsure must choose the pre-Studies option as they may not choose to do English Studies if they have not completed this 10-credit unit in Stage One. As appropriate to the courses, there is no examination at the end of Semester Two for pre-Communications, while there is an examination at the end of the pre-Studies course.

Further details

Further details of the subject can be obtained from the SACE Board: www.sace.sa.edu.au

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

Area of Study Coordinator: Mrs. Tracey Corrigan

ENGLISH AS A SECOND LANGUAGE

Subject Description

Students who complete 20 credits of Stage 1 English as a Second Language with a C grade or better will meet the literacy requirement of the SACE.

The subject outline for English as a Second Language is designed for students for whom English is an additional language or dialect. These students have diverse experiences in English and one or more of a wide variety of other languages. This diversity, along with the personal, educational, and cultural backgrounds of students, is valued in the English as a Second Language subject outline. The impact of linguistic, cultural, and social factors on students' engagement with society is also acknowledged.

English as a Second Language students need to develop competence in making choices in English that are accurate and appropriate for a range of texts and contexts. Contexts become more formal and academic as students progress from Stage 1 to Stage 2. As a subject outline, English as a Second Language is based on an understanding of the importance of considering language in both broad cultural and more specific situational contexts.

Cultural context is one in which meaning is derived from knowledge of the values, beliefs, history, and expected behaviour of a particular cultural group. Cultural groups develop accepted ways of using activities that have a social purpose and follow predictable stages that other members of the cultural group recognise. The situational context is the immediate environment in which a text is constructed. The situational context can be seen to consist of three aspects: field, tenor, and mode.

Field refers to what is going on in the context: the content. In English as a Second Language the fields are the various issues and ideas studied in increasingly technical ways.

Tenor refers to the degree of formality of the context, as shaped by the relationships, status, degree of contact, and emotional involvement of people in the context.

Mode refers to the medium of communication. It can vary from mainly spoken language, to a combination of spoken and written language, to mainly written language. In addition, the use of information and communication technologies (ICT's) has a bearing on the role that language plays in a text.

English as a Second Language supports the development of a range of genres with different configurations of field, tenor, and mode. Students develop the ability to reflect critically when they make choices in language in order to engage effectively with a wide range of texts, issues, and perspectives.

STUDENT ELIGIBILITY FOR ENGLISH AS A SECOND LANGUAGE

English as a Second Language subjects in the SACE are provided as a special measure for students who speak English as a second language or as an additional language or dialect and whose knowledge of English is restricted.

A student will be considered eligible for English as a Second Language if they are:

a student for whom English is a second language or an additional language or a dialect, and who

either

has not had more than a total of five years of full-time schooling where the medium of instruction was English

or

who has had more than a total of five years of fulltime schooling where the medium of instruction was English and whose knowledge of English is restricted.

LEARNING REQUIREMENTS

In this subject, students are expected to:

1. know and understand aspects of the relationship between contexts and texts
2. use reading and viewing, listening and speaking, and writing and composing to create and engage effectively with a range of texts
3. locate, record, analyse, and combine information and opinions from a range of written, oral, visual, and multimedia texts
4. use a range of language strategies to convey ideas and opinions appropriate for a variety of purposes and contexts

5. exchange opinions and convey information and experiences through writing and speaking in familiar and unfamiliar situations and contexts.

CONTENT

Stage 1 English as a Second Language is based on responding to, and composing, oral and written texts in a range of genres and situations. Students develop an understanding of how texts are constructed in different contexts for specific purposes and audiences, and how language choice operates in different texts.

Texts studied range from the everyday and familiar to the more academic, depending on the skills, aspirations, and interests of students. Students are supported through explicit modelling, deconstruction, and joint construction of texts.

Students are encouraged to incorporate information and communication technologies in the preparation and presentation of their work. They are given opportunities to gain confidence in using these technologies and to develop an understanding of their conventions, possibilities, and limitations.

ASSESSMENT

Assessment in 1 unit of Stage 1 English as a Second Language consists of the following components:

- Assessment Type 1: Text Production (50%)
- Assessment Type 2: Language Application (50%)

FURTHER STUDY

This course leads to Stage 2 English as a Second Language Studies.

Further details

Further details of the subject can be obtained from the SACE Board: www.sace.sa.edu.au

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

Area of Study Coordinator: Mrs. Voula Papapetros

ESSENTIAL MATHEMATICS

INTRODUCTION

Students who successfully achieve a C grade or better at Stage 1 Essential Mathematics will meet the numeracy requirement of the SACE.

This subject is open to all students who completed the Year 10 Mathematics course. It is designed for students who want to learn Mathematics with an emphasis on practical applications. It will present a number of diverse topics applicable to a wide range of future careers.

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

In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

Students extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject.

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

LEARNING REQUIREMENTS

In this subject, students are expected to:

1. understand mathematical information and concepts
2. apply mathematical skills and techniques to solve practical problems in everyday contexts
3. develop skills in gathering, representing, and interpreting data relevant to everyday contexts
4. interpret results and use mathematical reasoning to draw conclusions and consider the appropriateness of solutions
5. make discerning use of electronic technology
6. communicate mathematically and present mathematical information in a variety of ways.
7. work both independently and cooperatively in planning, organising, and carrying out mathematical activities.

CONTENT

Semester 1

Topic 2: Earning and Spending

Topic 4: Data in Context

Topic 6: Investing

Semester 2

Topic 1: Calculations, Time, and Ration

Topic 5: Measurement

Topic 3: Geometry

ASSESSMENT

- **Assessment Type 1:** Skills and Applications Tasks

For a 10-credit subject, students complete at least two skills and applications tasks.

For a 20-credit subject, students complete at least four skills and applications tasks.

Students apply mathematical concepts, processes, and strategies to find solutions to questions related to the sub-topics chosen.

Skills and applications tasks should consist of a range of applications that enable students to demonstrate their understanding of mathematical information and concepts, and their skills and techniques in solving practical mathematical problems in everyday contexts.

Skills and applications tasks can be presented in different formats. The assessment conditions under which students undertake the skills and applications tasks may vary and should be guided by the cohort of students that are undertaking the subject. Flexibility in the style of the skills and applications task, and the time allocated to complete the task, should be considered.

Electronic technology may aid and enhance the solution of problems. The use of electronic technology and notes in the skills and applications task assessments is at the discretion of the teacher.

- **Assessment Type 2:** Folio

For a 10-credit subject, students complete at least one mathematical investigation.

For a 20-credit subject, students complete at least two mathematical investigations.

Students, either individually or in a group, undertake planning, apply their skills to gather, represent, and interpret data, and propose or develop a solution to a practical mathematical problem based in an everyday or workplace context. The subject of the problem may be derived from one or more subtopics, although it can also relate to a whole topic or across topics.

A mathematical problem may be initiated by the teacher, or by a student or group of students. Teachers should give students clear advice and instructions on setting and solving the mathematical problem, and support students' progress in arriving at a mathematical solution. Where students initiate the mathematical problem, teachers should give detailed guidelines on developing a problem based on a context, theme, or topic, and give clear direction about the appropriateness of each student's choice.

If a mathematical problem is undertaken by a group, students explore the problem and gather data together to develop a model or solution individually. Each student must submit an individual model or solution.

Students demonstrate their knowledge. They are encouraged to use a variety of mathematical and other software (e.g. statistical packages, spreadsheets, CAD, accounting packages) to solve their mathematical problem.

The folio tasks may take a variety of forms.

The format of a folio task may be written or multimodal.

The length of each folio task can vary. Some tasks may be short, others may be longer; however, no task should be more than six A4 pages if written, or the equivalent in multimodal form.

FURTHER STUDY

This course leads to Stage 2 Essential Mathematics.

Further details

Further details of the subject can be obtained from the SACE Board: www.sace.sa.edu.au

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

Area of Study Coordinator: Mr. Luke Borda

FRENCH (CONTINUERS)

BACKGROUND

Students who began French in Primary School and who have in Year 10 successfully completed Stage 1 SACE/IB French may sit for their final examination in Year 11. An extra off-line class before school is usually necessary. Such students should consult the Stage 2 outline. Year 10 students who began French in the Junior or Middle School, (Year 6) and successfully completed Year 10 while in Year 9 may also take the Stage 1 course.

THE LANGUAGE

The language to be studied and assessed is modern standard French. Although the focus of study will be the French spoken in metropolitan France, students may also encounter French spoken in other French-speaking countries. Students should be aware of different levels of language, for example, formal, informal, some colloquialisms, and slang. Students are expected to know that dialects exist; however, they are not required to study them.

RATIONALE

The study of French contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy, and general knowledge. The study of French promotes understanding of different attitudes and values within the wider Australian community and beyond. It also provides access to a significant part of the culture, traditions, and attitudes of the following French-speaking countries and communities:

- South Pacific neighbours (New Caledonia, Tahiti, Vanuatu);
- South-East Asia (Cambodia, Laos, Vietnam);
- Europe (France, Switzerland, Belgium, Luxembourg);
- Africa (Morocco, Senegal, Tunisia and many others);
- the Middle East;
- the Indian Ocean region (Madagascar, Mauritius, Reunion Island);
- Canada;
- the West Indies.

French is an official language for the Olympic Games, the United Nations, the European Union, the South Pacific Commission, the Organisation for African Unity and international conferences.

Students will develop linguistic ability and gain cultural understanding through the study of the French language. The ability to communicate in French should also promote understanding, harmony, and cooperation with French-speaking communities in Australia and may, in conjunction with their other skills, increase students' vocational opportunities. Knowledge of French may be an advantage in seeking employment in many fields such as the arts, banking and international finance, commerce, cuisine and catering, diplomacy, education and research, fashion and cosmetics, government, hospitality (e.g. hotels, restaurants), the law, the media (e.g. journalism), science and technology, tourism (e.g. airlines), translating and interpreting, and winemaking. The study of French enhances enjoyment and appreciation of French culture through film, literature, music, cuisine, art, and sport.

INTRODUCTION

In this subject, 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. Students 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, and reflecting on the ways 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.

Students 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

LEARNING REQUIREMENTS

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:

1. interact with others to exchange information, ideas, opinions, and experiences in French
2. create texts in French to express information, feelings, ideas, and opinions
3. analyse texts that are in French to interpret meaning
4. examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication

CONTENT

There are three prescribed themes:

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

Topics in Stage 1 are drawn from the following:

The Individual	The French-speaking Communities	The Changing world
<i>Personal Identity</i>	<i>Daily Life or Lifestyles</i>	<i>The World of Work</i>
Examples	Examples	Examples
<i>Stages of life</i>	<i>Routines</i>	<i>Careers and occupations</i>
<i>Love and memories</i>	<i>City and rural life</i>	<i>Men and women in the workplace</i>
	<i>Regions</i>	<i>Unemployment</i>
	<i>Cuisine</i>	
<i>Relationships</i>	<i>Historical Influences on Modern-day Life</i>	<i>Current Issues</i>
Examples	Examples	Examples
<i>Family and friends</i>	<i>Traditions, customs, celebrations, festivals</i>	<i>Prominent people and events</i>
	<i>Historical events and figures</i>	<i>Technology</i>
		<i>Immigration</i>
		<i>The environment</i>
<i>School Life and Aspirations</i>	<i>The Arts and Entertainment</i>	<i>A Young Person's World</i>
Examples	Examples	Examples
<i>Hopes</i>	<i>Cinema</i>	<i>Youth cultures</i>
<i>School experiences</i>	<i>Music</i>	<i>Youth issues</i>
<i>Leisure and Interests</i>		
Examples		
<i>Hobbies</i>		
<i>Sport</i>		

ASSESSMENT

Assessment Type 1: Interaction

Assessment Type 2: Text Production

Assessment Type 3: Text Analysis

Assessment Type 4: Investigation

There is an end of Semester 1 and 2 examination in which there are the following components:

Section 1: Listening and Responding

Section 2: Reading and Responding

Section 3: Writing in French

Section 4: Oral

FURTHER STUDY

Leads to Stage 2 French (Continuers).

Further details

Further details of the subject can be obtained from the SACE Board: www.sace.sa.edu.au

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

Area of Study Coordinator: Mrs. Emily Putland

GENERAL MATHEMATICS

INTRODUCTION

Students who successfully achieve a C grade or better at Stage 1 General Mathematics will meet the numeracy requirement of the SACE.

Mathematics is crucial for living in today's society as there are many aspects of mathematics that individuals require in order to function adequately as members of society. The unprecedented changes that are taking place in today's world will profoundly affect the future of today's students. The effective use of technology and the processing of large amounts of quantitative data are becoming more important than they have ever been. Mathematics is increasingly relevant in the workplace and in the world of everyday living. The study of mathematics provides students with the abilities and skills to thrive now and in the future.

This subject is open to all students who completed the Year 10 Mathematics course. It is designed for students who want to learn Mathematics with an emphasis on practical applications. It will present a number of diverse topics applicable to a wide range of future careers.

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. A problem-based approach is integral to the development of mathematical models and the associated key ideas in the topics. These 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.

Students extend their mathematical skills in ways that apply to practical problem solving and mathematical modelling in everyday contexts. A problem-based approach is integral to the development of mathematical skills and the associated key ideas in this subject.

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

LEARNING REQUIREMENTS

In this subject, students are expected to:

1. understand mathematical concepts and relationships
2. select and apply mathematical techniques and algorithms to analyse and solve problems, including forming and testing predictions
3. investigate and analyse mathematical information in a variety of contexts
4. interpret results, draw conclusions, and consider the reasonableness of solutions in context
5. make discerning use of electronic technology
6. communicate mathematically and present mathematical information in a variety of ways.

CONTENT

Semester 1

Topic 1: Investing & Borrowing

Topic 2: Measurement

Topic 3: Statistics

Semester 2

Topic 4: Trigonometry

Topic 5: Linear & Exponential Functions

Topic 6: Matrices & Networks

ASSESSMENT

- **Assessment Type 1:** Skills and Applications Tasks

For a 10-credit subject, students complete at least two skills and applications tasks; for 20-credits, at least four.

Skills and applications tasks are completed under the direct supervision of the teacher.

Students find solutions to mathematical problems that may:

- be routine, analytical, and/or interpretative
- be posed in a variety of familiar and new contexts
- require discerning use of electronic technology.

In setting skills and applications tasks, teachers may provide students with information in written form or in the form of numerical data, diagrams, tables, or graphs. A task should require students to demonstrate an understanding of relevant mathematical concepts and relationships.

Students select appropriate techniques or algorithms and relevant mathematical information to find solutions to routine and some analytical and/or interpretative problems.

Students provide explanations and use correct mathematical notation, terminology, and representation throughout the task.

Electronic technology may aid and enhance the solution of problems. The use of electronic technology and notes in the skills and applications task assessments is at the discretion of the teacher.

- **Assessment Type 2:** Folio

For a 10-credit subject, students complete at least one mathematical investigation.

For a 20-credit subject, students complete at least two mathematical investigations.

Students investigate mathematical relationships, concepts, or problems, which may be set in an applied context. The subject of a mathematical investigation may be derived from one or more subtopics, although it can also relate to a whole topic or across topics.

A mathematical investigation may be initiated by the teacher, or by a student or group of students. Teachers should give students clear advice and instructions on setting and solving the mathematical investigation, and support students' progress in arriving at a mathematical solution. Where students initiate the mathematical investigation, teachers should give detailed guidelines on developing an investigation based on a context, theme, or topic, and give clear direction about the appropriateness of each student's choice.

If an investigation is undertaken by a group, students explore the problem and gather data together to develop a model or solution individually. Each student must submit an individual report.

Students demonstrate their problem-solving strategies as well as their knowledge, skills, and understanding in the investigation. They are encouraged to use a variety of mathematical and other software (e.g. statistical packages, spreadsheets, CAD, accounting packages) to enhance their investigation.

In a report, students form and test predictions, interpret and justify results, summarise, and draw conclusions. Students are required to give appropriate explanations and arguments.

The format of an investigation report may be written or multimodal.

Each investigation report should be a maximum of eight A4 pages if written, or the equivalent in multimodal form.

FURTHER STUDY

This course leads to Stage 2 General Mathematics.

Further details

Further details of the subject can be obtained from the SACE Board: www.sace.sa.edu.au

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

Area of Study Coordinator: Mr. Luke Borda

HISTORY

INTRODUCTION

By studying history, students have the opportunity to make sense of an increasingly complex and rapidly changing world by connecting the past and the present.

History involves the investigation of human experience over time. By studying past events, actions, and phenomena, students gain an insight into human nature and the ways in which individuals and societies function. History encourages inquiry into the activities of people in order to: gain an understanding of their motivations and the effects of actions in particular places at particular times; make comparisons; and draw conclusions.

History builds understanding through the investigation of 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. Students have the opportunity to explore: social relationships; how people in society treat each other; the influence of individuals on decision-making; the influence and control of governments over individuals; who and which institutions make rules and who interprets them; and who enforces the rules and who resists them.

By gaining historical perspectives, students are able to see the changes and continuity around them in a wider context. They can develop an understanding of how and why events happened in the past and how they, as citizens in society, have the ability to influence the future.

The study of history provides students with the opportunity to question accepted historical narratives by researching and reviewing sources within a framework of inquiry and critical analysis.

LEARNING REQUIREMENTS

In this subject, students are expected to:

1. explain how particular societies in selected periods and places have been shaped by both internal and external forces
2. identify and explain historical concepts
3. apply hypotheses and/or focusing questions to guide historical inquiry
4. analyse and evaluate sources
5. understand and appreciate the role of particular individuals and groups in history
6. communicate informed and relevant arguments using subject-specific language and conventions..

CONTENT

Skills of Historical Inquiry

The following skills are an essential part of the craft of historical inquiry. Students:

- pose hypotheses and/or ask focusing questions
- select from historical materials on the basis of relevance
- research, evaluate, interpret, analyse, and use historical materials
- think imaginatively about the past
- think critically about both the uses and the limitations of sources
- make comparisons and contrasts to increase their understanding of the past
- recognise differences of interpretation among historians
- develop and debate opinions, ideas, issues, and arguments
- form judgments and defend them
- communicate ideas and arguments in clear and effective speech and prose
- look for patterns and identify ambiguities, contradictions, and discontinuities in history
- use history critically to inform their understanding of the future.

The historical evidence in a source is critically assessed for:

- its meaning, and the implications of its context and content
- its usefulness
- its limitations
- its representativeness
- the audience for whom the source was constructed
- the problems, assumptions, arguments, ideas, and values it shares with other sources from a given historical period, or the ways in which it differs from them.

Historical Studies

In the choice of historical studies, a thematic approach and/or a depth approach may be used as a guide to developing content. These historical studies are not prescribed in this subject outline, although the following should be used as a frame of reference to guide content choices.

A thematic approach encourages students to develop a breadth of understanding of people, places, events, and ideas in history. Such an approach examines particular historical aspects within a society or across a number of societies in one or more regions of the world in a period or selected periods.

A depth approach focuses on one society/event/period/movement. The depth study requires students to undertake an analysis that leads to an appreciable depth of involvement in the processes of historical inquiry; this is also known as depth-indiscipline analysis.

ASSESSMENT

- Assessment Type 1: Folio
- Assessment Type 2: Sources Analysis
- Assessment Type 3: Investigation.

FURTHER STUDY

This course leads to Stage 2 Modern History.

Further details

Further details of the subject can be obtained from the SACE Board: www.sace.sa.edu.au

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

Humanities Area of Study Coordinator: Mrs. Stephanie Ray

INDONESIAN (CONTINUERS)

THE LANGUAGE

The language to be studied and assessed is the standard version of Indonesian.

RATIONALE

There are compelling reasons for Australian students to study Indonesian.

Indonesia is one of Australia's nearest neighbours and is the fourth most populous country in the world. Indonesia's rich and diverse culture reflects its long history at the commercial and cultural crossroads of the Asian region. Study of the Indonesian language provides insights into the cultural traditions of Asia, and into the attitudes, beliefs and values of a region that has particular relevance to Australia's future.

A knowledge of the Indonesian language will make a positive contribution to closer relations between Australia and Indonesia. There is a steadily growing Indonesian community within Australia and business and tourist links with Indonesia are increasing.

Students may wish to study Indonesian as an academic subject for educational purposes or to link this study to other areas of interest. A considerable number of universities and other tertiary institutions provide pathways for further study of Indonesian and Indonesian studies. The ability to communicate in Indonesian may, in conjunction with other skills, also increase students' vocational opportunities in the areas of trade, business, banking, defence, diplomacy, immigration, education, journalism, law, engineering, tourism and the arts.

The study of Indonesian also has wider applications – it is closely related to Malay and it is understood in Malaysia and by Malay-speaking inhabitants of Singapore and Brunei.

INTRODUCTION

In this subject, 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. Students 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 Indonesian
- creating texts in Indonesian for specific audiences, purposes, and contexts to express information, feelings, ideas, and opinions
- analysing a range of texts in Indonesian to interpret meaning
- examining relationships between language, culture, and identity, and reflecting on the ways culture influences communication.

Students develop an understanding of how Indonesian 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.

Students explore a range of prescribed themes and topics from the perspectives of diverse individuals and groups in the Indonesian-speaking communities and in their own community

LEARNING REQUIREMENTS

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:

1. interact with others to exchange information, ideas, opinions, and experiences in Indonesian
2. create texts in Indonesian to express information, feelings, ideas, and opinions
3. analyse texts that are in Indonesian to interpret meaning
4. examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication

THEMES, TOPICS AND SUBTOPICS

There are three prescribed themes:

- The Individual; The Indonesian-speaking Communities; The Changing World

Topics in Stage 1 are drawn from the following:

The Individual	The Indonesian-speaking Communities	The Changing World
<p>Personal World</p> <p>Examples</p> <p><i>Personal details and qualities</i></p> <p><i>Relationships with family and friends</i></p> <p><i>Daily life</i></p> <p><i>Making arrangements</i></p> <p><i>Free time and leisure activities</i></p> <p><i>Health and fitness</i></p>	<p>Arts, Crafts and Entertainment (modern and traditional)</p> <p>Examples</p> <p><i>Dance</i></p> <p><i>Music</i></p> <p><i>Drama</i></p> <p><i>Wayang</i></p> <p><i>Film</i></p> <p><i>TV</i></p> <p><i>Internet</i></p> <p><i>Media</i></p> <p><i>Batik</i></p> <p><i>Ikat</i></p>	<p>Contemporary Issues</p> <p>Examples</p> <p><i>Social</i></p> <p><i>Political</i></p> <p><i>Economic</i></p> <p><i>Religious</i></p> <p><i>Environmental</i></p> <p><i>Technological</i></p> <p><i>Australian and Indonesian relations</i></p> <p><i>The impact of tourism</i></p>
<p>Education and Aspirations</p> <p>Examples</p> <p><i>Future study</i></p> <p><i>School life</i></p> <p><i>Career choices</i></p> <p><i>Personal goals</i></p> <p><i>Travel</i></p> <p><i>Student exchanges</i></p>	<p>Visiting Indonesia</p> <p>Examples</p> <p><i>Planning</i></p> <p><i>Travel experiences</i></p> <p><i>Shopping</i></p> <p><i>Finding accommodation</i></p> <p><i>Obtaining assistance or advice</i></p> <p><i>Visiting friends</i></p> <p><i>Health</i></p>	<p>The World of Work</p> <p>Examples</p> <p><i>People at work</i></p> <p><i>Types of jobs</i></p> <p><i>Work in rural and urban areas</i></p> <p><i>Division of labour</i></p> <p><i>Unemployment</i></p> <p><i>Exploitation of labour</i></p> <p><i>Work experience</i></p> <p><i>Careers</i></p>
<p>Values, Attitudes and Opinions</p> <p>Examples</p> <p><i>The place of individuals in their world</i></p> <p><i>Social issues, ideas and opinions expressed through literature, film and other resources</i></p>	<p>Stories from the Past</p> <p>Examples</p> <p><i>Historical perspectives</i></p> <p><i>Famous people</i></p> <p><i>Significant events</i></p> <p><i>Personal recollections</i></p> <p><i>Oral history</i></p> <p><i>The past expressed through literature, film and other resources</i></p>	

ASSESSMENT

Assessment Type 1: Interaction

Assessment Type 2: Text Production

Assessment Type 3: Text Analysis

Assessment Type 4: Investigation

There is an end of semester 1 and 2 examination in which there are the following components:

Section 1: Listening and Responding

Section 2: Reading and Responding

Section 3: Writing in Indonesian

Section 4: Oral

FURTHER STUDY

Leads to Stage 2 Indonesian Continuers level.

Further details

Further details of the subject can be obtained from the SACE Board: www.sace.sa.edu.au

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

Area of Study Coordinator: Mrs. Emily Putland

LEGAL STUDIES

INTRODUCTION

Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. Legal Studies provides students with a sound understanding of the structures of the Australian legal system and demonstrates how that system responds and contributes to social change while acknowledging tradition. By analysing the Australian legal system, students consider how diverse groups in society, including Indigenous Australians, influence and are influenced by the legal system.

Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice. Students evaluate the merits of the adversary system of trial and other forms of dispute resolution systems and processes; in addition, students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgments about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

An informed citizenry is essential in any effective parliamentary democracy. Civic literacy involves an appreciation of the principles, procedures, and interconnections of the Australian legal system. It develops in an individual the confidence to become involved in decision-making within the legal system. Through civic literacy, an individual gains a capacity for socially responsible action by developing social and legal awareness of how active citizenship can improve society. By examining the system of constitutional government in Australia, students recognise the rights and responsibilities of individuals, groups, and institutions. Through the examination of their own values and attitudes, students have an opportunity to reflect critically on values inherent in the Australian legal system.

LEARNING REQUIREMENTS

In this subject, students are expected to:

- ◆ display knowledge and understanding of the legal rights and responsibilities of individuals and groups in Australian society
- ◆ know and understand the values inherent in the Australian legal system
- ◆ show knowledge and understanding of different sources of law in the Australian legal system
- ◆ recognise how the legal system responds to cultural diversity
- ◆ evaluate the nature and operation of aspects of the legal system in Australia
- ◆ develop inquiry skills through accessing and using aspects of the legal system
- ◆ communicate informed observations and opinions on contemporary legal issues and debates using legal terminology

CONTENT

UNIT 1 (Semester 1)

Topic

Outline

Law and Society

In this study students explore how Australia's laws have developed over time from rules, creeds, customs, codes, customary law and common law. In this topic, students could consider questions such as: What are the origins of Australia's laws? What are the characteristics of Indigenous customary law? What are the functions of law? What types of laws compose our system? How can laws be classified?.

People, Structures, and Processes

In this study students consider the role of legal institutions such as Parliament, Government and the Courts. Students explore representative government and the separation of powers and the interaction of parliaments with people. In this topic students could consider such questions as: Why is there a separation of the legislature, executive and judiciary? How representative is parliament and how responsible is government? Should the judiciary be independent? How can civic participation be fostered and encouraged?

Lawmaking

Students develop a critical understanding of the legislative process, the making of subordinate legislation and the processes used by judges to develop case law. We will learn about and the Court system and go on excursion to the Courts. In this topic students could consider questions such

as: How is legislation made and controlled? Why is there delegated legislation and how is it made? How do judges make law? Should judges make law? What causes laws to be made or changed?

UNIT 2 (Semester 2)

Topic

Outline

Justice and Society

Students explore the operation of the adversary system in resolving Criminal and Civil disputes. Students could consider such questions as: What is justice? Why are Criminal and Civil disputes resolved differently? Is the jury system effective? Is there equal access to justice?

Young People and the Law

Students investigate and debate a range of issues which may include young people's views regarding drugs, vandalism, child abuse, parental responsibility, shop- stealing, under-age drinking, health issues and work issues. In this topic students could consider questions such as: How effective is the juvenile justice system? Is the Youth Court effective in dealing with criminal actions by young people? Are young people adequately protected by legislation?

ASSESSMENT

Assessment in Stage 1 Legal Studies consists of the following components:

- Assessment Type 1: **Folio** (tasks may include essays, tests, oral presentations, interviews, debates and reports).
- Assessment Type 2: **Issues Study** (students are required to explore a current legal issue to some depth)
- Assessment Type 3: **Presentation**

FURTHER STUDY

Students can proceed to Legal Studies in Stage 2 (Year 12) with a good background from this course.

Tertiary studies follow from Stage 2 Legal Studies.

Students can proceed to a Law degree at the University of Adelaide or Flinders University as well as double degree courses such as Law/Commerce; Law/Arts and the Bachelor of Justice and Society at Flinders University and the Bachelor of Commerce-Commercial Law at the University of South Australia. In addition to this there are a number of nationally accredited vocational education and training units of competency such as, Certificate II in Justice Services or Certificate III in Business (Legal Administration); the Certificate III and IV course in Justice Studies (including the Courts Authority stream), Certificate IV course in Business (Legal Service) at TAFE and the Diploma of Justice Administration at TAFE.

Further details

Further details of the subject can be obtained from the SACE Board: www.sace.sa.edu.au

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

Humanities Area of Study Coordinator: Mrs. Stephanie Ray

MATHEMATICS

INTRODUCTION

Students who successfully complete 10 credits of Stage 1 Mathematics will meet the numeracy requirement of the SACE.

This subject is for those who have achieved a high degree of mastery of the Year 10 Curriculum. They should have been achieving a 5, 6 or 7 grade throughout the year in Year 10 Mathematics.

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

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

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

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

LEARNING REQUIREMENTS

In this subject, students are expected to:

1. understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques
2. investigate and analyse mathematical information in a variety of contexts
3. think mathematically by posing questions, solving problems, applying models, making and testing conjectures
4. interpret results, draw conclusions, and determine the reasonableness of solutions in context
5. make discerning use of electronic technology
6. communicate mathematically and present mathematical information in a variety of ways.

CONTENT

All students will complete Units 1, 2 and 3. Those students intending to study Specialist Mathematics and Mathematical Methods at Stage 2 should also complete Unit 4.

Unit 1 (Semester 1)

Topic 1: Functions and graphs

Topic 2: Polynomials

Topic 3: Trigonometry

Unit 2 (Semester 2)

Topic 4: Counting and Statistics

Topic 5: Growth and Decay

Topic 6: Introduction to Differential Calculus

Unit 3 (Semester 1)

Topic 7: Arithmetic and Geometric Sequences and Series

Topic 8: Geometry

Topic 11: Matrices

Unit 4 – Pre-Specialist (Semester 2)

Topic 9: Vectors in the Plane

Topic 10: Further Trigonometry

Topic 12 Real and Complex Numbers

ASSESSMENT

- **Assessment Type 1:** Skills and Applications Tasks

For every 10-credit subject, students complete at least two skills and applications tasks.

Skills and applications tasks are completed under the direct supervision of the teacher.

Students find solutions to mathematical problems that may:

- be routine, analytical, and/or interpretative
- be posed in a variety of familiar and new contexts
- require discerning use of electronic technology.

In setting skills and applications tasks, teachers may provide students with information in written form or in the form of numerical data, diagrams, tables, or graphs. A task should require students to demonstrate an understanding of relevant mathematical concepts and relationships.

Students select appropriate techniques or algorithms and relevant mathematical information to find solutions to routine, analytical, and/or interpretative problems.

Students provide explanations and arguments, and use correct mathematical notation, terminology, and representation throughout the task. Electronic technology may aid and enhance the solution of problems. The use of electronic technology and notes in the skills and applications task assessments is at the discretion of the teacher.

- **Assessment Type 2: Folio**

For every 10-credit subject, students complete at least one mathematical investigation.

Students investigate mathematical relationships, concepts, or problems, which may be set in an applied context. The subject of a mathematical investigation may be derived from one or more subtopics, although it can also relate to a whole topic or across topics.

A mathematical investigation may be initiated by a student, a group of students, or the teacher. Teachers may give students a clear, detailed, and sequential set of instructions for part of the investigation or to initiate the investigation, or may provide guidelines for students to develop contexts, themes, or aspects of their own choice.

A mathematical investigation may provide an opportunity for students to work collaboratively to achieve the learning requirements. If an investigation is undertaken by a group, students explore the problem and gather data together to develop a model or solution individually. Each student must submit an individual report.

Students demonstrate their problem-solving strategies as well as their knowledge, skills, and understanding in the investigation. They are encouraged to use a variety of mathematical and other software (e.g. Computer Algebra Systems, spreadsheets, statistical packages) to assist in their investigation. The generation of data and the exploration of patterns and structures, or changing parameters, may provide an important focus. From these, students may recognise different patterns or structures.

Notation, terminology, forms of representation of information gathered or produced, calculations, technological skills, and results are important considerations.

Students complete a report on the mathematical investigation. In the report, they formulate and test conjectures, interpret and justify results, draw conclusions, and give appropriate explanations and arguments. The format of an investigation report may be written or multimodal.

Each investigation report should be a maximum of eight A4 pages if written, or the equivalent in multimodal form.

FURTHER STUDY

30 credits at Stage 1 leads to Stage 2 Mathematical Methods (Units 1, 2 and 3)

40 credits at Stage 1 leads to Stage 2 Specialist Mathematics (Units 1, 2, 3 and 4)

Requirements for Tertiary Courses should be checked carefully.

Further details

Further details of the subject can be obtained from the SACE Board: www.sace.sa.edu.au

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

Area of Study Coordinator: Mr. Luke Borda

MUSIC

INTRODUCTION

Music is human expression in sound. It is an integral part of life, transcending social and cultural boundaries and reflecting the health, vitality, and spiritual well-being of society.

Music encompasses a unique body of knowledge and skills that enable music students to merge historical and cultural perspectives with contemporary social practices. At the same time, students benefit from the opportunity to develop their practical and creative potential, oral and written skills, and capacity to make informed interpretative and aesthetic judgments. Study and participation in music draw together students' cognitive, affective, and psychomotor skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively.

By engaging in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies, students come to appreciate the value of working collaboratively. The experience of participating in musical activities heightens students' awareness of the social function and value of music, engendering an appreciation of, and respect for, cultural diversity. The performance and study of music thus strengthen the fabric of multicultural and Indigenous Australian society.

The study of Music enables students to:

- work individually and/or collaboratively in presenting musical works for performance as either a performer, conductor, tutor, event manager, composer, arranger or audio engineer, or to create or assemble a musical instrument
- understand and use the processes associated with the preparation of musical works for performance including: effective rehearsing techniques, building a strong technique, understanding the demands and conventions of chosen genres and styles, including emotions and feelings as part of musical interpretation, management of performance anxiety, taking risks, experimenting, judging, and evaluating
- develop practical skills through the in-depth exploration, application, and refinement within music studies, developing solo and/or ensemble performance skills, the application of theoretical understanding, aural awareness, and music technology skills, to the creating or recreating of musical works
- develop theoretical knowledge, including terminologies and concepts that can be used to understand and analyse a range of musical styles, critique performances, or create new arrangements and/or compositions
- draw from knowledge and appreciation of the approaches, styles, values and attitudes, media, and technologies inherent in music to develop a personal aesthetic by which to evaluate and respond to musical works
- draw knowledge and skills from investigation into one or more areas of music practice to deepen their understanding and appreciation of the important part that music plays in shaping and framing the intellectual, social, and cultural life of communities past and present.

LEARNING REQUIREMENTS

In this subject, students are expected to:

1. demonstrate technical skill, accuracy, and musicianship as one or more of an instrumentalist/vocalist/technician/audio engineer/composer/arranger/researcher
2. demonstrate effective and creative use of one or more of composing/arranging/ transcribing/improvising techniques
3. develop and apply knowledge of musical notations and vocabulary
4. aurally and visually identify musical elements, stylistic features, and the structure of musical works
5. listen to, analyse, reflect on, and communicate ideas about music, using appropriate terminology
6. experience and reflect on music in historical, social and cultural contexts.

CONTENT

Theory of Music

A recommended, but not compulsory, prerequisite for this part of the subject is the completion of Grade 2 AMEB theory or equivalent. The course will cover:

- ◆ chord structure (with extensions to 7th and 9th)
- ◆ modern keyboard harmony
- ◆ compositional devices (eg sequences, imitation)
- ◆ transposition
- ◆ modulation

History of Music

This Unit will give an understanding of the development of general trends in Western music history and World (non-western) music, and develop skills in the areas of research and documentation for discursive essays. It will expose students to a wide range of music, and extend their ability to subject it to basic analysis.

Performance

This subject will develop students' skills in their chosen instrument in the areas of technique, interpretation and performance. Students will be expected to undertake individual tuition in their instrument with an approved teacher. They will be expected to perform to the class and at concerts on a regular basis – on up to six occasions during the year. A minimum of 2 years instrumental tuition is a necessary prerequisite for this component of the course.

Aural Development

Students will progress through exercises in interval, chord and cadence recognition, melodic and rhythmic dictation.

Arranging

Students arrange pieces of music for a prescribed instrument or group of instruments and/or voices.

Composing

Students explore compositional techniques and prepare a folio of compositions.

ASSESSMENT

- ◆ **Assessment Type 1:** Skills Presentation
- ◆ **Assessment Type 2:** Skills Development
- ◆ **Assessment Type 3:** Folio.

FURTHER STUDY

This course leads to Stage 2 Music.

Further details

Further details of the subject can be obtained from the SACE Board: www.sace.sa.edu.au

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

Area of Study Coordinator: Mr Anthony Kelly

Coordinator of Music: Mrs Lauren Vilanova

NUTRITION

INTRODUCTION

Good nutrition is integral to a healthy and active life, and it is important that accurate information on nutrition is made available to individuals and communities. Students of Nutrition are presented with up-to-date scientific information on the role of nutrients in the body as well as on social and environmental issues related to nutrition.

Students integrate scientific knowledge and skills gained in their study of nutrition and apply them to designing and carrying out investigations that explore the links between food, health, and diet-related diseases. In practical investigations, students formulate and test hypotheses by collecting, presenting, analysing, and evaluating empirical data in order to describe trends and clarify theoretical concepts related to nutrition. This acquired knowledge helps students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes, so that they may participate fully in their communities.

Using the literature on nutrition, students critically examine factors that influence food choices and reflect on local, national, Indigenous, and/or global issues related to the study of nutrition. The exploration of short-term and long-term strategies to address these issues should allow students to become more discriminating and informed as consumers who are aware of their rights and responsibilities.

Students investigate methods of food production and distribution that affect the quantity and quality of food, and consider the ways in which these methods and associated technologies influence the health of individuals and communities.

Students work individually and collaboratively to reflect on the nature of work in research sciences and, in particular, the field of nutrition. The study of Nutrition encourages students to think about the role of nutrition in their own futures and, more broadly, about its importance in social, economic, and cultural development in Australia and the rest of the world.

LEARNING REQUIREMENTS

In this subject, students are expected to:

1. identify and formulate questions, hypotheses, and purposes that guide nutrition investigations and their design
2. design, safely conduct, and evaluate investigations and apply knowledge and problem-solving skills to individual and collaborative practical tasks
3. select and use evidence to analyse, compare, and evaluate strategies for the prevention and management of disorders related to diet and lifestyle, and make recommendations for promoting good health
4. communicate knowledge and understanding of nutrition, using the terms and conventions of the language of nutrition to suit particular purposes and contexts
5. critically evaluate and apply knowledge and understanding of nutrition to identify and explain decisions based on ethical, personal, social, environmental, and/or economic factors that influence the diet and lifestyle choices of individuals and communities
6. demonstrate knowledge and understanding of, and respect for, varying cultural influences on diet and lifestyle decisions.

CONTENT

During the 10 credit subject, students will undertake the study of two or three of the following topics:

- Macronutrients and micronutrients
- Fresh versus processed foods
- Australian dietary guidelines and nutrition in the life cycle
- The psychology of food marketing
- Indigenous Australians: food changes from the traditional to the contemporary
- Contaminated food
- Safe food handling
- Organic food versus genetically modified food
- Sustainable food futures
- Water

ASSESSMENT

- **Assessment Type 1: Investigations Folio.**
 - At least one **practical investigation** and at least one **issues investigation** (50%)
- **Assessment Type 2: Skills and Applications Tasks.**
 - Includes tests, examination and assignments (50%)

FUTURE DIRECTIONS

This course is designed as preparation for Stage 2 Nutrition.

Further details

Further details of the subject can be obtained from the SACE Board: www.sace.sa.edu.au

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

Area of Study Coordinator: Dr Nicholas Head

OUTDOOR EDUCATION

INTRODUCTION

Outdoor Education is the study of the human connection to natural environments through outdoor activities. Students develop their sense of self-reliance and build relationships with people and natural environments. Outdoor Education focuses on the interrelationship of human beings and the natural environment and on the development of awareness of environmental issues through observation and evaluation.

By participating in outdoor activities, students develop knowledge and skills and reflect on their personal, group, and social development. They gain an understanding of ecology, environmental sustainability, cultural perspectives (including Indigenous perspectives about land), and physical, emotional, and spiritual health. Through outdoor journeys, students increase their effectiveness as members of a group and develop skills in leadership, self-management, group management, planning and evaluating, personal reflection, assessing and managing risks, and minimizing environmental impacts for sustainable futures.

The study of Outdoor Education also gives students opportunities to achieve good health and personal development skills. Students reflect critically on environmental practices and are introduced to employment options in the outdoor and environmental fields.

LEARNING REQUIREMENTS

In this subject, students are expected to:

1. demonstrate the application of knowledge and skills by participating in human powered outdoor journeys, or in journeys that use natural forces
2. investigate, evaluate, and communicate information about the natural environment and outdoor journeys
3. demonstrate responsibility for themselves and for other members of a group in conducting safe and effective outdoor journeys
4. identify and apply the appropriate risk management practices of the outdoor industry
5. identify and apply the appropriate skills to minimise the impact of human-powered journeys, or journeys that use natural forces, on natural environments
6. identify issues that concern the sustainable use of natural environments, including, for example, Indigenous perspectives
7. reflect on the personal, group, social, and environmental outcomes of participation in an outdoor journey.

CONTENT

At Stage 1, Outdoor Education is designed to allow students to undertake a study as either a 10-credit or 20-credit subject. Each semester unit will have different content consistent with students taking a 20-credit subject over two semesters.

Both programs consist of the following four topics:

- **Topic 1:** Environment and Conservation

Topics may include

- Ecosystems
- Environmental Impact
- Environmental Management

- **Topic 2:** Planning and Management

Topics may include

- First Aid
- Minimal Impact Camping
- Weather
- Risk Management
- Expedition Planning
- Navigation
- Food & Nutrition
- Leadership & Group Dynamics

- **Topic 3:** Outdoor Activities

- **Topic 4:** Outdoor Journey

Students will study one to two activities each semester and complete one 3 day journey. These activities are likely to be chosen from

- Bushwalking
- Rock climbing
- Cycling
- Canoeing
- Sailing
- Orienteering
- Caving
- Sailboarding
- Surfing
- Kayaking
- Snorkelling
- Snow skiing

ASSESSMENT

Assessment in Outdoor Education Stage 1 consists of the following components:

- **Assessment Type 1:** Practical Activity (60%)
- **Assessment Type 2:** Folio (20%)
- **Assessment Type 3:** Journal. (20%)

Students will be given 4–6 summative assessment tasks with at least one task from each assessment component.

There will be costs associated with excursions & expeditions that will be included in the subject levy.

FUTURE STUDY

Stage 1 Outdoor Education leads into Stage 2 Outdoor Education

This subject can lead to careers in environmental management, outdoor recreation, environmental tourism, adventure tourism, adventure therapy, teaching, or environmental science. There are certificate, diploma, and degree courses in the areas of environmental education, teaching, management, ecotourism, and recreation.

Some of the learning and assessment activities in this subject can be counted towards other awards such as the Duke of Edinburgh awards. Several learning and assessment activities completed can qualify for credit towards other community based leadership schemes conducted by agencies such as the Australian Canoeing, Bushwalking Leadership South Australia.

Further details

Further details of the subject can be obtained from the SACE Board: www.sace.sa.edu.au

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

Area of Study Coordinator: Mr. Peter Thornton

PHYSICAL EDUCATION

INTRODUCTION

In Physical Education, students study human physical activity and its place in the lives of individuals and groups of people. Students examine the practical application of human physical skills and analyse the personal, community, and global issues that surround the role of human physical activity in society.

Students learn mainly through physical activity in a way that promotes immediate as well as long-term benefits to themselves and society. Stage 1 Physical Education and Stage 2 Physical Education are experiential subjects in which students explore their physical capacities and investigate the factors that influence performance. They explore and analyse associated performance, health, and lifestyle issues. Students acquire an understanding of human functioning and physical activity and an awareness of the community structures and practices that influence participation in physical activity. They develop skills in communication and investigation, and the ability to apply knowledge to practical situations. Students gain enjoyment from skilled performance in individual and group activities.

LEARNING REQUIREMENTS

In this subject, students are expected to:

- demonstrate practical skills and techniques specific to a variety of human physical activities
- interpret and apply (independently, with groups, and in teams) effective skills, specific concepts and ideas, strategies, techniques, rules, and guidelines
- demonstrate knowledge and understanding of the nature of physical activity
- analyse and reflect on the implications of physical activity for personal and community health and well-being
- interact collaboratively and demonstrate initiative and leadership.

CONTENT

At Stage 1, Physical Education is designed to be undertaken as a 10-credit or 20-credit subject.

• Practical Skills and Applications

– Students will study three activities each semester each comprising 12 hours. These are likely to be chosen from

- | | | |
|------------------|--------------|------------------------|
| • Touch Football | • Basketball | • Flag Football |
| • Volleyball | • Squash | • Lawn Bowls |
| • Golf | • Tennis | • Negotiated practical |

• Principles and Issues

– All students must undertake theory modules each semester from the following topics:

– The Nature of Physical Activity

- | | | |
|--------------------------------------|-------------------|-----------------------------------|
| • Body systems | • Fitness | • Human physical performance |
| • Participation in physical activity | • Sports injuries | • Training principles and methods |

– Issues Analysis

Students analyse issues that are relevant to communities through topics of interest to them. Topics could include

- | | | |
|----------------------------|---------------------|----------------------------|
| • Alcohol and other drugs | • Equal opportunity | • Professionalism in sport |
| • Safety & risk management | • Sport in society | • Technology in sport |

There will be costs associated with excursions to sporting facilities such as Golf courses and Squash courts.

ASSESSMENT

- **Assessment Type 1: Practical.**
 - Assessment of skills & techniques within selected practical activities (50%)
- **Assessment Type 2: Folio.**
 - Including tests, examination, assignments & issues analysis. (40% - Exam 10%)

Students will be given 4–6 summative assessment tasks with at least one task from each assessment component.

FUTURE DIRECTIONS

This course is designed as preparation for Stage 2 Physical Education.

However, the course is viable and valuable in its own right.

It leads to further study in Outdoor Recreation, Fitness Leaders and Sports Science Courses at University of SA and TAFE.

Further details

Further details of the subject can be obtained from the SACE Board: www.sace.sa.edu.au

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

Area of Study Coordinator: Mr Stuart Wuttke

PHYSICS

INTRODUCTION

Learning about, and working in, physics gives people an understanding of the processes that direct the universe and the world, so that they may appreciate and respect them.

Through exploring the processes that shape the universe, physicists debate and advance understanding of its workings and of the ways in which actions may affect the future of the earth. In Stage 1 and Stage 2 Physics, students have the opportunity to engage with the work of classical and modern physicists and to join and/or initiate debates about how physics affects their own lives, society, and the environment.

Students develop their knowledge of the principles and concepts of physics, and the ability to use that knowledge to formulate questions and hypotheses and identify opportunities and challenges. They also acquire new knowledge through their investigations. Students develop the skills and abilities to observe, record, and explain the phenomena of physics, and to draw evidence-based interpretations from investigations of issues related to physics. Thus they develop literacy skills in physics that support career pathways, including those that are related to physics, and help them to live and work as informed and reflective citizens in a world shaped by physics and technology.

LEARNING REQUIREMENTS

In this subject, students are expected to:

1. identify and formulate questions, hypotheses, concepts, and purposes that guide investigations, and their design, in physics
2. design and conduct collaborative and individual investigations in physics using appropriate apparatus and safe working practices, and observing, recording, and interpreting the phenomena of physics
3. represent, analyse, interpret, and evaluate investigations in physics through the use of technology and numeracy skills
4. select, analyse, and critically evaluate the evidence of physics from a range of sources, and present informed conclusions and personal views on social and environmental issues
5. communicate knowledge and understanding of the concepts and information of physics, using the appropriate literacy skills of physics
6. demonstrate and apply knowledge and understanding of physics to a range of applications and problems.

CONTENT

Waves

- Wave Behaviour
- Geometric Optics

Electricity and Magnetism

- Electrostatics
- Fields
- Current Electricity

Energy

- Energy and Work
- Conservation of Energy

Movement

- Motion in One Dimension
- Momentum

Forces

- Forces and Newton's Laws of Motion
- Safety Features in Cars

ASSESSMENT

Assessment in Stage 1 Physics is based on the following design criteria:

- Investigation
- Analysis and Evaluation
- Applications
- Knowledge and Understanding

There are two Assessment Types:

Type 1: Investigations Folio

At least two practical investigations
At least two issues investigations

Type 2: Skills and Applications Tasks

At least two skills and applications tasks

FURTHER STUDY

This course leads to and is a pre-requisite to Stage 2 Physics. Students will need to achieve a score of 12 or more to progress into Stage 2 Physics.

Further details

Further details of the subject can be obtained from the SACE Board: www.sace.sa.edu.au

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

Area of Study Coordinator: Dr Nicholas Head

PSYCHOLOGY

INTRODUCTION

This subject sits at the crossroads between the life sciences and the humanities, with two consequences. First, as a discipline psychology can emphasise connections to either the sciences or the humanities. Secondly, psychology draws teachers and students whose backgrounds and interests lie both in the humanities and in the sciences.

Since most of the dominant paradigms in psychology in the last 100 years have been scientific ones, this subject emphasises the construction of psychology as a scientific enterprise. Psychology is based on evidence gathered as a result of planned investigations, following the principles of scientific method. The study of psychology at Stage 1 and Stage 2 builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence based procedures (that is, observation, experimentation, and experience), this subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.

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

Psychology aims to describe and explain both the universality of human experience, and individual and cultural diversity. It does this through the systematic study of behaviour, the processes that underlie it, and the factors that influence it. Through such study, students can come to better understand themselves and their social worlds.

Psychology also addresses the ways in which behaviour can be changed. It offers means of liberation for both individuals and societies. It can help not only individuals who are in distress, but also those who seek a more satisfying and fulfilling life. It offers means for making society more cohesive, more creative, and more equitable; that is, psychology offers ways of intervening to advance the well-being of individuals, groups, and societies.

However, every change also holds the possibility of harm. The ethics of research and intervention are therefore an integral aspect of psychology.

LEARNING REQUIREMENTS

In this subject, students are expected to:

1. demonstrate knowledge and understanding of the factors that cause psychological differences and similarities between people and give examples of how these factors affect the behaviours of self, others, and groups
2. analyse the behaviours of self, other individuals, and groups of people in different contexts in a way that recognises the values of independence and interdependence
3. demonstrate an understanding of ethical research by designing, undertaking, and evaluating guided investigations
4. make informed decisions about issues, events, and situations in society by applying relevant psychological principles and ethics
5. demonstrate organisation and reflection in the application of psychological principles, taking into account ethical considerations
6. search for, record, evaluate, and organise psychological information and use psychological terminology effectively to communicate key ideas, understandings, processes, and values in a range of contexts
7. undertake a variety of roles while working as a member of a team, to achieve individual and shared goals.

CONTENT

Stage 1 Psychology is organised as 2 distinct 10-credit semesters, enabling a choice of either semester (for a 10 credit option) or consecutive semesters (for a 20 credit option).

<i>Semester One</i>	<i>Semester Two</i>
<ul style="list-style-type: none"> • Introduction to Psychology (compulsory topic) 	<ul style="list-style-type: none"> • Introduction to Psychology (compulsory topic)
<ul style="list-style-type: none"> • Social Behaviour 	<ul style="list-style-type: none"> • Cognition
<ul style="list-style-type: none"> • Brain and Behaviour 	<ul style="list-style-type: none"> • Human Psychological Development
<ul style="list-style-type: none"> • Emotion 	<ul style="list-style-type: none"> • Intelligence

ASSESSMENT

Assessment in Stage 1 Psychology consists of the following types, weighted as shown:

<p>Assessment Type 1: Investigations Folio</p>	<p>Students undertake one group investigation and one issues investigation to include in the folio</p> <p>The group investigation is intended to give students insight into the design and ethical considerations involved in psychological research. Students will formulate a question, work collaboratively, demonstrate an understanding of ethical practices, present data in tables and graphs, analyse data and draw conclusions, and evaluate the investigation.</p> <p>The group investigation comprises the following three stages:</p> <ul style="list-style-type: none"> • proposal development • data analysis • report writing. <p>For the issues investigation, students gather information for an investigation into an aspect of psychology that impacts on themselves or on society, access information from a variety of sources, analyse their findings, critically evaluate the evidence, and develop and explain their own conclusions from the investigation.</p>	<p>60%</p>
<p>Assessment Type 2: Skills and Applications Tasks</p>	<p>Students undertake at least one skills task and at least one applications task.</p> <p>Through skills and applications tasks, students can be challenged to make links between different learnings. Students will use what they have learned in Psychology in association with the skills or knowledge they have learned in another subject.</p> <p>For an applications task, students are given a scenario and asked to apply psychological ideas, skills, concepts, and understanding from a particular topic to show how human well-being and fulfilment can be improved. The scenario could involve improvement for a society (for example, reducing prejudice), a group (for example, improving family relationships), or an individual (for example, improving study skills).</p>	<p>40%</p>

FURTHER STUDIES

A full year of Stage 1 Psychology is the ideal preparation for Stage 2 Psychology and further study at tertiary level.

Psychology is relevant to all fields of employment that involve contact with other people. It has applications in such diverse fields as child care, sales, health, journalism, information technology, law enforcement, and advertising.

Further details

Further details of the subject can be obtained from the SACE Board: www.sace.sa.edu.au

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

Area of Study Coordinator: Dr Nicholas Head

STUDIES IN RELIGION

INTRODUCTION

A study of religion forms a vital foundation for the study of a society. This is of particular importance in a culturally diverse society. An appreciation of the nature of national and global multicultural society is enriched by an understanding of religion and its influence on human behaviour, and the shaping of personal and group identity. Religions and spiritualities are living and dynamic, and students study the ways in which religious adherents participate in, and respond to, current social and moral debates, and issues in communities such as those in Australia.

Students examine a range of definitions of religion drawn from a variety of sources. The range of definitions of religion is evaluated in terms of how they lead to a particular understanding of religion. Students examine the meaning and significance of 'the sacred' and 'the profane', and evaluate the usefulness and limitations of these terms in defining what constitutes religion.

Students study diverse religious and spiritual beliefs and value systems evident in Australian society and around the world, and explore how such a study can contribute to greater personal and interpersonal understanding; to the development of skills in relating to people of different religious positions; and to an appreciation of, and respect for, the different ways in which people think, feel, and act.

This subject outline emphasises an open approach to the study of religion that encourages students to empathise with adherents within and across religions, and with adherents who have different beliefs and understanding within the same religion.

There is also an emphasis on understanding religious positions on ethical and social justice issues.

MERCEDES COLLEGE CONTEXT

"We should be as the compass that goes round its circle without stirring from its centre-- our centre is God, from whom all our actions should spring." (Catherine McAuley)

The faith formation of young people is the outcome of the inter-relationship between them, their families and the Church of which the school is a part. This inter-relationship takes place within Australia and World culture. The ethos or pervading spirit or character of Mercedes College, underpinned by the Mercy Keys of Compassion, Loyalty, Justice, Integrity, Responsibility, and Mutual Respect, is critical in the faith formation of our students. This formation takes place in a context where people live out personally and communally the values of the Gospels. This formation incorporates a number of mutually informing components:

- Liturgy
- Classroom Religious Education
- Support for justice in all school life
- Retreats and reflection days
- Outreach and community service
- Forming the spirituality of the students
- Prayer
- Everyday experiences

Crossways Foundation Document states that the basis of our teaching in Catholic schools is based on "Religious Education supporting the integration of faith, life and culture".

"The mission of the Church, its entire work, is evangelisation - that is, to proclaim and live the reign of God. This is shaped through Word, sacrament, witness and service. Evangelisation happens in the context of the interpersonal relationship between the universal Church, Australian church, the local Church and other agencies including Catholic schools. Partnerships between families, parishes and Catholic schools need to be understood in light of this **communio**.

"Students come from a variety of cultural backgrounds and live in diverse family structures. Students are influenced by global and cultural forces, including those of the mass media, internet and entertainment industry. Students are affected by socio-economic factors, politics and health and employment issues. One of the most important challenges for evangelisation and education is to make meaningful connections with the worlds of the

"The fundamental task of the Catholic school is to create a synthesis between culture, faith and life ... by integration all the different aspects of human knowledge through the subjects taught, in the light of the Gospel."

"The Catholic school, in partnership with parents and families, educates the whole person, taking into account the students' intellectual, moral, spiritual, religious, physical and social development. In nurturing the intellectual faculties, the Catholic school develops a capacity for sound judgement and introduces the students to the cultural heritage handed down to them by former generations. The Catholic school promotes values drawn from the Tradition in order to prepare students for more active participation in the world. Hence, education in the Catholic school is understood as both a work of love and a service to society."

"The Key Learning Area of Religious Education makes a critical contribution to the life and learning of the Catholic school. The purpose of Religious Education is to deepen students' understanding of the Tradition and to develop an appreciation of its significance in their lives, so that they may participate effectively in the life of the Church and wider society." (*Crossways*, Religious Education Framework for SA Catholic Schools)

In Year Eleven Religion is undertaken as a SACE Stage 1 Unit and the Outcomes and Assessment are as follows

LEARNING REQUIREMENTS

In this subject, students are expected to:

1. demonstrate knowledge and understanding of diverse religious beliefs, perspectives, and experiences within and across religions
2. investigate and understand the social significance of religion and spirituality
3. examine how religion can provide a basis for personal and ethical decision-making
4. analyse contemporary ethical issues and reflect on possible futures
5. demonstrate and apply an understanding of religion and spirituality using a variety of forms of communication
6. reflect on religious experience, beliefs, and values, and how they contribute to a sense of personal meaning.

ASSESSMENT

- **Assessment Type 1:** Practical Activity

In the practical activity students communicate their knowledge and understanding of an aspect of religion or spirituality through an activity planned in conjunction with the teacher.

- **Assessment Type 2:** Issues Investigation

This assessment has two parts:

- an investigation (conducted through, for example, interviews, guest speakers, surveys, visits, film studies)
- a report (which may be in the form of, for example, an oral presentation, a role play, a written report, an audiovisual presentation, a multimedia presentation, a website, or an essay).

- **Assessment Type 3:** Reflection.

Students choose an aspect of a religious or spiritual tradition of personal interest that will enable them to extend their understanding of religion and reflect on the ways in which:

- beliefs and values contribute to a sense of personal and community identity
- religion provides a basis for personal decision-making.

Area of Study Coordinator: Mrs. Helen Ayliffe

SOCIETY AND CULTURE

INTRODUCTION

In Society and Culture students explore and analyse the interactions of people, societies, cultures, and environments. Using an interdisciplinary approach, students 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 in and across cultural groups. Students develop the skills and experience to understand how individual and group involvement can influence change, and to 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.

Students develop their skills in collaborative and independent thinking and inquiry by investigating the causes and consequences of a broad range of social issues and actions. They communicate informed opinions in a range of ways.

Students have the opportunity to build intercultural understanding by exploring the history, knowledge, and contemporary cultures of different peoples.

LEARNING REQUIREMENTS

In this subject, students are expected to:

1. demonstrate knowledge and understanding of a range of contemporary social and cultural issues in Australian and global contexts
2. demonstrate skills in analysing how and why social change occurs
3. independently analyse a range of sources and perspectives
4. work collaboratively to analyse, and reflect on, a contemporary social or cultural issue and share their learning with others
5. demonstrate knowledge and understanding of connections between societies and cultures
6. communicate informed ideas and opinions about social and cultural issues and societies.

CONTENT

- The Australian Identity
- Refugee and Migrant Experiences
- Effect of Media on Australian Culture
- Individual Investigation

ASSESSMENT

- **Assessment Type 1:** Sources Analysis
- **Assessment Type 2:** Group Activity
- **Assessment Type 3:** Investigation.

FURTHER STUDY

The course leads beautifully into the Stage 2 Society and Culture.

Further details

Further details of the subject can be obtained from the SACE Board: www.sace.sa.edu.au

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

Humanities Area of Study Coordinator: Mrs. Stephanie Ray

TOURISM

INTRODUCTION

Tourism has developed from multi- and interdisciplinary origins for the purpose of meeting a combination of practical and applied career and professional needs. It has a maturing body of knowledge, discourse, and skills, with a growing basis of published research.

In Stage 1 and Stage 2 Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry, and the complex economic, social, cultural, and environmental impacts and interactions of tourism activity. Students also develop an understanding of tourism from the perspectives of host, tourism operator, and traveller. They investigate tourism locally, nationally, and globally and learn that tourism, as the world's largest industry, is more than an economic phenomenon. Tourism has an impact, directly and indirectly, on many aspects of people's lives and on the environment. Students' understanding of the sustainable management of tourism is central to this subject.

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

Students explore tourism as a business and its impact on economies. Tourism presents opportunities and benefits as well as problems and threats to people and the environment. For example, as a people-oriented industry, tourism provides many jobs and can revitalise local economies and cultures. At the same time it may have a negative impact on the well-being of many people in the host community and threaten to change their cultural and environmental heritage. Students identify and investigate emerging tourism trends, developments, and contemporary issues, and/or case studies of tourism activity. They apply their knowledge, skills, and understanding about tourism to form personal opinions, make informed recommendations, form reasoned conclusions, and predict future options.

LEARNING REQUIREMENTS

In this subject, students are expected to:

1. understand tourism knowledge, including the nature of tourists, tourism, and the tourism industry
2. apply an understanding of tourism concepts, including sustainable tourism and cultural sustainability in different contexts — local, national, and global
3. investigate and analyse emerging tourism trends, developments, and contemporary issues
4. demonstrate and apply the capabilities, including practical tourism skills, in different contexts
5. interpret and analyse information about tourism to recognise different perspectives and clarify their own perspectives
6. communicate information about tourism for particular audiences and purposes using a range and combination of modes.

CONTENT

Within the core topics of:

1. Understanding the Tourism Industry
2. Identifying Visitors and Hosts
3. Creating Sustainable Tourism
4. Working in the Tourism industry

The students will study:

- History of tourism
- Destinations – locally, nationally and globally
- Careers in tourism
- The environmental and cultural impact of tourism
- Tourism and the economy
- Role of technology in Tourism
- Future trends in Tourism
- Local area Tourism
- Appreciating Tourism in Australia, to develop Communication and Practical skills required in Tourism

ASSESSMENT

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

FURTHER STUDY

The course leads beautifully into the Stage 2 Tourism. The Stage 1 and 2 subjects will enhance the student's opportunity to gain either employment in a very diverse industry or further training and study in the ever growing range of courses and programs at TAFE, university or with private providers like AFTA (Australian Federation of Travel Agencies).

It will give them the opportunity to be more literate and informed in the interview situation required for many placements in tourism work and training. As well it fosters the development of an environmental and cultural ethic for the future of both natural and human environment

Further details

Further details of the subject can be obtained from the SACE Board: www.sace.sa.edu.au

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

Humanities Area of Study Coordinator: Mrs. Stephanie Ray

VISUAL ART - ART

INTRODUCTION

Visual Arts is categorised into the two broad areas of art and design. Art encompasses both artistic and crafting methods and outcomes. The processes of creation in both art and craft include the initiation and development of ideas, research, analysis, and exploration, experimentation with media and technique, resolution (i.e. the realisation of an artwork), and production.

Visual Arts engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasises visual thinking and investigation and the ability to develop ideas and concepts, refine skills, and produce imaginative solutions. An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts, and opinions, provide observations of their lived or imagined experiences, and represent these in visual form. Through ideation and problem-solving, experimentation, and investigations in a diversity of media, processes, and techniques, students demonstrate a range of technical skills and aesthetic qualities.

Through the critical analysis of other practitioners' visual artworks, students gain knowledge and understanding of their styles, concepts, content, forms, and conventions, and learn to respond to these works in an informed manner. A range of approaches to the interpretation of visual artworks from different cultures and contexts is used to explore the messages and meanings contained within and transmitted through these works.

Of particular interest in this subject are the past and present influences that impact on the visual arts: local and global events, social and political values, different perspectives provided by the diversity of cultural groups, and the styles, aesthetic values, and philosophies of individual and groups of practitioners of particular times and places.

It is preferred that students have successfully completed at least one semester of Year 10 Art or Design.

LEARNING REQUIREMENTS

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. In this subject, students are expected to:

1. conceive, develop, and make visual artworks that reflect individuality and the development of a personal aesthetic
2. demonstrate visual thinking through the conception, evolution, and evaluation of ideas and the development of skills with media, materials, techniques, and technologies
3. apply skill in using media, materials, techniques, and technologies to solve problems and resolve visual artworks
4. communicate knowledge and understanding of their own and other practitioners' visual artwork(s)
5. describe, analyse, and respond to visual artworks in social, cultural, and historical contexts.

CONTENT

Area of Study 1: Visual Thinking

Visual thinking skills are integral to the creative or problem-solving process for artists. The concept of visual thinking includes:

- ◆ the ability to view works of art — understand the visual codes that describe, explain, analyse, interpret — and ultimately to develop and form a personal visual aesthetic
- ◆ the ability to visually record — inspirations, influences, ideas, thoughts, messages, media, analysis of artworks — using technology, refining ideas and skills, and working towards resolution of visual artworks.

Visual thinking for artists usually involves applying a creative or problem-solving process in a logical sequence. At times, however, it can be accidental or unpredictable and can change in direction before the artist is satisfied with the resolved outcome. It is about developing the skills to think visually and to record this thinking. This means using drawings, sketches, diagrams, graphical representations, media or materials studies and experiments, concept representations, modelling, prototypes, photographs, digital graphics, and/or audiovisual digital recording techniques, accompanied by written or recorded annotations to document the thinking.

Area of Study 2: Practical Resolution

Visual artworks can be resolved using the various practical genres of Art, which may include, for example, video, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, wood, plastic, or metal fabrication, sculpture, ceramics, and textiles.

Practical resolution may result in a suite of artworks or a run of prints. The production of multiple copies of design resolutions may be the most appropriate outcome or may be specified in a design brief. Other design resolutions may include graphic, modelled, or prototype items to fully visualise the outcome.

Students evaluate what they have achieved and provide insights into how processes have affected the outcome. Students learn how to develop and generate an artist's or designer's statement.

Area of Study 3: Visual Arts in Context

Students have opportunities to contextualise art; that is, to place visual artworks historically and culturally. This can be achieved by:

- ◆ experiencing, or closely viewing, visual artworks
- ◆ deconstructing works of art or analysing design solutions, enabling students to focus their understanding by, for example, observing and researching the artistic style; the cultural and social customs and beliefs of the day; the availability and use of media, materials, techniques, and technologies; the intentions, purpose, or beliefs of the practitioner; and the artistic, political, and economic climate of the time or place
- ◆ studying the work of a practitioner and/or artistic movement.

Students are introduced to core concepts, forms, styles, and conventions of the visual arts, such as:

- ◆ genres and styles from different historical and cultural contexts
- ◆ elements of composition or design
- ◆ concepts relevant to the genre or style, such as the use of perspective, tonal technique, and overlapping to represent three dimensions
- ◆ media or materials and their applications
- ◆ technologies and their uses
- ◆ techniques or methods and their applications.

ASSESSMENT

The following assessment types enable students to demonstrate evidence of learning in Stage 1 Art:

Assessment Type 1: Folio

Students produce one folio that documents their visual learning, in support of at least one major resolved visual artwork

Assessment Type 2: Practical

Each practical assessment consists of two parts:

- ◆ at least one resolved art practical work
- ◆ the practitioner's statement.

Assessment Type 3: Visual Study

A visual study is an exploration of, or experimentation with, a style, an idea, a concept, media/materials, methods/techniques, or technologies based on research and the analysis of the work of other practitioners.

FURTHER STUDY

This course leads to Stage 2 Visual Arts – Art

Further details

Further details of the subject can be obtained from the SACE Board: www.sace.sa.edu.au

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

Visual Arts Area of Study Coordinator: Mrs. Luisa Stocco

VISUAL ARTS - DESIGN

INTRODUCTION

Visual Arts is categorised into the two broad areas of art and design. Design encompasses communication and graphic design, environmental design, and product design. It emphasises a problem-solving approach to initiation and the generation of ideas or concepts, and the development of visual representation skills to communicate resolutions.

Visual Arts engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasises visual thinking and investigation and the ability to develop ideas and concepts, refine skills, and produce imaginative solutions. An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts, and opinions, provide observations of their lived or imagined experiences, and represent these in visual form. Through ideation and problem-solving, experimentation, and investigations in a diversity of media, processes, and techniques, students demonstrate a range of technical skills and aesthetic qualities.

Through the critical analysis of other practitioners' visual artworks, students gain knowledge and understanding of their styles, concepts, content, forms, and conventions, and learn to respond to these works in an informed manner. A range of approaches to the interpretation of visual artworks from different cultures and contexts is used to explore the messages and meanings contained within and transmitted through these works.

Of particular interest in this subject are the past and present influences that impact on the visual arts: local and global events, social and political values, different perspectives provided by the diversity of cultural groups, and the styles, aesthetic values, and philosophies of individual and groups of practitioners of particular times and places.

It is preferred that students have successfully completed at least one semester of Year 10 Art or Design.

LEARNING REQUIREMENTS

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. In this subject, students are expected to:

1. conceive, develop, and make visual artworks that reflect individuality and the development of a personal aesthetic
2. demonstrate visual thinking through the conception, evolution, and evaluation of ideas and the development of skills with media, materials, techniques, and technologies
3. apply skill in using media, materials, techniques, and technologies to solve problems and resolve visual artworks
4. communicate knowledge and understanding of their own and other practitioners' visual artwork(s)
5. describe, analyse, and respond to visual artworks in social, cultural, and historical contexts.

CONTENT

Area of Study 1: Visual Thinking

Visual thinking skills are integral to the creative or problem-solving process for artists. The concept of visual thinking includes:

- ◆ the ability to view works of design — understand the visual codes that describe, explain, analyse, interpret — and ultimately to develop and form a personal visual aesthetic
- ◆ the ability to visually record — inspirations, influences, ideas, thoughts, messages, media, analysis of artworks — using technology, refining ideas and skills, and working towards resolution of visual artworks.

Visual thinking for designers is usually based around the development and formulation of a design brief that specifies parameters for the designer. The cyclic design process includes research, analysis, ideation, the exploration of possibilities, the testing of ideas, the refining of ideas or concepts, the practising of skills, and evaluation, before the design outcome is resolved. It is about developing the skills to think visually and to record this thinking. This means using drawings, sketches, diagrams, graphical representations, media or materials studies and experiments, concept representations, modelling, prototypes, photographs, digital graphics, and/or audiovisual digital recording techniques, accompanied by written or recorded annotations to document the thinking.

Area of Study 2: Practical Resolution

Visual artworks can be resolved using the various practical genres of Art, which may include, for example,

- ◆ product design: e.g. toy, fashion, stage, furniture, and engineering design
- ◆ environmental design: e.g. sustainable interior and exterior design
- ◆ graphic and visual communication design: e.g. branding, illustration, and advertising.

Practical resolution may result in a suite of artworks or a run of prints. The production of multiple copies of design resolutions may be the most appropriate outcome or may be specified in a design brief. Other design resolutions may include graphic, modelled, or prototype items to fully visualise the outcome.

Students evaluate what they have achieved and provide insights into how processes have affected the outcome. Students learn how to develop and generate an artist's or designer's statement.

Area of Study 3: Visual Arts in Context

Students have opportunities to contextualise design; that is, to place visual artworks historically and culturally. This can be achieved by:

- ◆ experiencing, or closely viewing, visual artworks
- ◆ deconstructing works of art or analysing design solutions, enabling students to focus their understanding by, for example, observing and researching the artistic style; the cultural and social customs and beliefs of the day; the availability and use of media, materials, techniques, and technologies; the intentions, purpose, or beliefs of the practitioner; and the artistic, political, and economic climate of the time or place
- ◆ studying the work of a practitioner and/or artistic movement.

Students are introduced to core concepts, forms, styles, and conventions of the visual arts, such as:

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- ◆ media or materials and their applications
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- ◆ techniques or methods and their applications.

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- ◆ the practitioner's statement.

Assessment Type 3: Visual Study

A visual study is an exploration of, or experimentation with, a style, an idea, a concept, media/materials, methods/techniques, or technologies based on research and the analysis of the work of other practitioners.

FURTHER STUDY

This course leads to Stage 2 Visual Arts Studies – Design.

Further details

Further details of the subject can be obtained from the SACE Board: www.sace.sa.edu.au

Please see the Area of Study Coordinator for specific details of how the subject is taught at Mercedes College.

Visual Arts Area of Study Coordinator: Mrs. Luisa Stocco

Design Technology Area of Study Coordinator: Mr. James Burdon

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