



**MERCEDES
COLLEGE**



Senior School Curriculum



CIS INTERNATIONALLY
ACCREDITED
SCHOOL
CRICOS Code 00365D

2027 Academic Year



Our Mission

As a Catholic school in the Mercy tradition and inspired by the Gospels, we work in partnership with families enabling students to flourish in all aspects of their humanity and thus contribute to a better and more peaceful world.

Our Vision

To be a sustainable, internationally minded world-class school, providing a holistic educational experience for our students within a unique culture and community where we honour tradition and live the Mercy Keys.

Our Values

We live by the Mercy Keys: Compassion, Loyalty, Justice, Integrity, Responsibility and Mutual Respect across our daily interactions and strategic decisions.

IB mission statement: Education for life

The International Baccalaureate (IB) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect

To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



Council of International Schools (CIS)

Mercedes College is a member of the Council of International Schools (CIS), joining a prestigious network of 1,500 schools and universities spanning 120 countries. This globally recognised accreditation demonstrates Mercedes College's commitment to high-quality international education. To achieve and maintain this status, our College is regularly audited by an international panel, which monitors and assesses our learning practices and outcomes, but also our professional standards around governance, community engagement, and student wellbeing.





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Senior School Curriculum

Mercedes College is a Catholic school that offers the International Baccalaureate (IB) curriculum from Reception to Year 9, with Year 10, 11 and 12 students given diverse pathway options for their studies.

Through the examination of this booklet, and comprehensive discussions with College leaders and Pathway Coordinators, students are given an outline of options they can navigate towards the ideal outcome of their high school experience.

With a combination of subject choices, external and extension opportunities, combined with our commitment to service and wellbeing, individual students are given every opportunity to discover what success can look like for them.

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.” Sr Catherine McAuley

Mercedes College Senior School students are expected to undertake service activities in acknowledgement of our Mercy values. Through their studies, students commit to weekly community service, and a period of work experience during Year 11.

Wellbeing Programmes

Growth and Personal Skills Programme (GPS)

In addition to their studies, students continue GPS, which empowers them to build capacity, values, skills, attitudes, and approaches to developmentally appropriate situations. The four pillars of GPS are drawn from the IB Learner Profile, Australian Curriculum Capabilities, Approaches to Learning, Child Protection Curriculum and more, focusing on strong relationships, healthy lifestyles, positive emotions, and personal resilience.

Study Thinking Extension Programme (STEP)

An elective option in Year 10, STEP goes beyond traditional academics to give students skills that increase their confidence and independence. Building upon the compulsory Semester of STEP in Year 9, Senior School students continue learning to navigate increased unpredictability and build a healthy respect for suitable risk-taking, reframing how they approach new opportunities. Designed to support students through non-academic themes, STEP does not involve grading or formal assessment, with impact measured through student reflection.



South Australian Certificate of Education (SACE)

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

You'll be awarded the SACE if you successfully complete requirements that include a range of skills and subjects you may study at school or may have acquired through other education, training or experience.

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.

To gain the SACE 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.

Students can then choose from a wide range of subjects and courses including VET 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.

Building 200 Credits

The SACE is designed to allow students to choose the subjects that suit their interests, skills, and career goals.

Students build 200 credits of study across Stage 1 and 2 (10 credits = 1 semester of study in 1 subject)

Stage 1 usually at Year 11

Stage 2 usually at Year 12

50 credits of compulsory SACE subjects (see below)

60 credits SACE Stage 2 or VET subjects

At least 90 credits of other subjects at Stage 1 or Stage 2 (or equivalent)

SACE Compulsory Requirements

Exploring Identities and Futures (Stage 1) – 10 credits

Most students will complete this in Year 10

Numeracy Requirement – 10 credits

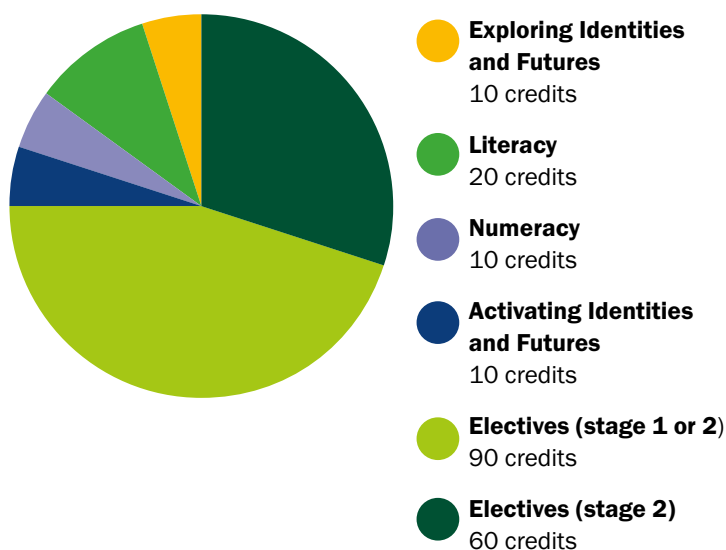
A mathematics subject in Stage 1

Literacy Requirement – 20 credits

A full year of English in Stage 1

Activating Identities and Futures (Stage 2) – 10 credits

Most students complete this in Year 11





South Australian Certificate of Education (SACE)

Subject Selection - Stage 1

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 Exploring Identities and Futures course work which has involved consideration and identification of:

- the careers or university or TAFE courses you wish to pursue
- your strengths and interests and attitude to study
- the entry requirements including 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 the [SATAC 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 provide adjustment factors (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 a related one) in the past
- consider the Stage 1 subjects that will best prepare you for Stage 2.

You should also:

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

Subject Selection – Stage 2

In selecting your subjects for Stage 2 (Year 12) you should:

- consider how much satisfaction and enjoyment you obtained from the subjects you studied in Year 11. You are more likely to do well in those you like;
- discuss with the Student Pathways Coordinator so that you ensure the course selected will enable you to be prepared for your selected university, TAFE and career choices
- consider how well you have coped with the subject (or a related one) in the past;
- Be aware of Vocational Studies (VET) subjects that you may be able to incorporate as part of your SACE .

Assessment in SACE

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.

Further information

[To learn more about the SACE click here.](#)



Vocational Education and Training (VET)

VET in Schools refers to Vocational Education and Training (VET) courses undertaken as part of school studies. VET in Schools courses enable students to earn credit towards a recognised VET qualification whilst completing their general education curriculum or senior secondary certificate (SACE).

With VET in Schools, a student can:

- Combine a vocational pathway (such as an apprenticeship or traineeship) with studies;
- Complete (or work towards) a Certificate I, II or III, qualification; and
- Keep options open to pursue further vocational education (such as courses at a Technical and Further Education institute) or move into higher education (such as undertaking courses at University).

VET qualifications, or the credit towards a qualification, are recognised by industry across Australia under the Australian Qualifications Framework (AQF).

VET operates through a national training system, and is delivered, assessed and certified by Registered Training Organisations (RTOs) such as TAFE SA.

The courses Mercedes College accesses are offered at the site of the RTO.

VET is an excellent choice of study for many students. It can include practical hands-on learning, which suits many students and can lead to excellent jobs in a vast array of fields and gives students a head-start on a qualification of their choice.

SACE Recognition of VET

Most VET courses are awarded SACE credits and some of them, if they are listed on the SACE VET Recognition Register may be eligible for SACE Stage 2 (Year 12) credits which can therefore be part of the student's Year 12 studies.

[To search the SACE VET Recognition Register click here.](#)

Vet Course Fees

Families are responsible for the payment of any VET course. If the VET course or external subject is undertaken as an alternative to a SACE subject offered at the college, i.e. not as additional subject, then the college will apply a credit against the family account upon delivery of an external provider tax receipt, being 25% of the course fee up to \$1,000.

Mercedes College students have accessed VET courses over many years in a wide range of areas such as:

- Aged Care
- Animal Attending and Training
- Automotive Technology and Automotive Electrical
- Business
- Childcare
- Construction Pathways (eg Carpentry, Electrical and Plumbing)
- Engineering Pathways
- Fitness
- Applied Fashion and Design
- Health Services Assistance
- Hair and Beauty
- Hospitality (both Front of House and Commercial Cookery)
- Music Industry (Production and Performance)
- Retail
- Screen and Media

Further Information

More information is available through the Mercedes College Student Pathways Coordinator.



Extension Studies

Year 12 students may nominate for an approved Flinders University course as a recognised study for Stage 2 completion. These courses provide the opportunity for highly motivated and academically gifted students to engage in a challenging course and gain early credit in their tertiary education. Flinders University courses are taught by University academics in an online or on-site mode.

Courses are one semester in length (10 Stage 2 credits) and attract an additional fee of approximately \$1000.

As University courses are challenging and require a level of maturity for success, students nominating for these subjects must meet the following criteria:

Academic readiness: students must have a strong academic record with all grades in Year 11 at a minimum A level. Typically, students will also have strong results in Year 10 with most IB MYP grades of 7 or ACARA grades at an A level. Results in examinations will also be consistently strong.

Responsible approach to learning: reflected by high attendance rate, consistently meeting deadlines and receive regularly affirming feedback from teachers.

Students nominating for a University extension course will have individual interviews with the Student Pathways Coordinator to validate suitability.

Further Information

More information is available through the Mercedes College Student Pathways Coordinator.

Mercedes College students have access to Extension Studies across a wide range of subjects, including:

- Human Bioscience
- Nutrition, Physical Activity & Health
- Turning Points in History
- Race & Representation: Indigenous Identities
- Human Functional Anatomy in Sport and Exercise
- Programming Fundamentals



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Subject Overviews



Subject Index

Year 10 (ACARA)

Advanced Manufacturing
Biology
Business Enterprise
Chemistry
Design
Digital Technologies
English
English Literary Studies
English as an Additional Language
Essential English
Essential Mathematics
Extension Mathematics
General Mathematics
General Science
Global Societies
Health and Wellbeing
Human Performance
French (ACARA)
Mathematical Methods
Media
Nutrition
Photography
Physical Education (Sport)
Physical Education (High Performance)
Physics
Psychology
Society and Governance
Visual Arts

SACE Stage 1

Biology
Business Innovation
Chemistry
Chinese (Background Speakers)
Creative Arts - Media
Dance
Digital Technologies
Drama
Economics
English
English Literary Studies
English as an Additional Language
Essential English
Essential Mathematics
Exploring Identities and Futures
French (Continuers)
General Mathematics
Geography
Health and Wellbeing
Indonesian (Continuers)
Industry and Entrepreneurial Solutions
Legal Studies
Mathematical Methods
Modern History
Music
Nutrition
Outdoor Education
Physical Education
Physics
Psychology
Society and Culture
Spanish (Beginners)
Specialist Mathematics
Spiritualities, Religion and Meaning
Visual Arts – Art
Visual Arts – Design

SACE Stage 2

Accounting
Activating Identities and Futures
Biology
Business Innovation
Chemistry
Chinese (Background Speakers)
Creative Arts - Media
Dance
Digital Technologies
Drama
Economics
English
English Literary Studies
English as an Additional Language
Essential English
Essential Mathematics
French Continuers
General Mathematics
Geography
Health and Wellbeing
Indonesian (Continuers)
Industry and Entrepreneurial Solutions
Legal Studies
Mathematical Methods
Modern History
Music Explorations
Music Performance – Ensemble
Music Performance – Solo
Music Studies
Nutrition
Outdoor Education
Physical Education
Physics
Psychology
Society and Culture
Spanish (Beginners)
Specialist Mathematics
Spiritualities, Religion and Meaning
Visual Arts – Art
Visual Arts – Design



Click on subject listing
to jump directly to the
subject outline



Click home to return
to this index



SACE Projects Subject Pathways

Year 10

Semester Subject Offerings

SACE Stage 1
Exploring Identities and
Futures

Year 11

Semester Subject Offerings

SACE Stage 2
Activating Identities and
Futures

Year 12

Semester Subject Offerings

Exploring Identities and Futures

SACE Stage 1 (Compulsory - Year 10)

Credits 10

Duration Semester

Exploring Identities and Futures is a 10-credit subject at Stage 1. Exploring Identities and Futures (EIF) supports students to explore their aspirations. They are given the space and opportunity to extend their thinking beyond what they want to do, to also consider who they want to be in the future. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity, and connections to the world around them.

The exploration of identities and futures in this subject will continue into the Activating Identities and Futures subject at Stage 2.

In this subject, students:

- develop agency by exploring their identity, interests, strengths, skills, capabilities and or values, and making choices about their learning.
- demonstrate self-efficacy and self-regulation through planning and implementing actions to develop their capabilities, connect with future aspirations, achieve goals and make decisions.
- develop their communication skills and reflective practice by collaborating and connecting with others, valuing feedback, and sharing evidence of their learning progress with an audience.

Assessment

Assessment at Stage 1 is school based. The following assessment types enable students to demonstrate their learning in Stage 1 Exploring Identities and Futures:

- Assessment Type 1: Exploring me and who I want to be (at least 2 tasks)
- Assessment Type 2: Taking action and showcasing my capabilities. (Long term Project)

Each assessment type should have a weighting of at least 30%.

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Activating Identities and Futures

SACE Stage 2 (Compulsory - Year 11)

Credits 10

Duration Semester

Activating Identities and Futures (AIF) is a compulsory requirement of SACE.

The purpose of Activating Identities and Futures is for students to take greater ownership and agency over their learning (learning how to learn) as they select relevant strategies (knowing what to do when you don't know what to do) to explore, create and/or plan to progress an area of personal interest towards a learning output.

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

Assessment

- School Assessment (70%)
 - Assessment Type 1: Portfolio (35%)
 - Assessment Type 2: Progress Checks (35%)
- External assessment
 - Assessment Type 3: Appraisal (30%)

SACE Subject Outline

[To view the full SACE subject outline click here.](#)



Religious Education Subject Pathways

Year 10

Semester Subject Offerings

2027

SACE Stage 1
**Spiritualities, Religion and
Meaning**

2028

SACE Stage 1
**Spiritualities, Religion and
Meaning**

2029

SACE Stage 1
**Spiritualities, Religion and
Meaning**

Year 11

Semester Subject Offerings

SACE Stage 1
**Spiritualities, Religion and
Meaning**

SACE Stage 2
**Spiritualities, Religion and
Meaning**

SACE Stage 2
**Spiritualities, Religion and
Meaning**

Year 12

Semester Subject Offerings

SACE Stage 2
**Spiritualities, Religion and
Meaning**

Life and Faith

SACE Stage 2
**Spiritualities, Religion and
Meaning**

Spiritualities, Religion and Meaning

SACE Stage 1 (Compulsory at Mercedes College)

Credits 20

Duration Full Year

Australia is a land of many spiritualities and religions. Aboriginal and Torres Strait Islander spiritualities are at least 65,000 years old, forming part of the oldest continuous cultures on the planet. Since Australia was colonised in the late 18th century, spiritualities and religions have arrived with many different groups of migrants, making this country one of the most multicultural and religiously diverse in the world.

While their definitions are widely contested, spirituality and religion both invite engagement with the transcendent, and provide meaning, purpose, and a sense of belonging. Spiritualities and religions can inform an individual's identity, as well as their interconnection with creation.

In this subject, teachers and students use one or more 'big ideas' to frame inquiry questions; to explore issues, concepts, and ideas; and to reflect on personal and shared meaning within one or more spiritualities and/or religions.

At Stage 1, students develop and demonstrate their understanding of the influence of spiritual and/or religious perspectives on a local, national, or global community, by engaging with one or more images, artefacts, texts, documentaries, or feature films. They collaborate with others to develop, apply, and reflect on their understanding of some spiritual and/or religious principles that underpin social justice actions within the school or broader community; and they investigate a contemporary issue linked to one of the big ideas

Unit 1: Growth, belonging, and flourishing in a world of Mercy

Unit 2: Spiritualities, religions and ultimate questions

Unit 3: Community, justice, and diversity

Unit 4: Story, visions, and futures

Unit 5: Life, the universe and integral ecology

Assessment

- Assessment Type 1: Representations 40%
- Assessment Type 2: Connections 30%
- Assessment Type 3: Issues Investigation 30%

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Spiritualities, Religion and Meaning

SACE Stage 2 (SACE alternative to Life and Faith)

Credits 10 or 20

Duration Full Year

At Stage 2 students engage in reflective analysis in response to stimuli such as guest speakers, documentaries and excursions, contextualised by one of the six big ideas. They explore a concept or issue from a religious and/or spiritual perspective and collaborate with others to apply their learning.

The following six big ideas frame learning in this subject by inviting inquiry into religious and spiritual perspectives in context.

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

Assessment

The school assessment component for Stage 2 Spiritualities, Religion and Meaning [SRM] consists of three assessment types:

School Assessment (70%)

School Assessment

- Assessment Type 1: Reflective Analysis (40%)
- Assessment Type 2: (30%)

External Assessment

- Assessment Type 3: Transformative Action (30%)

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Students who do not choose SRM will be allocated to a Life and Faith class. This class does not attract SACE credits.



English Subject Pathways

Year 10

Semester Subject Offerings

Semester 1

Semester 2

English

English

English
Literary
Studies

Essential
English

English as an
Additional Language

Year 11

Semester Subject Offerings

SACE Stage 1
English

SACE Stage 1
English Literary Studies

SACE Stage 1
Essential English

SACE Stage 1
English as an
Additional Language

Year 12

Semester Subject Offerings

SACE Stage 2
English

SACE Stage 2
English Literary Studies

SACE Stage 2
Essential English

SACE Stage 2
English as an
Additional Language

English Career Pathways

Potential Careers in Field

(Learning Area Aligned)

Communications, Media and Journalism
Law and Justice
Education and Training
Marketing and Public Relations
Creative Industries



English

Year 10

ACARA

Semester 1 and 2

Year 10 English is designed to provide a foundation in the fundamentals required for SACE Stage 1 and Stage 2 English. The curriculum is built around the three interrelated strands of Language, Literature and Literacy. Along with these strands there is a focus on developing knowledge, understanding and skills in reading, viewing, writing, speaking, listening and creating. Year 10 English continues to build upon the concepts and skills developed in previous years. In this course, students will interact individually and in groups with literature and everyday texts in various forms and contexts including the local community. Students will engage in both shared and independent texts including novels, poetry, short stories and films, as well as audio and electronic and print media for both enjoyment and analysis. Students will analyse the similarities and differences between texts and will demonstrate how to create various texts.

Assessment

Assessment Type 1: Responding to Texts 50%

Assessment Type 2: Creating Texts 30%

Assessment Type 3: Intertextual Study 20%

English Literary Studies

Year 10

ACARA

Semester 2

Year 10 English Literary Studies is designed to provide a foundation in the fundamentals required for SACE Stage 1 English Literary Studies and Stage 2 English Literary Studies. The curriculum is built around the three interrelated strands of Language, Literature and Literacy. Along with these strands there is a focus on developing knowledge, understanding and skills in reading, viewing, writing, speaking, listening and creating.

Year 10 English Literary Studies continues to build upon the concepts and skills developed in previous years with a focus on literary depth. In this course, students will interact individually and in groups with literature and everyday texts in various forms and contexts including the local community. Students will engage in both shared and independent texts including novels, poetry, drama, short stories and films, as well as audio and electronic and print media for both enjoyment and analysis. Students will analyse the similarities and differences between texts and will demonstrate how to transform a text into a new form.

Assessment

Assessment Type 1: Responding to Texts 50%

Assessment Type 2: Creating Texts 30%

Assessment Type 3: Intertextual Study 20%

Essential English

Year 10
ACARA
Semester 2

Year 10 Essential English is designed to provide a foundation in the fundamentals required for SACE Stage 1 and Stage 2 Essential English. The curriculum is built around the three interrelated strands of Language, Literature and Literacy. Along with these strands there is a focus on developing knowledge, understanding and skills in reading, viewing, writing, speaking, listening and creating. Year 10 English continues to build upon the concepts and skills developed in previous years. In this course, students will interact individually and in groups with literature and everyday texts in various forms and contexts including the local community. Students will engage in both shared and independent texts including songs, short stories, work documents, and films, as well as audio and electronic and print media for both enjoyment and analysis. Students will analyse the similarities and differences between texts and will demonstrate how to create various texts.

Assessment

Assessment Type 1: Responding to Texts 50%

Assessment Type 2: Creating Texts 30%

Assessment Type 3: Language Study 20%

English as an Additional Language

Year 10
ACARA
Semester 1 and 2

Year 10 English as an Additional Language/Dialect is designed to provide a foundation in the fundamentals required for SACE Stage 1 EAL and Stage 2 EAL. The curriculum is built around the three interrelated strands of Language, Literature and Literacy. Along with these strands there is a focus on developing knowledge, understanding and skills in reading, viewing, writing, speaking, listening and creating. Year 10 English continues to build upon the concepts and skills developed in previous years. In this course, students will interact individually and in groups with literature and everyday texts in various forms and contexts including the local community. Students will engage in both shared and independent texts including novels, poetry, short stories and films, as well as audio and electronic and print media for both enjoyment and analysis. Students will analyse the similarities and differences between texts and create various texts.

Assessment

Assessment Type 1: Responding to Texts 50%

Assessment Type 2: Interactive Study 25%

Assessment Type 3: Language Study 25%

English

SACE Stage 1

Credits 10

Duration Semester

At Mercedes College students MUST do 10 credits of an English subject in each semester in Stage 1

At Stage 1, English students develop skills for Stage 2 English Literary Studies. Students complete analytical tasks such as essays with critical perspectives of drama, film, poetry, and prose texts, which includes William Shakespeare's *Macbeth*. Assessment conditions focus on preparing students for examination-based subjects.

Students who complete 20 credits of Stage 1 English with a C grade or better, or any Stage 2 English subject with a C- grade or better, will meet the literacy requirement of the SACE. Credits gained from any of the subjects can be combined with credits gained from other subjects in the English Learning Area.

Assessment

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

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts
- Assessment Type 3: Intertextual Study

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

English

SACE Stage 2

Credits 20

Duration Full Year

At Stage 2, English students analyse the interrelationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world. Text types for study include song lyrics (e.g., Paul Kelly) and film (e.g., Scott Hicks' *Shine*).

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience, and context is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal. Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

There is no external examination; the Comparative Analysis is an externally assessed assignment. This course is eligible for ATAR adjustment factors under the SATAC Universities Language, Literacy and Mathematics Scheme.

[To read more about adjustment factors click here.](#)

Assessment

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

School Assessment (70%)

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

External Assessment (30%)

- Assessment Type 3: Comparative Analysis (30%)

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

English Literary Studies

SACE Stage 1

Credits 10

Duration Semester

At Mercedes College students MUST do 10 credits of an English subject in each semester in Stage 1

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

Assessment

The following assessment types enable students to demonstrate their learning in Stage 1 English Literary Studies:

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts
- Assessment Type 3: Intertextual Study

English Literary Studies

SACE Stage 2

Credits 20

Duration Full Year

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

English Literary Studies focuses on ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences, and contexts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions.

Students produce responses that show the depth and clarity of their understanding. They extend their ability to sustain a reasoned critical argument by developing strategies that allow them to weigh alternative opinions against each other. By focusing on the creativity and craft of the authors, students develop strategies to enhance their own skills in creating texts and put into practice the techniques they have observed.

This course is eligible for ATAR adjustment factors under the SATAC Universities Language, Literacy and Mathematics Scheme.

The final assessment, Critical Reading, is an externally assessed examination involving analysis of unseen texts. This course is eligible for ATAR adjustment factors under the [SATAC Universities Language, Literacy and Mathematics Scheme](#)

Assessment

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

School Assessment (70%)

- Assessment Type 1: Responding to Texts (50%)
- Assessment Type 2: Creating Texts (20%)

External Assessment: (30%)

- Assessment Type 3: Text Study
 - Part A: Comparative Text Study (15%)
 - Part B: Critical Reading (15%)

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Essential English

SACE Stage 1

Credits 10

Duration Semester

At Mercedes College students MUST do 10 credits of an English subject in each semester in Stage 1

At Stage 1, Essential English students develop literacy and communication skills through a range of written, spoken, visual, and digital texts while using and modifying language for different purposes in a range of social and cultural contexts.

There is a focus on literacy in preparation for any English subject at Stage 2. Students may also choose this subject in preparation for work and life, as they will engage in real-world texts such as persuasive writing. There is not a focus on examination conditions or literary texts (e.g., drama, prose, poetry).

Students who complete 20 credits of Stage 1 English with a C grade or better, or any Stage 2 English subject with a C- grade or better, will meet the literacy requirement of the SACE. Credits gained from any of the subjects can be combined with credits gained from other subjects in the English Learning Area.

Assessment

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

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Essential English

SACE Stage 2

Credits 20

Duration Full Year

At Stage 2, Essential English students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

There is no external examination; the Language Study is an externally assessed assignment. This course is **not** eligible for ATAR adjustment factors under the SATAC Universities Language, Literacy and Mathematics Scheme.

[To read more about adjustment factors click here.](#)

Assessment

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

School Assessment (70%)

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

External Assessment (30%)

- Assessment Type 3: Language Study (30%)

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

English as an Additional Language

SACE Stage 1

Credits 10

Duration Semester

At Mercedes College students MUST do 10 credits of an English subject in each semester in Stage 1

English as an Additional Language is designed for students for whom English is a second language or an additional language or dialect. These students have had different experiences in English and one or more other languages. At Stage 1 EAL, students develop skills for Stage 2 EAL. Students complete analytical tasks such as essays and communication tasks. Students develop literacy and communication skills through a range of written, spoken, visual, and digital texts while using and modifying language for different purposes in a range of social and cultural contexts.

Students who complete 20 credits of Stage 1 English with a C grade or better, or any Stage 2 English subject with a C- grade or better, will meet the literacy requirement of the SACE. Credits gained from any of the subjects can be combined with credits gained from other subjects in the English Learning Area.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 1 English as an Additional Language:

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Interactive Study
- Assessment Type 3: Language Study.

Subject Outline

[To view the full subject outline click here.](#)

English as an Additional Language

SACE Stage 2

Credits 20

Duration Full Year

English as an Additional Language is designed for students for whom English is a second language or an additional language or dialect. These students have had different experiences in English and one or more other languages.

At Stage 2, EAL focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis, and text creation. Through studying a variety of oral, written, and multimodal texts, including informational and literary texts, students develop an understanding of text structures and language features. Texts could include, for example, a newspaper article, a podcast, a short story, an extract from a prose text, or a scene from a film. Students explore the relationship between the structures and features and the purpose, audience, and context of texts. Information, ideas, and opinions in texts are identified and evaluated. Personal, social, and cultural perspectives in texts are analysed and evaluated.

Students develop confidence in creating texts for different purposes in both real and imagined contexts. Students broaden their understanding of sociocultural and sociolinguistic aspects of English, through their study of texts and language. They develop skills for research and academic study.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 English as an Additional Language:

School assessment (70%)

- Assessment Type 1: Academic Literacy Study (30%)
- Assessment Type 2: Responses to Texts (40%)

External assessment (30%)

- Assessment Type 3: Examination (30%).

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

- Two tasks for the academic literacy study (one oral and one written)
- Three or four tasks for the responses to texts (at least one oral and two written)
- One examination.

Subject Outline

[To view the full subject outline click here.](#)



Mathematics Subject Pathways

Year 10

Semester Subject Offerings

Semester 1

Semester 2

**Essential
Mathematics**

SACE Stage 1
**Essential
Mathematics**

General Mathematics

Mathematical Methods

Extension Mathematics

Year 11

Semester Subject Offerings

SACE Stage 1
Essential Mathematics

SACE Stage 1
General Mathematics

SACE Stage 1
Mathematical Methods

SACE Stage 1
Specialist Mathematics

Year 12

Semester Subject Offerings

SACE Stage 2
Essential Mathematics

SACE Stage 2
General Mathematics

SACE Stage 2
Mathematical Methods

SACE Stage 2
Specialist Mathematics

Mathematics Career Pathways

Potential Careers in Field

(Learning Area Aligned)

Engineering and Technology
Finance and Economics
Data Analytics
Business and Management
Research and Innovation



Essential Mathematics

Year 10
ACARA
Semester 1

This course has been designed to adopt a 'hands-on' approach to mathematics. Essential Mathematics is specifically for students who have modified learning requirements. While the content is aligned to the Australian Curriculum, the course does not meet the requirements of students who will be undertaking future studies of Stage 1 Essential Mathematics, General Mathematics, Mathematical Methods and Specialist Mathematics. Students are placed in this course based on Year 9 results, PAT M and NAPLAN results. Assuming students are successful in this course they will obtain their Stage 1 Numeracy credits.

Course Structure

Semester 1

Unit 1 – Probability

Unit 2 – Linear Equation and Coordinate geometry

Unit 3 – Trigonometry

Unit 4 – Statistics

Semester 2 - Stage 1 Essential Mathematics

Unit 1 – Finding a job (Earning and Spending)

Unit 2 – Moving out of home (Calculations, Time & Ratio)

Unit 3 - Major Expenses (Saving and Investing)

Assessment

Assessment Type 1: Tests 60%

Assessment Type 2: Investigations 40%

General Mathematics

Year 10
ACARA
Semester 1 and 2

General Mathematics provides a tailored course in preparation for entry into either Stage 1 and 2 General Mathematics or Essential Mathematics. This course is meant for students that do NOT want to take their mathematics to a university level.

Course Structure

Unit 1 – Probability

Unit 2 – Linear Equation and Coordinate geometry

Unit 3 – Trigonometry

Unit 4 – Statistics

Unit 5 – Financial Maths

Unit 6 – Measurement

Unit 7 – Growth and Decay

Unit 8 – Networks

Assessment

Assessment Type 1: Tests 70%

Assessment Type 2: Investigations 30%

Mathematical Methods

Year 10
ACARA
Semester 1 and 2

Year 10 Mathematical Methods provides the foundation for further study in mathematics in Stage 1 Mathematical Methods. This course is suited for students who enjoy mathematics and have significant strength in logical thinking and numeracy skills. There is a high level of academic rigor involved.

This course is recommended for students who intend to study Mathematical Methods and/or Specialist Mathematics in the SACE.

Course Structure

Unit 1 – Linear Equation and Coordinate geometry

Unit 2 – Congruent and similar triangles

Unit 3 – Trigonometry

Unit 4 – Statistics

Unit 5 – Quadratics

Unit 6 – Indices and Logarithms

Unit 7 – Probability

Unit 8 - Quadratic Functions and Graphs

Assessment

Assessment Type 1: Tests 70%

Assessment Type 2: Investigations 30%

Extension Mathematics

Year 10
ACARA
Semester 1 and 2

Extension Mathematics focuses on complex problem solving and inquiry-based learning. It draws from a range of mathematical concepts and processes to solve problems. The course focuses on a broad discipline of mathematics, targeting areas of creativity and high-level critical thinking.

Students will work in collaborative settings to explore a range of problems and communicate their findings effectively to their peers through mathematical concepts and theories. Students will be provided with regular opportunities to learn through mathematical inquiry, by making frequent use of strategies which stimulate critical thinking and problem-solving skills.

The course extends students beyond the core Year 10 curriculum into the advanced content that underpins senior mathematics, including indices, surds and logarithms; non-right-angled trigonometry; and polynomials and circle geometry.

Students are placed in this course that show an aptitude for Mathematics beyond their year level, based on Year 9 results, PAT M and NAPLAN results. This course will lead students into studying Mathematical Methods and/or Specialist Mathematics in the SACE.

Course Structure

Unit 1 – Equations and Linear relationships

Unit 2 – Indices and Logarithms

Unit 3 – Surds and Measurement

Unit 4 – Quadratics

Unit 5 – Trigonometry Application and functions

Unit 6 – Parabolas

Unit 7 – Probability

Unit 8 - Polynomials, Functions and Graphs

Assessment

Assessment Type 1: Tests 70%

Assessment Type 2: Investigations 30%

Essential Mathematics

SACE Stage 1

Credits 10

Duration Semester

Essential Mathematics allows students to extend their mathematics in the form of problem solving every day and in the workplace. Students will investigate the relevance of mathematics in financial management, business applications, measurement and geometry, and statistics.

This course will cover the following topics:

- Measurement
- Data in context
- Investing
- Earning and Spending
- Geometry
- Calculations, Times and Ratios

Assumed knowledge: General Mathematics in Year 10

Note: as a SACE requirement students must achieve a C- or better in at least 1 semester of Stage 1 Mathematics.

Assessment

Students will demonstrate evidence of their learning through the following assessment types per semester.

- 3 x Assessment Type 1: Skills and Applications Tasks
- 1 x Assessment Type 2: Mathematical Investigation

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Essential Mathematics

SACE Stage 2

Credits 20

Duration Full Year

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

This course will cover the following topics:

- Scales, plans, and models
- Measurement
- Business applications
- Statistics
- Investments and loans

Assumed knowledge: Essential Mathematics Stage 1

Assessment

Students will demonstrate evidence of their learning through the following assessment types.

School Assessment (70%)

- 5 x Assessment Type 1: Skills and Applications Tasks (30%)
- 2 x Assessment Type 2: Mathematical Investigation (40%)

External Assessment: (30%)

- 1 x External Examination

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

General Mathematics

SACE Stage 1

Credits 10

Duration Semester

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

This course will cover the following topics:

- Measurement
- Statistics
- Financial Mathematics
- Networks and Matrices
- Linear Equations and Exponential Graphs
- Non-Right angle Trigonometry

Assumed knowledge: General Mathematics in Year 10

Note: as a SACE requirement students must achieve a C- or better in at least 1 semester of Stage 1 Mathematics.

Assessment

Students will demonstrate evidence of their learning through the following assessment types per semester.

- 3 x Assessment Type 1: Skills and Applications Tasks
- 1 x Assessment Type 2: Mathematical Investigation

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

General Mathematics

SACE Stage 2

Credits 20

Duration Full Year

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

This course will cover the following topics:

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

Assumed knowledge: General Mathematics Stage 1

Assessment

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

Internal Assessment (70%)

- 5 x Assessment Type 1: Skills and Applications Tasks (40%)
- 2 x Assessment Type 2: Mathematical Investigation (30%)

External Examination (30%)

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Mathematical Methods

SACE Stage 1

Credits 10

Duration Semester

Mathematical Methods is designed for students who wish to develop a sophisticated understanding of mathematical models, calculus and statistics. Students will develop an understanding of the physical world through learning about a range of relationships including rates of change.

Mathematical Methods provides foundation for, Mathematical Methods and Specialist Mathematics in Year 12 as well as tertiary studies in economics, computer science, health and social sciences, engineering, science and further mathematics.

This course will cover the following topics:

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

Assumed knowledge: Mathematical Methods or Extension Mathematics in Year 10

Note: as a SACE requirement students must achieve a C- or better in at least 1 semester of Stage 1 Mathematics. Students can change to a different level of Mathematics after semester 1 if necessary to achieve the C- requirement.

Assessment

Students will demonstrate evidence of their learning through the following assessment types per semester.

- 3 x Assessment Type 1: Skills and Applications Tasks
- 1 x Assessment Type 2: Mathematical Investigation

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Please note: Specialist Mathematics and Mathematical Methods both fall under SACE Stage 1 Mathematics and hence have the same guide.

Students choosing Specialist Mathematics must also undertake Mathematical Methods.

Mathematical Methods

SACE Stage 2

Credits 20

Duration Full Year

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

Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

When considering pathways such as engineering this course is paired with Specialist Mathematics to ensure students are well prepared for their future pathways.

This course will cover the following topics

- Further differentiation and applications
- Discrete random variables
- Integral calculus
- Logarithmic functions
- Continuous random variables
- Sampling and confidence intervals.

Assumed knowledge: Mathematical Methods Stage 1

Assessment

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

School assessment (70%)

- Assessment Type 1: Skills and Applications Tasks (50%)
 - 6 SATs across the year
- Assessment Type 2: Mathematical Investigation (20%)
 - 1 investigation

External assessment (30%)

- Assessment Type 3: Examination (30%)

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Students choosing Specialist Mathematics must also undertake Mathematical Methods.

Specialist Mathematics

SACE Stage 1

Credits 10

Duration Semester

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus. The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences.

This course will cover the following topics:

- Sequences and Series
- Geometry
- Matrices
- Further Trigonometry
- Vectors
- Complex Numbers

Assumed knowledge: Mathematical Methods or Extension Mathematics in Year 10

Note: as a SACE requirement students must achieve a C- or better in at least 1 semester of Stage 1 Mathematics.

Assessment:

Students will demonstrate evidence of their learning through the following summative assessment types per semester.

- 3 x Assessment Type 1: Skills and Applications Tasks
- 1 x Assessment Type 2: Mathematical Investigation

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Please note: Specialist Mathematics and Mathematical Methods both fall under SACE Stage 1 Mathematics and hence have the same guide.

Specialist Mathematics

SACE Stage 2

Credits 20

Duration Full Year

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus. The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences.

The course will cover the following topics

- Mathematical induction
- Complex number
- Functions and sketching graphs
- Vectors in three dimensions
- Integration techniques and applications
- Rates of change and differential equations.

Assumed knowledge: Mathematical Methods Stage 1 and Specialist Mathematics Stage 1

This course **must** be completed with Stage 1 Mathematical Methods

Assessment

School assessment (70%)

- Assessment Type 1: Skills and Applications Tasks (50%)
 - 6 SATs across the year
- Assessment Type 2: Mathematical Investigation (20%)
 - 1 investigation

External assessment (30%)

- Assessment Type 3: Examination (30%)

SACE Subject Outline

[To view the full SACE subject outline click here.](#)



Science Subject Pathways

Year 10

Semester Subject Offerings

Semester 1

Semester 2

General
Science

Biology

Chemistry

Physics

Nutrition

Psychology

Human
Performance

Year 11

Semester Subject Offerings

SACE Stage 1
Biology

SACE Stage 1
Chemistry

SACE Stage 1
Physics

SACE Stage 1
Nutrition

SACE Stage 1
Psychology

SACE Stage 1
Scientific Studies:
Human Performance*

Year 12

Semester Subject Offerings

SACE Stage 2
Biology

SACE Stage 2
Chemistry

SACE Stage 2
Physics

SACE Stage 2
Nutrition

SACE Stage 2
Psychology

SACE Stage 2
Scientific Studies:
Human Performance*

Science Career Pathways

Potential Careers in Field

(Learning Area Aligned)

Allied Health and Medical Sciences
Environmental and Sustainability Industries
Engineering and Technology
Research and Innovation
Agriculture

* SACE Stage 1 Scientific Studies: Human Performance **Starting 2028**

** SACE Stage 2 Scientific Studies: Human Performance **Starting 2029**



General Science

Year 10
ACARA
Semester 1

In Year 10 Science Semester 1, students deepen their understanding of key scientific concepts and apply their knowledge to explain complex systems and global phenomena.

Students investigate genetics and hereditary factors, exploring how genetic information is inherited across generations. Students apply Newton's laws of motion to predict and explain the movement of objects, and explore chemical systems by analysing patterns in the periodic table and predicting the outcomes of chemical reactions under different conditions.

Throughout the year, students evaluate how scientific knowledge is developed and validated through processes such as publication and peer review. They consider the connections between science, technology and engineering, and analyse how science interacts with society in shaping responses to global issues.

Students further develop their scientific inquiry skills by planning and conducting safe investigations, considering ethical and cultural perspectives, collecting and analysing data, identifying trends and sources of error, drawing evidence-based conclusions, and communicating their findings clearly and effectively.

Course Structure

Unit 1: How can patterns be used to design systems to organise information effectively? (Periodic table)

Unit 2: How can understanding chemical changes help us control and optimise chemical reactions? (Controlling chemistry)

Unit 3: How does motion shape our world? (Motion)

Unit 4: Is perfection possible? (Genetics)

Assessment

Assessment Type 1: Investigations Folio

- Practical Investigation 25%
- Science as a Human Endeavour 25%

Assessment Type 2: Skills and Applications Tasks 50%

Biology

Year 10
ACARA
Semester 2

In Year 10 Science Semester 2, students choose a focus area in Science to deepen their understanding of key biological concepts. Students will develop skills, knowledge and understanding to support a SACE Science pathway.

The study of Biology enables students to explore living organisms and the systems that sustain life. In this course, students investigate the evolution of Earth and life, exploring scientific theories about the origin of Earth and how life has changed over time. Students examine the processes of cell division, understanding how cells grow, repair and reproduce in living organisms. Students will explore biological systems by analysing hormones involved in feedback systems to explore how the body maintains stable internal conditions and respond to coordinated signals.

Students further develop their scientific inquiry skills by planning and conducting safe investigations, considering ethical and cultural perspectives, collecting and analysing data, identifying trends and sources of error, drawing evidence-based conclusions, and communicating their findings clearly and effectively. They have opportunities

Course Structure

Unit 1: What made life possible on Earth? (Evolution of Earth and life)

Unit 2: How does cell division sustain life? (Cell division)

Unit 3: How does the body maintain balance? (Hormones and feedback systems)

Assessment

Assessment Type 1: Investigations Folio

- Practical Investigation 25%
- Science as a Human Endeavour 25%

Assessment Type 2: Skills and Applications Tasks 50%

Chemistry

Year 10
ACARA
Semester 2

In Year 10 Science Semester 2, students choose a focus area in Science to deepen their understanding of key chemical concepts. Students will develop skills, knowledge and understanding to support a SACE Science pathway.

The study of Chemistry enables students to investigate the composition, structure and interactions of matter. Students explore the chemical bonding, examining how atoms combine to form compounds and how bonding influences the properties of substances. They investigate organic chemistry, exploring the unique properties of carbon and the role of organic compounds in our everyday lives. Students also study redox reactions, applying their understanding of electron transfer to explain and predict chemical change in processes including corrosion, combustion, batteries and energy production.

Students further develop their scientific inquiry skills by planning and conducting safe investigations, considering ethical and cultural perspectives, collecting and analysing data, identifying trends and sources of error, drawing evidence-based conclusions, and communicating their findings clearly and effectively. They explore connections between science and society to make informed decisions about possible solutions for societal and environmental challenges.

Course Structure

Unit 1: What holds matter together? (Bonding)

Unit 2: How do organic compounds connect to everyday life? (Organic Chemistry)

Unit 3: What happens when electrons move? (Redox)

Assessment

Assessment Type 1: Investigations Folio

- Practical Investigation 25%
- Science as a Human Endeavour 25%

Assessment Type 2: Skills and Applications Tasks 50%

Physics

Year 10
ACARA
Semester 2

In Year 10 Science Semester 2, students choose a focus area in Science to deepen their understanding of key physical concepts. Students will develop skills, knowledge and understanding to support a SACE Science pathway.

The study of Physics enables students to explore the fundamental principles that govern the physical world. Students explore the Big Bang theory and the scientific evidence that explains the origin and evolution of the universe. They investigate energy transformations, examining how energy is transferred and converted in natural and engineered systems. Students also study electrical circuits, apply their understanding of current, voltage and resistance to predict and explain the behaviour of technological innovations and systems.

Students further develop their scientific inquiry skills by planning and conducting safe investigations, considering ethical and cultural perspectives, collecting and analysing data, identifying trends and sources of error, drawing evidence-based conclusions, and communicating their findings clearly and effectively. They explore connections between science and society to make informed decisions about possible solutions for societal and environmental challenges.

Course Structure

Unit 1: How did the universe begin? (Big Bang theories)

Unit 2: How can we maximise energy transformations? (Energy transformation)

Unit 3: How does electricity power our world? (Circuits)

Assessment

Assessment Type 1: Investigations Folio

- Practical Investigation 25%
- Science as a Human Endeavour 25%

Assessment Type 2: Skills and Applications Tasks 50%

Nutrition

Year 10
ACARA
Semester 2

In Year 10 Science Semester 2, students choose a focus area in Science to deepen their understanding of key concepts in nutrition and human health. Students will develop skills, knowledge and understanding to support a SACE Science pathway.

The study of Nutrition enables students to investigate the relationship between food, health and human performance. Students explore the role of nutrients and energy sources, examining the role of these in supporting growth, health and bodily functions. They investigate food choices and health claims, evaluating evidence and factors that influence dietary decisions and the reliability of nutrition information presented in the media and food industry. Students also apply understanding of nutrition principles to support physical activity, performance and recovery.

Students further develop their scientific inquiry skills by planning and conducting safe investigations, considering ethical and cultural perspectives, collecting and analysing data, identifying trends and sources of error, drawing evidence-based conclusions, and communicating their findings clearly and effectively. They have opportunities to explore connections between science and society to make informed decisions about nutrition and health that support individuals and community health outcomes.

Course Structure

Unit 1: How does food fuel the body? (Nutrients and energy)

Unit 2: Can we trust nutrition claims? (Food and evidence)

Unit 3: How does nutrition and food intake influence performance? (Performance nutrition)

Assessment

Assessment Type 1: Investigations Folio

- Practical Investigation 25%
- Science as a Human Endeavour 25%

Assessment Type 2: Skills and Applications Tasks 50%

Psychology

Year 10
ACARA
Semester 2

In Year 10 Science Semester 2, students choose a focus area in Science to deepen their understanding of key concepts in human behaviour and mental processes. Students will develop skills, knowledge and understanding to support a SACE Science pathway.

The study of Psychology enables students to explore how people think, feel, and behave throughout their lives, and the factors that influence this. Students investigate lifespan psychology, examining the biological, cognitive and social changes that occur from infancy through to adulthood. They explore social psychology, analysing how individuals are influenced by groups, relationships and social environments. Students also study emotion, developing an understanding of the core elements of an emotion, and the factors that influence emotional experiences, including how they affect behaviour, wellbeing and decision-making.

Students further develop their scientific inquiry skills by planning and conducting safe investigations, considering ethical and cultural perspectives, collecting and analysing data, identifying trends and sources of error, drawing evidence-based conclusions, and communicating their findings clearly and effectively. They have opportunities to explore connections between science and society to better understand human behaviour and make informed decisions that promote individual and community wellbeing.

Course Structure

Unit 1: How does our experiences change throughout our lifespan? (Lifespan psychology)

Unit 2: Me, Myself and Us...? (Social Psychology)

Unit 3: Why do I react the way I do? (Emotions)

Assessment

Assessment Type 1: Investigations Folio

- Practical Investigation 25%
- Science as a Human Endeavour 25%

Assessment Type 2: Skills and Applications Tasks 50%

Human Performance

Year 10

ACARA

Semester 2

In Year 10 Science Semester 2, students choose a focus area in Science to deepen their understanding of key concepts that underpin human movement, health and performance. Students will develop skills, knowledge and understanding to support a SACE Science pathway.

The study of Scientific Studies- Human Performance enables students to investigate how the human body moves, functions and responds to physical activity. Students explore biomechanical movement, examining how forces, body systems and movement patterns influence performance and efficiency. They investigate the cardiovascular system, exploring how the heart, blood and blood vessels work to transport oxygen and nutrients throughout the body. Students also study energy and health focussing on the concepts of cellular respiration, energy storage and body composition, applying their understanding of energy production, fuel utilisation and body mass index (BMI) to explain how the body meets the demands of exercise and maintains health.

Students further develop their scientific inquiry skills by planning and conducting safe investigations, considering ethical and cultural perspectives, collecting and analysing data, identifying trends and sources of error, drawing evidence-based conclusions, and communicating their findings clearly and effectively. They have opportunities to explore connections between science and society to make informed decisions about nutrition and health that support individuals and community health outcomes.

Course Structure

Unit 1: How does understanding biomechanics improve movement? (Biomechanical movement)

Unit 2: What limits human endurance? (Heart and circulation)

Unit 3: What fuels human performance? (Performance physiology)

Assessment

Assessment Type 1: Investigations Folio

- Practical Investigation 25%
- Science as a Human Endeavour 25%

Assessment Type 2: Skills and Applications Tasks 50%

Biology

SACE Stage 1

Credits 10

Duration Semester

Stage 1 Biology explores life's mechanisms, adaptations, and interactions with the environment. Students investigate biological systems from cells to ecosystems, applying their understanding to everyday observations and issues. They investigate biological phenomena, collaborate, and consider the interactions between science and society. The course emphasizes inquiry, critical thinking, and applying scientific skills to real-world problems.

Students complete a study of two of the following topics in each semester:

- Cells and Microorganisms
- Infectious Disease,
- Multicellular organisms
- Biodiversity and ecosystem dynamics

Assessment

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

- Assessment Type 1: Investigations Folio (50%)
- Assessment Type 2: Skills and Applications Tasks (50%)

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Biology

SACE Stage 2

Credits 20

Duration Full Year

Biology is the study of understanding the diversity of life as it has evolved, the structure of living things, and how organisms interact with their own and other species in their environments. Students undertake investigations on the dynamic nature of biological sciences and the complex ways in which science interacts with society, to think critically and creatively about possible scientific approaches to solving everyday problems and challenges. There are opportunities for students to explore how biologists work with other scientists to develop new understanding and insights, produce innovative solutions to problems and challenges in local, national, and global contexts, and apply their learning to their own scientific thinking.

Over the year, students complete a study of the following topics:

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

Students are advised to study at least one semester of Stage 1 Biology. Concepts presented in Stage 2 Biology builds on Stage 1 Biology concepts.

Assessment

The assessment component for Stage 2 Biology consists of three assessment types:

School Assessment (70%)

- Assessment Type 1: Investigations Folio (minimum: 3 tasks, 1500 words reports, 30%)
- Assessment Type 2: Skills and Applications Tasks (minimum: 3 tasks, electronic tests, 40%)

External Assessment (30%)

- Assessment Type 3: External Examination (130 minutes, electronic examination, 30%)

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Chemistry

SACE Stage 1

Credits 10

Duration Semester

At Stage 1, Chemistry focuses on understanding the physical world by examining how it is chemically constructed. Students will examine the interactions between Chemistry and human activities, the development and use of new technologies, and the unintentional consequences of using the planet's resources through new evidence and technologies. Through inquiry-based activities, students develop skills enabling them to question, be reflective, be critical thinkers, investigate and explain observations around them, evaluate new applications to meet major challenges now and in the future.

Students complete a study of three of the following topics in each semester:

- Materials and their atoms
- Combining atoms
- Molecules
- Mixtures and solutions
- Acids and bases
- Redox reactions

Assessment

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

- Assessment Type 1: Investigations Folio (50%)
- Assessment Type 2: Skills and Applications Tasks (50%)

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Students choosing SACE Stage 2 Chemistry are expected to undertake a full year of SACE Stage 1 Chemistry.

Chemistry

SACE Stage 2

Credits 20

Duration Full Year

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

Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of Chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

Over the year, students complete a study of the following topics:

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

Students are strongly advised to study a full year of Stage 1 Chemistry in preparation for Stage 2 Chemistry. Concepts presented in Stage 2 Chemistry builds on Stage 1 Chemistry concepts.

Assessment

The assessment component for Stage 2 Biology consists of three assessment types:

School Assessment (70%)

- Assessment Type 1: Investigations Folio (minimum: 3 tasks, 1500 words reports, 30%)
- Assessment Type 2: Skills and Applications Tasks (minimum: 3 tasks, 40%)

External Assessment: (30%)

- Assessment Type 3: External Examination (130 minutes, 30%)

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Students choosing SACE Stage 2 Chemistry are expected to undertake a full year of SACE Stage 1 Chemistry.

Physics

SACE Stage 1

Credits 10

Duration Semester

Stage 1 Physics delves into qualitative and quantitative models, laws, and theories to understand matter, forces, energy, and their interactions from subatomic to cosmic scales. It uses evidence from observations and experiments. Students learn how physics evolves through new evidence, refining models and fostering innovations. They develop skills in data analysis, exploring physics' impact on society and its solutions to global challenges. This fosters creativity and encourages contributions to fields like engineering, renewable energy, communications, and medical science.

Students complete a study of three of the following topics in each semester:

- Linear motion and forces
- Electric circuits
- Heat
- Energy and momentum
- Waves
- Nuclear models and radioactivity

Assessment

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

- Assessment Type 1: Investigations Folio (50%)
- Assessment Type 2: Skills and Applications Tasks (50%)

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Students choosing SACE Stage 2 Physics are expected to undertake a full year of SACE Stage 1 Physics.

Physics

SACE Stage 2

Credits 20

Duration Full Year

Physics enables students to better understand theories involving matter, forces, energy and how they interact in a more complex manner. Students who complete Physics will be able to develop skills in analysis, investigating and scientific thinking skills through the topics of motion and relativity, electric fields, magnetic fields, lights, and atoms.

In Physics, students will be able to develop their understanding of how existing theories and models are refined when new scientific knowledge is discovered.

Over the year, students complete a study of the following topics:

- Motion and relativity
- Electricity and magnetism
- Light and atoms

Physics provides students with a strong foundation to complete further study in a range of field such as: engineering, science, medical science, and transport.

Students are strongly advised to study a full year of Stage 1 Physics in preparation for Stage 2 Physics. Concepts presented in Stage 2 Physics build on Stage 1 Physics concepts.

Assessment

The assessment component for Stage 2 Biology consists of three assessment types:

School Assessment (70%)

- Assessment Type 1: Investigations Folio (minimum: 3 tasks, 1500 words reports, 30%)
- Assessment Type 2: Skills and Applications Tasks (minimum: 3 tasks, 40%)

External Assessment: (30%)

- Assessment Type 3: External Examination (130 minutes, 30%)

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Students choosing SACE Stage 2 Physics are expected to undertake a full year of SACE Stage 1 Physics.

Nutrition

SACE Stage 1

Credits 10

Duration Semester

Nutrition is a science that immerses students in the fundamentals of human nutrition, physiology, and health, and promotes investigation of current and emerging trends.

Students develop an understanding of the need to evaluate food systems and food quality standards, marketing of food, food availability, and cultural influences on food selection.

Students explore the link between food systems, environmental impacts, climate change, and food sustainability. They suggest solutions to complex issues, informed by current research and Australian consumer-protection practices.

Students have opportunities to investigate contemporary issues of global and local food trends, advances in technology, and the development of new foods and food packaging. These issues will affect the future health and nutrition of populations.

Assessment

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

- Assessment Type 1: Investigations Folio (50%)
- Assessment Type 2: Skills and Applications Tasks (50%)

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Nutrition

SACE Stage 2

Credits 20

Duration Full Year

Nutrition is a science which immerses students in the fundamentals of human nutrition, physiology and health and promotes investigation of current and emerging trends.

It is the study of dietary, lifestyle, and healthy eating patterns with specific focus on:

- nutrients in food
- how the body uses nutrients
- the relationship between diet, health, and disease.

Students consider how the food and nutrition needs of different population demographics are affected by food availability and product development.

Students examine political, economic, cultural, and ethical influences and ecological sustainability.

The study of Nutrition at Stage 2 is a recommended pathway into Health Science.

Students are advised to study at least one semester of Stage 1 Nutrition. Concepts presented in Stage 2 Nutrition build on Stage 1 Nutrition concepts.

Assessment

The assessment component for Stage 2 Biology consists of three assessment types:

School Assessment (70%)

- Assessment Type 1: Investigations Folio (minimum: 3 tasks, 1500 words reports, 30%)
- Assessment Type 2: Skills and Applications Tasks (minimum: 3 tasks, electronic tests, 40%)

External Assessment: (30%)

- Assessment Type 3: External Examination (130 minutes, electronic examination, 30%)

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Psychology

SACE Stage 1

Credits 10

Duration Semester

Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It also addresses the ways in which behaviour can be changed. It offers a means for making society more cohesive and equitable; that is, psychology offers ways of intervening to advance the wellbeing of individuals, groups, and societies. However, every change also holds the possibility of harm. The ethics of research and intervention are therefore an integral part of psychology.

The skills learnt through Psychology are parallel to those learnt in other science subjects: how to be a critical consumer of information; how to identify psychological processes at work in everyday experiences; how to apply knowledge to real-world situations; how to investigate psychological issues; and how to be an effective communicator.

Students complete a study of some of the following topics in each semester:

- Emotion
- Neuropsychology
- Forensic/Criminal Psychology
- Memory and Cognition
- Psychology Wellbeing
- Cyberpsychology
- Social Behaviour

Assessment

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

- Assessment Type 1: Investigations Folio (50%)
- Assessment Type 2: Skills and Applications Tasks (50%)

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Psychology

SACE Stage 2

Credits 20

Duration Full Year

Since most of the dominant paradigms in psychology in the last hundred years have been scientific ones, this subject emphasises the construction of psychology as a scientific enterprise.

Psychology is based on evidence gathered because of planned investigations following the principles of scientific inquiry. By emphasising evidence-based procedures including observation, experimentation, and experience, this subject allows students to develop useful skills in analytical and critical thinking and in making inferences.

Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It also addresses the ways in which behaviour can be changed. It offers a means for making society more cohesive and equitable; that is, psychology offers ways of intervening to advance the wellbeing of individuals, groups, and societies. However, every change also holds the possibility of harm. The ethics of research and intervention are therefore an integral part of psychology.

The five topics for Stage 2 Psychology are:

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

Students are advised to study at least one semester of Stage 1 Psychology. Concepts presented in Stage 2 Psychology build on Stage 1 Psychology concepts.

Assessment

The assessment component for Stage 2 Psychology consists of three assessment types:

School Assessment

- Assessment Type 1: Investigations Folio (minimum: 3 tasks, 1500 words reports, 30%)
- Assessment Type 2: Skills and Applications Tasks (minimum: 3 tasks, electronic tests, 40%)

External Assessment

- Assessment Type 3: External Examination (130 minutes, electronic examination, 30%)

SACE Subject Outline

[To view the full SACE subject outline click here.](#)



Humanities Subject Pathways

Year 10

Semester Subject Offerings

Society and Governance
(History and Legal Studies)

Business Enterprise
(Business Innovation and Economics)

Global Societies
(Geography and Society and Culture)

Year 11

Semester Subject Offerings

SACE Stage 1
Modern History

SACE Stage 1
Legal Studies

SACE Stage 1
Economics

SACE Stage 1
Business Innovation

SACE Stage 1
Society and Culture

SACE Stage 1
Geography

Year 12

Semester Subject Offerings

SACE Stage 2
Modern History

SACE Stage 2
Legal Studies

SACE Stage 2
Economics

SACE Stage 1
Business Innovation

SACE Stage 2
Society and Culture

SACE Stage 2
Geography

SACE Stage 2
Accounting

Humanities Career Pathways

Potential Careers in Field (Learning Area Aligned)

Law, Politics and Public Service
International Relations and Global Affairs
Business and Economics
Social Sciences and Community Services
Education and Research



Society and Governance

Year 10
ACARA
Semester 1 and 2

The study of History and Civics & Citizenship enables students to investigate the events, people and ideas that have shaped the modern world while exploring the principles that underpin democratic societies. Students examine how the past influences the present, analyse evidence from a range of perspectives, and develop an understanding of the rights, responsibilities and institutions that support active citizenship. Through historical inquiry, critical thinking and informed discussion, students build the knowledge and skills to engage thoughtfully with contemporary issues and contribute positively to local, national and global communities.

Course Structure

Unit 1: World War 2: Causes and Key Events
Unit 2: The Nuremberg Trials
Unit 3: From Nuremberg to United Nations
Unit 4: Australia and the United Nations

Assessment

Assessment Type 1: Historical Inquiry (Argumentative Essay)
Assessment Type 2: Sources Analysis
Assessment Type 3: Issues Analysis

Business Enterprise

Year 10
ACARA
Semester 1 and 2

This course explores how business and economic decision-making influences individuals, organisations and society. Students investigate the factors that shape economic performance, including employment, inflation, economic growth and living standards, and examine how governments respond to changing economic conditions. Students also develop an understanding of workforce management, productivity, consumer financial decision-making and superannuation. Throughout the course, students apply business tools, analyse real-world issues and communicate evidence-based recommendations to solve authentic business and economic challenges.

Course Structure

Unit 1: How can understanding economic performance improve living standards?
Unit 2: How should governments respond to changing economic conditions?
Unit 3: How can businesses improve productivity while supporting employee wellbeing?
Unit 4: How can informed financial decision-making improve future outcomes for individuals and society?

Assessment

Assessment Type 1: Economic Consultancy Investigation
Assessment Type 2: Response to changing economic factors
Assessment Type 3: Business Productivity Report
Assessment Type 3: Examination

Global Societies

Year 10

ACARA

Semester 1 and 2

Students will study the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews - including those of Aboriginal and Torres Strait Islander Peoples - that influence how people perceive and respond to these challenges.

Course Structure

Unit 1: Why are all these people here?

Unit 2: Go with the flow

Assessment

Assessment Type 1: Geographical Skills and Application Tasks

Assessment Type 2: Independent Fieldwork Report

Modern History

SACE Stage 1

Credits 10

Duration Semester

In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements, the ideas that inspired them, and their short-term and long-term consequences for societies, systems, and individuals.

Students explore the impacts of these developments and movements on people's ideas, perspectives, circumstances, and lives. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies.

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

For a broad view of society, Economics and Modern History in combination give you the background to understand most of what is happening in the world.

Assessment

The school assessment component for Stage 1 Modern History consists of two assessment types:

- Assessment Type 1: Historical Skills x 3 tasks (70%)
- Assessment Type 2: Historical Study (30%)

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Modern History

SACE Stage 2

Credits 20

Duration Full Year

In the study of Modern History at Stage 2, students investigate the growth of modern nations at a time of rapid global change. They engage in a study of one nation, and of interactions between or among nations.

Students explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945, and consider their impact on the contemporary world. They consider how some nations, including some emerging nations, have sought to impose their influence and power, and how others have sought to forge their own destiny.

For a broad view of society, Economics and Modern History in combination give you the background to understand most of what is happening in the world.

Assessment

The school assessment component for Stage 2 Modern History consists of three assessment types:

School Assessment (70%)

- Assessment Type 1: Folio (minimum: 4 tasks 40%)
- Assessment Type 2: Inquiry (minimum: 1500 words 30%)

External Assessment: (30%)

- External Assessment Type 3: Examination (30%)

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Legal Studies

SACE Stage 1

Credits 10

Duration Semester

At Stage 1, Legal Studies focuses on the use of laws and legal systems to create harmony within dynamic and evolving communities. Through an inquiry-based process, students explore and develop their understanding of the concepts of rights, fairness and justice, power, and change. These concepts are examined in the context of law-making, law enforcement, and dispute resolution, and should be applied to a range of contemporary Australian issues.

Students complete a study of Focus area 1: Law and communities, and:

- government
- law-making
- justice and society

It is recommended that students taking Legal Studies, particularly through to Stage 2, choose complementary subjects such as Modern History and People, Politics and Power (or, their non-SACE option of DP Global Politics).

Assessment

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

- Assessment Type 1: Analytical Response
- Assessment Type 2: Inquiry
- Assessment Type 3: Presentation.

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Legal Studies

SACE Stage 2

Credits 20

Duration Full Year

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

Central to Legal Studies is an exploration of the competing tensions that arise between rights and responsibilities, fairness and efficiency, the empowered and the disempowered, and certainty and flexibility. Laws must constantly evolve in order to resolve these tensions, while also responding to changes in community values and circumstances.

It is recommended that students taking Legal Studies, particularly through to Stage 2, choose complementary subjects such as Modern History and People, Politics and Power (or, their non-SACE option of DP Global Politics).

Assessment

The assessment component for Stage 2 Legal Studies consists of two school assessed type and one external assessed type:

School Assessment (70%)

- Assessment Type 1: Folio (minimum: 4 tasks 40%)
- Assessment Type 2: Inquiry (minimum: 2000 words 30%)

External Assessment (30%)

- External Assessment Type 3: Examination (30%)

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Economics

SACE Stage 1

Credits 10

Duration Semester

Economics is the study of how resources are allocated so that goods and services are produced, distributed, and exchanged to satisfy the unlimited needs and wants of society.

Students study the four economics concepts of:

- scarcity
- choice
- opportunity cost, and
- the cause and effect of economic decisions.

They apply their learning of these concepts to authentic economic contexts to develop their understanding of the economic principles that underpin decision-making.

It is recommended that Economics be taken with subjects such as Accounting, Business Innovation, Psychology and/or Legal Studies for a broader understanding of the commercial environment leading to university or work pathways.

For 'understanding the newspaper', Economics and Modern History in combination give you the background to understand most of what is happening in the world.

Assessment

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

- Assessment Type 1: Folio tasks x 2
 - Each folio task has a 30% weighting, total 60%
- Assessment Type 2: Economic Project 40%
 - In preparation for Stage 2 Economics, students will also undertake a 2-hour examination to gauge their understanding of the topic.

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Economics

SACE Stage 2

Credits 20

Duration Full Year

Economics is the study of how we exchange scarce resources to satisfy our needs and wants and in doing so we gain insight into human behaviour in a variety of contexts, whether as individuals, firms, governments, or other organisations.

In Economics, students explore and analyse a variety of authentic economic contexts to develop, extend, and apply their skills, knowledge, understanding, and capabilities.

Using an inquiring, critical, and thoughtful approach to their study, students further develop the ability to think like an economist.

It is recommended that Economics be taken with subjects such as Accounting, Business Innovation, Psychology and/or Legal Studies for a broader understanding of the commercial environment leading to university or work pathways.

For 'understanding the newspaper', Economics and Modern History in combination give you the background to understand most of what is happening in the world.

Assessment

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

School assessment (70%)

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

External assessment (30%)

- Assessment Type 3: Examination (30%)

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Business Innovation

SACE Stage 1

Credits 10

Duration Semester

At Stage 1, Business Innovation students are immersed in the process of finding and solving customer problems or needs through design thinking and using assumption-based planning tools. The customer is at the centre of the innovation process and the generation of viable business products, services, and processes.

Working collaboratively, students find and solve real-world problems for start-up and/or developed businesses by:

- Identifying needs / problems
- Empathising with stakeholders
- Collecting and analysing business information to propose, develop and test solutions.

It is recommended that Business Innovation be taken with subjects such as Accounting, Economics, Psychology and Legal Studies for a broader understanding of the commercial environment.

Assessment

Students will demonstrate evidence of their learning through 4 assessment tasks under the following assessment types:

- Assessment Type 1: Portfolio
- Assessment Type 2: Business Model

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Business Innovation

SACE Stage 2

Credits 20

Duration Full Year

In Stage 2 Business Innovation students 'learn through doing', using design thinking and assumption-based planning processes to anticipate, find, and solve problems. They learn in an environment in which risk is encouraged, where ideas are built up rather than broken down, and fear of failure is replaced with the opportunity to iterate as initial assumptions about problems, customers, or solutions are refined.

In Business Innovation students engage with complex, dynamic, real-world problems, to identify and design, test, iterate, and communicate viable business solutions. Through design thinking and direct involvement in innovation, students not only develop but also understand and apply their critical and creative thinking skills.

Students learn to innovate and think like designers to find and solve problems that matter to specific people in a business environment characterised by change and uncertainty. The course is designed so that students move from designing new and innovative products through to building a business model and ultimately a business plan, pitching it for the external assessment

It is recommended that Business Innovation be taken with subjects such as Accounting, Economics, Psychology and Legal Studies for a broader understanding of the commercial environment leading to university or work pathways.

Assessment

The school assessment component for Stage 2 Business Innovation consists of three assessment types:

School Assessment (70%)

- Assessment Type 1: Folio (minimum: 3 tasks 40%)
- Assessment Type 2: Business Model (minimum: 1500 words 30%)

External Assessment: (30%)

- External Assessment Type 3: Business Plan and Pitch (30%)

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Society and Culture

SACE Stage 1

Credits 10

Duration Semester

In Stage 1 Society and Culture, students study two topics: one topic with a focus on an Australian context, and one topic with a focus on a global context.

The social inquiry approach to learning forms the core of the study of Society and Culture. Through the study of a topic, students develop skills in various approaches to, and methods of, investigating and analysing contemporary social issues. They become familiar with the limits and potential of these approaches and methods, and with the ethical issues associated with them.

Assessment

Students will demonstrate evidence of their learning through 4 assessment tasks under the following assessment types:

- Assessment Type 1: Source Analysis
- Assessment Type 2: Group Activity
- Assessment Type 3: Investigation

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Society and Culture

SACE Stage 2

Credits 20

Duration Full Year

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

Students 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. They learn to challenge their own thinking and develop skills in presenting opinions supported by evidence.

Assessment

The assessment component for Stage 2 Society and Culture consists of three assessment types:

School Assessment

- Assessment Type 1: Folio (3-4 tasks: 50%)
- Assessment Type 2: Interaction (One oral and one group task: 20%)

External Assessment

- Type 3: Investigation (Externally assessed: 30%)

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Geography

SACE Stage 1

Credits 10

Duration Semester

Through the study of Geography, students develop an understanding of the spatial interrelationships between people, places, and environments. They appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world.

Geography develops an appreciation of the importance of place in explanations of economic, social, and environmental phenomena and processes.

Geography provides a systematic, integrative way of exploring, analysing, and applying the concepts of place, space, environment, interconnection, sustainability, scale, and change. Students of Geography identify patterns and trends, and explore and analyse geographical relationships and interdependencies. They use this knowledge to promote a more sustainable way of life and an awareness of social and spatial inequalities.

Students engage in geographical inquiry by using geographical methods and skills. They pose geographical questions, seek answers, and evaluate responses, using a range of fieldwork and spatial technology skills. Fieldwork, in all its various forms, is central to the study of Geography, as it enables students to develop their understanding of the world through direct experience.

There are seven topics which are organised under three themes, as follows:

Theme 1: Sustainable Places

- Topic 1: Rural and/or remote places
- Topic 2: Urban places
- Topic 3: Megacities.

Theme 2: Hazards

- Topic 4: Natural hazards
- Topic 5: Biological and human-induced hazards.

Theme 3: Contemporary Issues

- Topic 6: Local issues
- Topic 7: Global issues.

Assessment

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

Assessment Type 1: Geographical Skills and Applications

Assessment Type 2: Fieldwork

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Geography

SACE Stage 2

Credits 20

Duration Full Year

Through the study of Geography, students develop an understanding of the spatial interrelationships between people, places, and environments. They appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world.

Geography develops an appreciation of the importance of place in explanations of economic, social, and environmental phenomena and processes.

Geography provides a systematic, integrative way of exploring, analysing, and applying the concepts of place, space, environment, interconnection, sustainability, scale, and change. Students of Geography identify patterns and trends, and explore and analyse geographical relationships and interdependencies. They use this knowledge to promote a more sustainable way of life and an awareness of social and spatial inequalities.

Through a humanities lens, students investigate spatial aspects of society using inquiry methods that are analytical, critical, and speculative. Through a science lens, students develop an appreciation of the interdependence between the biophysical environment and human activities.

Students engage in geographical inquiry by using geographical methods and skills. They pose geographical questions, seek answers, and evaluate responses, using a range of fieldwork and spatial technology skills. Fieldwork, in all its various forms, is central to the study of Geography, as it enables students to develop their understanding of the world through direct experience.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Geography.

School assessment (70%)

Assessment Type 1: Geographical Skills and Applications (40%)

Assessment Type 2: Fieldwork Report (30%)

External assessment (30%)

Assessment Type 3: Examination.

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Accounting

SACE Stage 2

Credits 20

Duration Full Year

Final offering 2027

In Stage 2 Accounting, students develop and extend their understanding of the underpinning accounting concepts and conventions used to understand and classify financial transactions within a business. Through the learning in the focus area of managing financial sustainability, students develop and apply their knowledge of accounting processes to prepare and report accounting information to meet stakeholder needs. Students transfer this knowledge to scenarios and consider the influence of local and global perspectives on accounting practices.

Students analyse and evaluate accounting information to develop and propose authentic accounting advice to inform the decision-making of a variety of stakeholders. Students develop critical thinking and problem-solving skills to devise accounting solutions and apply communication skills in authentic accounting contexts. Students further examine current and emerging social trends, evolving technologies, government regulations, environmental issues, new markets, and other economic factors, as well as ethics and values, when exploring the practice of accounting.

It is recommended that Accounting be taken with subjects such as Economics, Business Innovation, Psychology and/or Legal Studies for a broader understanding of the commercial environment leading to university or work pathways.

Assessment

The school assessment component for Stage 2 Accounting consists of three assessment types:

School Assessment (70%)

- Assessment Type 1: Folio (minimum: 4 tasks 40%)
- Assessment Type 2: Inquiry (minimum: 1500 words 30%)

External Assessment: (30%)

- External Assessment Type 3: Examination (30%)

SACE Subject Outline

[To view the full SACE subject outline click here.](#)



Health and Physical Education Subject Pathways

Year 10

Semester Subject Offerings

Health and Wellbeing

Physical Education (Sport)

Physical Education
(High Performance)
VET Opportunity

SACE Stage 1
Outdoor Education

OR

Year 11

Semester Subject Offerings

SACE Stage 1
Health and Wellbeing

SACE Stage 1
Physical Education

SACE Stage 2
Outdoor Education

SACE Stage 1
Outdoor Education

Year 12

Semester Subject Offerings

SACE Stage 2
Health and Wellbeing

SACE Stage 2
Physical Education

SACE Stage 2
Outdoor Education

Health and Physical Education Career Pathways

Potential Careers in Field
(Learning Area Aligned)

Allied Health
Sport, Exercise and Performance
Education and Coaching
Outdoor and Adventure Industries
Community Health and Wellbeing



Health and Wellbeing

Year 10

ACARA

Semester 1 and 2

This subject empowers students to understand the value of physical activity and make informed choices that support lifelong health and wellbeing. Through learning about and through physical activity, students explore health concepts, physical development, and wellbeing while developing specialised movement skills in a range of recreational and non-competitive activities.

Students build confidence, communication, collaboration, and leadership skills, while learning to respect diverse perspectives and contribute positively to their communities. The subject promotes enjoyment, participation, and a balanced, healthy lifestyle.

Course Structure

Unit 1: What makes fun fitness?

Unit 2: What are inclusive games?

Unit 3: Are we doing enough for health?

Unit 4: Why should I participate in social competition (SEPEP)?

Unit 5: Why should we change nutrition?

Unit 6: Can expression be physical?

Unit 7: How can I be 'fit for life'?

Assessment

Assessment Type 1: Practical Action (individual or group) 60%

Assessment Type 2: Issue Inquiry 40%

Physical Education (Sport)

Year 10

ACARA

Semester 1 and 2

Year 10 Sport builds on students' prior experiences by developing advanced sport-specific skills, movement proficiency, and performance across a variety of activities. Students apply and refine tactical and strategic concepts in different sporting contexts while developing their ability to analyse, adapt, and make effective decisions. A strong focus is placed on skill acquisition and improvement through the use of feedback, reflection, and practice. Through collaboration, teamwork, and shared responsibility, students develop communication and leadership skills while fostering a lifelong appreciation for physical activity and sport.

Course Structure

Unit 1: How can Personal, Social, Cultural and Environmental Factors Influence Participation in Physical Activity?

Unit 2: How does movement promote creative thinking?

Unit 3: How does Communication affect Performance?

Unit 4: How can we change, refine, and develop our skills using technological data?

Unit 5: How can we develop an understanding of tactical awareness to enhance team success?

Assessment

Assessment Type 1: Knowledge and Understanding 30%

Assessment Type 2: Performing Skills 40%

Assessment Type 3: Teamwork, Collaboration and Leadership 30%

Physical Education (High Performance)

Year 10

ACARA

Semester 1 and 2

This course provides students with the opportunity to develop their knowledge, skills, and understanding of high-performance sport through both practical and theoretical learning experiences. Students will focus on **basketball and netball-specific skill development**, while exploring the key components of athletic performance, including coaching, umpiring, strength and conditioning, nutrition, and recovery practices. A strong emphasis is placed on improving individual and team performance, developing leadership capabilities, and applying contemporary sport science principles. This topic is recommended for students interested in Stage 1 and 2 Physical Education.

Theoretical concepts covered:

- Strength and Conditioning
- Skill Acquisition
- Nutrition and Recovery for Sports Performance
- Community Engagement: Coaching and Umpiring Accreditations
- Game and Performance Analysis – Netball and Basketball

Course Structure

Unit 1: Strength and Conditioning for Sports Performance

Unit 2: Skill Acquisition – Learning and Refining Skills for Improved Performance

Unit 3: Coaching Fundamentals for Athlete and Team Development

Unit 4: Nutrition and Recovery for High Performance Sport

Unit 5: Umpiring and Officiating in Sport

Unit 6: Game and Performance Analysis

Assessment

Assessment Type 1: Knowledge and Understanding 20%

Assessment Type 2: Applying and Performing 40%

Assessment Type 3: Teamwork, Collaboration and Leadership 15%

Assessment Type 4: Evaluation and Analysis of Performance 25%

Health and Wellbeing

SACE Stage 1

Credits 10

Duration Semester

In Stage 1 Health and Wellbeing students will investigate contemporary challenges faced by society and medical organisations by analysing health determinants, social equity and health promotion. Students will evaluate current trends and issues that impact health and wellbeing. Health literacy will be developed by examining information, advice, advertising and apps used to promote wellbeing. Students will analyse personal and community health issues to create an action plan to promote and improve sustainable outcomes for individuals, communities or global society.

Assessment

- Practical Action (60%)
- Issue Inquiry Task (40%)

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Health and Wellbeing

SACE Stage 2

Credits 20

Duration Full Year

In Stage 2 Health and Wellbeing students will investigate contemporary challenges faced by society and medical organisations by analysing health determinants, social equity and health promotion. Students will evaluate current trends and issues that impact health and wellbeing. Health literacy will be developed by examining information, advice, advertising and apps used to promote wellbeing. Students will analyse personal and community health issues to create and execute an action plan to promote and improve sustainable outcomes for individuals, communities or global society.

Assessment

School Assessment (70%)

- Initiative Tasks (2) (40%)
- Folio Tasks (2) (30%)

External Assessment (30%)

- Inquiry Task (30%)

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Physical Education

SACE Stage 1

Credits 10

Duration Semester

Students will participate in a variety of physical activities focusing on movement concepts and strategies to improve performance and increase physical activity. Students will develop knowledge and understanding of the following key ideas:

- Application of skill acquisition concepts for improvement
- Analysis of the effects of training on physical performance
- Physiological, social and personal barriers and enablers to physical activity
- Collaboration for physical activity purposes
- Social psychology

An integrated approach to learning promotes conceptual learning in, through, and about physical activity. Practical activities can include fitness training, recreational activities, and sports such as Basketball, Volleyball, Touch Football, Netball, Team Handball or other negotiated sports.

Assessment

- Performance Improvement Task (60%)
- Physical Activity Analysis Task (40%)

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Physical Education

SACE Stage 2

Credits 20

Duration Full Year

Students participate in physical activities to collect evidence that they can evaluate and analyse. Students develop an understanding of biophysical, psychological, and sociocultural domains through participation in physical activity. The key ideas include:

- Exercise Physiology – Energy Systems
- Biomechanical Principles
- Performance Improvement
- Sports Psychology
- Group Dynamics

These are developed through the exploration of movement concepts and strategies within physical activity contexts. Physical activities can include fitness training, recreational activities, and sports such as Touch Football, Basketball, Volleyball, or other negotiated sports.

Assessment

School Assessment (70%)

- Diagnostic Tasks (2) (30%)
- Improvement Analysis Task (40%)

External Assessment (30%)

- Group Dynamics Task (30%)

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Outdoor Education

SACE Stage 1

Credits 10

Duration Semester

Students study theory units that incorporate practical components to complete the Stage One SACE 10-credit Outdoor Education subject. Students take part in outdoor activities that include bushwalking, rock-climbing, camping skills and aquatics. It will require students to participate in a compulsory journey, which is usually a 5-day bushwalking and rock-climbing camp in the Grampians, Victoria.

Students explore human impacts and strategies for managing, improving and maintaining the ecologically sustainable development of a natural environment, through consideration of different perspectives on its use. Within both theory and practical activities, students learn about risk assessment as well as planning for and management of outdoor activities. Within their assessments students reflect by providing evidence and details of their experiences, personal observations, evaluate their skill development and achievement.

Assessment

- About Natural Environments (40%)
- Experiences in Natural Environments (2) (60%)

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Outdoor Education

SACE Stage 2

Credits 20

Duration Full Year

In this course, students will complete theory units that are supported by practical components. They will develop skills, knowledge, and understanding of safe and sustainable outdoor experiences in preparation and planning, managing risk, leadership, decision-making, and self-reliance skills. Within the course there are opportunities to experience personal growth, develop initiative, and collaborative skills. Students will evaluate and reflect on their learning progression, including their practical outdoor skills application, their collaborative and leadership skills as well as their relationship with and connection to nature.

Students will participate in a minimum of 9 days of outdoor activities and journeys, a compulsory part of the assessment. Outdoor activities include two trips of at least three days each. These trips may consist of a kayaking camp and a bushwalking expedition. Other outdoors activities may include day hikes (navigation skills) and kayaking (skills development).

Assessment

School Assessment: (70%)

- About Natural Environments (20%)
- Experiences In Natural Environments (2) (50%)

External Assessment: (30%)

- Connections with Natural Environments (30%)

SACE Subject Outline

[To view the full SACE subject outline click here.](#)



Languages Subject Pathways

Year 10

Semester Subject Offerings

SACE Stage 1
French Continuers

OR

SACE Stage 1
Spanish Beginners

OR

SACE Stage 1
**Chinese Background
Speakers**

OR

SACE Stage 1
Indonesian

Year 10 French (ACARA)

Year 11

Semester Subject Offerings

SACE Stage 2
French Continuers

SACE Stage 1
French Continuers

SACE Stage 2
Spanish Beginners

SACE Stage 1
Spanish Beginners

SACE Stage 2
**Chinese Background
Speakers**

SACE Stage 1
**Chinese Background
Speakers**

SACE Stage 2
Indonesian

Year 12

Semester Subject Offerings

SACE Stage 2
French Continuers

SACE Stage 2
Spanish Beginners

SACE Stage 2
**Chinese Background
Speakers**

Languages Career Pathways

Potential Careers in Field (Learning Area Aligned)

International Business and Trade
Diplomacy and International Relations
Tourism and Hospitality
Translation and Interpreting
Global Communications



Year 10 French (ACARA)

Year 10
ACARA
Semester 1 and 2

Year 10 French (ACARA) is organised under 2 interrelated strands each with a number of sub-strands.

Communicating meaning in French

- Interacting in French
- Mediating meaning in and between languages
- Creating text in French

Understanding language and culture

- Understanding systems of language
- Understanding the interrelationship of language and culture

Assessment

Assessment Type 1: Communicating Meaning

Assessment Type 2: Understanding Language and Culture

This course is for students with up to three years of experience in French but not ready to undertake a SACE Stage 1 course in Year 10.

Chinese (Background Speakers)

SACE Stage 1

Credits 10

Duration Semester

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.

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

There are 4 prescribed themes:

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

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

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Chinese (Background Speakers)

SACE Stage 2

Credits 20

Duration Full Year

Stage 2 Chinese at background speakers level is a 20 credit subject organised around four prescribed themes and a number of prescribed contemporary issues. These themes have been selected to enable students to extend their understanding of the interdependence of language, culture, and identity. The themes and contemporary issues are intended to be covered across Stage 1 and Stage 2.

There are 4 prescribed themes:

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

The themes have a number of prescribed contemporary issues. The placement of issues under one or more of the themes is intended to provide a particular perspective or perspectives on each of the issues.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 locally assessed languages at background speakers level:

School Assessment (70%)

- Assessment Type 1: Folio (50%)
- Assessment Type 2: In-depth Study (20%)

External Assessment (30%)

- Assessment Type 3: Examination (30%)

Students should provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:

- three to five assessments for the folio
- one oral presentation in Chinese, one written response to the topic in Chinese, and one reflective response in English for the in-depth study
- one oral examination
- one written examination.

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Spanish (Beginners)

SACE Stage 1

Credits 10

Duration Semester

Languages at beginners level is designed for students who had little or no previous knowledge and/or experience of the language before undertaking Stage 1. Students develop their skills to communicate meaningfully with people across cultures. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language.

Spanish at beginners level is designed as a 2-year course of study for students who wish to begin their study of Spanish at senior secondary level. Students will develop their language skills and intercultural understanding at an intensive rate.

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

- interacting with others in Spanish in interpersonal situations
- creating texts in Spanish for specific audiences, purposes, and contexts
- analysing texts that are in Spanish to interpret meaning
- comparing languages and how they work as a system
- reflecting on the ways in which culture is created, expressed, and communicated through language.

Students explore three interconnected themes — Relationships, Lifestyles, and Experiences — from the perspectives of 'The Personal World' and 'The Spanish speaking Communities'.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 1 Spanish at beginners level:

Assessment Type 1: Interaction

Assessment Type 2: Text Production

Assessment Type 3: Text Analysis.

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Spanish (Beginners)

SACE Stage 2

Credits 20

Duration Full Year

Languages at beginners level is designed for students who had little or no previous knowledge and/or experience of the language before undertaking Stage 1. Students develop their skills to communicate meaningfully with people across cultures. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language.

Spanish at beginners level is designed as a 2-year course of study for students who wish to begin their study of Spanish at senior secondary level. Students will develop their language skills and intercultural understanding at an intensive rate.

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- analysing texts that are in Spanish to interpret meaning
- comparing languages and how they work as a system
- reflecting on the ways in which culture is created, expressed, and communicated through language.

Students explore three interconnected themes — Relationships, Lifestyles, and Experiences — from the perspectives of 'The Personal World' and 'The Spanish speaking Communities'.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Spanish at beginners level:

School Assessment (70%)

Assessment Type 1: Interaction (30%)

Assessment Type 2: Text Production (20%)

Assessment Type 3: Text Analysis (20%)

External Assessment (30%)

Assessment Type 4: Examination (30%).

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

French (Continuers)

SACE Stage 1

Credits 10

Duration Semester

French Continuers is for students who will have studied French for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge

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 in which culture influences communication.

Students develop an understanding of how French is used effectively and appropriately by using various combinations of the skills of listening, speaking, viewing, reading, and writing for a range of purposes in a variety of contexts. 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.

Stage 1 French at continuers level is organised around three prescribed themes and a number of prescribed topics and suggested subtopics.

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

Assessment

The following assessment types enable students to demonstrate their learning in Stage 1 French at continuers level:

Assessment Type 1: Interaction

Assessment Type 2: Text Production

Assessment Type 3: Text Analysis

Assessment Type 4: Investigation.

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

French (Continuers)

SACE Stage 2

Credits 20

Duration Full Year

French Continuers is for students who will have studied French for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge

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 in which culture influences communication.

Students develop an understanding of how French is used effectively and appropriately by using various combinations of the skills of listening, speaking, viewing, reading, and writing for a range of purposes in a variety of contexts. 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.

Stage 2 French at continuers level is organised around three prescribed themes and a number of prescribed topics and suggested subtopics.

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

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 French at continuers level:

School Assessment (70%)

Assessment Type 1: Folio (40%)

Assessment Type 2: In-depth Study (30%)

External Assessment (30%)

Assessment Type 3: Examination (30%).

SACE Subject Outline

[To view the full SACE subject outline click here.](#)



Indonesian (Continuers)

SACE Stage 1

Credits 10

Duration Semester

SACE Stage 1 Indonesian (Continuers) is available for Year 10 2027 students only.

Indonesian (Continuers) is for students who will have studied Indonesian for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge.

Students develop their skills to communicate meaningfully with people across cultures. They 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 in which 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.

Stage 1 Indonesian at continuers level is organised around three prescribed themes and a number of prescribed topics and suggested subtopics.

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

Assessment

The following assessment types enable students to demonstrate their learning in Stage 1 Indonesian at continuers level:

Assessment Type 1: Interaction

Assessment Type 2: Text Production

Assessment Type 3: Text Analysis

Assessment Type 4: Investigation.

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Indonesian (Continuers)

SACE Stage 2

Credits 20

Duration Full Year

Indonesian (Continuers) is for students who will have studied Indonesian for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge.

Students develop their skills to communicate meaningfully with people across cultures. They 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 in which 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.

Stage 2 Indonesian at continuers level is organised around three prescribed themes and a number of prescribed topics and suggested subtopics.

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

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Indonesian at continuers level:

School Assessment (70%)

Assessment Type 1: Folio (40%)

Assessment Type 2: In-depth Study (30%)

External Assessment (30%)

Assessment Type 3: Examination (30%).

SACE Subject Outline

[To view the full SACE subject outline click here.](#)





Design and Digital Technologies Subject Pathways

Year 10

Semester Subject Offerings

Advanced Manufacturing

SACE Stage 1
Digital Technologies

OR

Year 11

Semester Subject Offerings

SACE Stage 1
Industry and Entrepreneurial
Solutions*

SACE Stage 2
Digital Technologies

SACE Stage 1
Digital Technologies

Year 12

Semester Subject Offerings

SACE Stage 2
Industry and Entrepreneurial
Solutions**

SACE Stage 2
Digital Technologies

Design and Digital Technologies Career Pathways

Potential Careers in Field

(Learning Area Aligned)

Technology and Software Development
Engineering, Manufacturing and Product Design
Cybersecurity, Data and Artificial Intelligence
Built Environment and Sustainable Design
Graphic Design
Robotics and Automation Technician
Fabricator
Analyst
Software Designer

* SACE Stage 1 Industry and Entrepreneurial Solutions **Starting 2027**

** SACE Stage 2 Industry and Entrepreneurial Solutions **Starting 2028**



Advanced Manufacturing

Year 10

ACARA

Semester 1 and 2

This course fosters creative and innovative problem-solving skills of students. Students will analyse problems, design and create solutions, and evaluate the results. They will explore contemporary and emerging technologies through the design cycle. This course enables students to become entrepreneurial industrial designers who can design and manufacture prototype products. The course covers manufacturing technologies in both contemporary and historical contexts and explores the impact of technology, including social, environmental, and sustainability implications.

In this course, students will have the opportunity to:

- Create prototypes of their designed solutions using advanced manufacturing methods like 3D printing and laser cutting.
- Design solutions using 3D modelling software.
- Automation and coding of Arduino
- Work independently and collaboratively to develop design solutions.
- Engage in the entire design cycle during the development of their solutions.

Course Structure

Unit 1: Designing for the Future – Sustainable Manufacturing:
How can we design and manufacture innovative solutions that create a more sustainable future for our community.

Assessment

Assessment Type 1: Skills and Application Tasks - 40%

Assessment Type 2: Investigation - 20%

Assessment Type 3: Major Folio - 20%

Assessment Type 4: Major Product - 20%

Industry and Entrepreneurial Solutions*

SACE Stage 1

Credits 10

Duration Semester

SACE Stage 1 Industry and Entrepreneurial Solutions will commence in 2027

Industry and Entrepreneurial Solutions is a semester length subject within the Design, Technology learning area. Students apply the design and realisation process to investigate problems and develop innovative products, systems, or prototypes that respond to real-world industry needs or entrepreneurial opportunities.

The subject provides a flexible and inquiry-based framework that encourages students to be creative, innovative, and enterprising. Students analyse existing products and systems, explore materials and production techniques, and apply engineering processes to design and realise solutions. They consider the broader impacts of design, including ethical, legal, economic, and sustainability factors, and how these influence industry and society.

Students develop practical and technical skills using contemporary technologies such as CAD/CAM, prototyping, and manufacturing processes, while also strengthening capabilities in critical and creative thinking, collaboration, and project management. Solutions may take the form of a fully realised product or a model, prototype, or system.

Assessment

Assessment is designed to give students opportunities to demonstrate their learning across the design process. Students complete three assessments, aligned with SACE assessment design criteria: Investigation and Analysis, Design Development and Planning, Production, and Evaluation.

- Assessment Type 1: Specialised Skills Tasks (20%)
- Assessment Type 2: Design Process and Solution

Students complete one major design project, developed in two parts:

- Part 1: Design Development (40%)
- Part 2: Solution Realisation and Evaluation (40%)

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Industry and Entrepreneurial Solutions*

SACE Stage 2

Credits 20

Duration Full Year

SACE Stage 2 Industry and Entrepreneurial Solutions will commence in 2028

In Stage 2 students use an iterative design process to explore possible solutions to a problem or opportunity. They investigate and analyse the purpose, design features, materials, and production techniques used in diverse situations including industry, community, and tertiary organisations. This information is used to create a design brief that provides the basis for the development of potential solutions. The importance of the design process as a preliminary to the realisation process is emphasised, as is ongoing evaluation of the solution and vice versa.

In this subject, a 'solution' is an outcome of the design and realisation process in relation to the chosen context. A solution could be fully realised or a model, prototype, system, part, process (i.e. procedures to output a product), or product.

Students analyse influences on a solution including ethical, legal, economic, and/or sustainability issues. They consider the practical implications of these issues on society or on design solutions.

Students apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices when creating the solution.

This context involves designing solutions to meet industry requirements, or the invention of an entrepreneurial product that meets a need or solves a problem. This could be achieved using design programs such as computer-aided design to develop prototypes or products. Students demonstrate knowledge and skills associated with systems, processes, and materials appropriate for the prototype and final solution.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Design, Technology and Engineering.

School assessment (70%)

- Assessment Type 1: Specialised Skills Task (20%)
- Assessment Type 2: Design Process and Solution (50%)

External assessment (30%)

- Assessment Type 3: Resource Study (30%)

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Digital Technologies

SACE Stage 1

Credits 10

Duration Semester

Digital Technologies focuses on developing students' skills in computational thinking, problem-solving, and digital innovation. Students investigate real-world problems and create practical digital solutions through the design, development, and evaluation of products, prototypes, programs, and proof-of-concept solutions. They use computational thinking strategies to analyse problems, interpret and model data, test ideas, and make evidence-based decisions.

The subject provides opportunities for interdisciplinary learning, enabling students to explore how digital technologies influence the way people think, work, and live. Students examine current and emerging technologies and consider how social, ethical, economic, environmental, and sustainability factors influence the development and implementation of digital solutions.

By working with real-world data sets, students identify patterns and trends, investigate issues of interest, and develop innovative approaches to solving problems in areas such as business, industry, the community, and the environment.

Students develop their understanding of programming concepts, including algorithm design, coding, testing, validation, array processing, and modularisation. They apply agile methodologies and iterative design processes to plan, create, refine, and evaluate their solutions. Through experimentation, collaboration, and reflection, students build technical capabilities while strengthening critical and creative thinking, project management, and innovation skills that prepare them for future study and careers in a rapidly evolving digital world.

Assessment

Assessment is designed to provide students with opportunities to demonstrate their learning in the areas of Computational Thinking, Development and Evaluation, and Research and Ethics. Students complete three assessments aligned with SACE assessment design criteria.

Assessment Type 1: Project Skills (2 tasks totalling 50%)

Assessment Type 2: Digital Solution (50%)

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Digital Technologies

SACE Stage 2

Credits 20

Duration Full Year

Digital Technologies at Stage 2 builds on students' knowledge and skills in computational thinking, programming, and digital innovation. Students investigate complex real-world problems and develop sophisticated digital solutions through collaborative and individual projects. They apply computational thinking strategies to analyse and deconstruct problems, design algorithms, evaluate data, develop and test code, and create effective digital solutions for authentic contexts.

The subject encourages students to think creatively and critically while exploring how digital technologies shape contemporary society and influence future developments. Students consider social, ethical, economic, environmental, and sustainability factors when designing and evaluating digital solutions, and examine the impact of emerging technologies on individuals, organisations, and communities.

A significant focus of Stage 2 is collaboration, project management, and client-driven solution development. Students work with peers and stakeholders, including identifiable clients, to design, develop, and refine digital solutions that address genuine needs or opportunities. Through the application of agile methodologies and iterative design processes, students strengthen their abilities in communication, teamwork, problem-solving, and decision-making. Students extend their programming and technical capabilities through the development of digital products, systems, prototypes, and proof-of-concept solutions. They apply advanced design, coding, testing, validation, and evaluation techniques while reflecting on the effectiveness of their processes and outcomes. Through collaborative and individual learning experiences, students develop the technical, analytical, and interpersonal skills required for further study and careers in computer science, software development, engineering, data analytics, cybersecurity, artificial intelligence, and the broader digital technologies industry.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Digital Technologies.

School assessment (70%)

- Assessment Type 1: Project Skills (50%)
- Assessment Type 2: Collaborative Project (20%)

External assessment (30%)

- Assessment Type 3: Individual Digital Solution (30%)

SACE Subject Outline

[To view the full SACE subject outline click here.](#)



Visual Arts Subject Pathways

Year 10

Semester Subject Offerings

Visual Arts

Photography

Design

Media

Year 11

Semester Subject Offerings

SACE Stage 1
Visual Arts - Art

SACE Stage 1
Visual Arts - Design

SACE Stage 1
Creative Arts - Media

Year 12

Semester Subject Offerings

SACE Stage 2
Visual Arts - Art

SACE Stage 2
Visual Arts - Design

SACE Stage 2
Creative Arts - Media

Visual Arts Career Pathways

Potential Careers in Field

(Learning Area Aligned)

Creative Industries

Design and Digital Media

Film, Television and Entertainment

Marketing, Advertising and Communications

Architecture, Interior and Spatial Design



Visual Arts

Year 10

ACARA

Semester 1 and 2

Students in this subject will explore artmaking techniques and refine practical skills to create individual, imaginative artworks. They will be able to experiment with a range of different media such as; acrylic paint, pastels, pen and ink, charcoal, watercolour and clay. Students analyse a variety of contemporary and historical artworks to explore others' viewpoints to inform and enrich their visual artmaking. They will also engage in constructive self-evaluation of their own artworks.

Students generate a folio to help them plan their artworks, develop conceptual ideas, explore media techniques and refine technical and conceptual issues to arrive at resolved artworks.

Course Structure

Unit 1: What can we learn from Nature? - Ceramics

Unit 2: Social Commentary in Printmaking?

Unit 3: Found Objects - Abstraction

Unit 4: Photography

Assessment

Assessment Type 1: Folio

Assessment Type 2: Practical

Assessment Type 3: Visual Study

Photography

Year 10

ACARA

Semester 1 and 2

This course is designed as an opportunity to engage with photography as a creative visual arts medium. Students will learn about and explore various photographic concepts, Camera Skills and Digital Editing through Adobe Creative Cloud programs. There will be an emphasis on students developing their own individual responses to themes and concepts resulting in the creation of various product outcomes. They will learn how to analyse and skillfully take images using photographic compositional devices and camera settings. They will also investigate an Australian Photographer and their work identifying their processes, concepts and techniques.

Course Structure

Unit 1: Compositional skills

Unit 2: Camera and digital editing skills for Photography (Adobe Photoshop)

Unit 3: Investigation into an Australian photographer.

Assessment

Assessment Type 1: Inquiry and Practical Skills

Assessment Type 2: Product (Plus Practical Statement)

Design

Year 10
ACARA
Semester 1 and 2

Students will explore the fundamentals of image making, through the Elements and Principles of Design as a basis for their practical tasks. They will gain understanding of how visuals are used as a communication tool. They can develop illustration techniques, physically and digitally, through media, Adobe Photoshop and Illustrator, to render ideas across a range of Design Briefs that cover the scope of graphic, product and environmental design.

Course Structure

Unit 1: Fruit Bowl: How can innovation help create sustainable products and systems?

Unit 2: Corporate Identity Design: How do brands establish and influence their public image?

Assessment

Assessment Type 1: Folio

Assessment Type 2: Practical

Assessment Type 3: Visual Study

Media

Year 10
ACARA
Semester 1 and 2

The study of Media enables students to create, analyse and communicate ideas through a range of digital and visual media. Students explore how images, sound, text and technology can be combined to tell stories, influence audiences and communicate meaning across a variety of platforms. Media develops creativity, critical thinking and technical production skills, empowering students to become thoughtful creators and informed consumers in an increasingly digital world.

Course Structure

Unit 1: Conventions and Tropes: How do cinematic conventions make films more impactful?

Unit 2: Documentary Filmmaking: How do documentaries influence audiences?

Assessment

Assessment Type 1: Investigation and Analysis

Assessment Type 2: Product and Reflection

Assessment Type 3: Skills Folio

Visual Arts - Art

SACE Stage 1

Credits 10

Duration Semester

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.

The following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context.

Assessment

The following assessment types enable students to demonstrate evidence of learning in Stage 1 Visual Arts - Arts:

- 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.

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Visual Arts - Art

SACE Stage 2

Credits 20

Duration Full Year

The broad area of 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, and resolution and production of practical work.

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 technical 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.

The following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Visual Arts - Art:

School Assessment (70%)

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

External Assessment (30%)

- Assessment Type 3: Visual Study (30%)

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Visual Arts - Design

SACE Stage 1

Credits 10

Duration Semester

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.

Areas of Study:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context.

Assessment

The following assessment types enable students to demonstrate evidence of learning in Stage 1 Visual Arts - Design:

- 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.

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Visual Arts - Design

SACE Stage 2

Credits 20

Duration Full Year

The broad area of Design encompasses communication and graphic design, environmental design, and product design. It emphasises a problem-solving approach to 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 technical 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.

Stage 2 Visual Arts — Design is a 20 credit subject where the following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Visual Arts - Design:

School Assessment (70%)

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

External Assessment (30%)

- Assessment Type 3: Visual Study (30%)

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Creative Arts - Media

SACE Stage 1

Credits 10

Duration Semester

At Mercedes College, Creative Arts (Media) is a program based on the creative process and products in the creative fields of film, media and screen. The subject has been developed to extend students' experiences from MYP Media.

Stage 1 Creative Arts is an opportunity for teachers, in negotiation with students, to tailor a program to meet local needs or interests in a way that cannot be met solely through any other subject in the Arts Learning Area or another subject offered within the SACE. It is an opportunity to focus on an aspect, or to combine aspects, of one or more SACE subjects in the creative arts, within a single subject.

It is recommended that the following areas of study are covered:

- Creative Arts Process
- Development and Production
- Concepts in Creative Arts Disciplines
- Creative Arts in Practice.

The creative arts process comprises four interrelated elements common to all creative arts programs:

- investigation
- development
- production
- reflection.

Assessment

- Assessment Type 1: Product
 - For a 10 credit subject, students develop and present one creative arts product.
 - For a 20 credit subject, students develop and present two or three creative arts products.
- Assessment Type 2: Folio
 - For a 10 credit subject, students undertake one investigation and one skills assessment for the folio.
 - For a 20 credit subject, students undertake two inquiries and one skills assessment for the folio.

Students investigate the products of individual creative arts practitioners and/or groups of current or past practitioners. They demonstrate knowledge and understanding of the nature, concepts, techniques, and processes of the work of these practitioners in the creative arts.

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Creative Arts - Media

SACE Stage 2

Credits 20

Duration Full Year

Stage 2 Creative Arts is an opportunity for teachers, in negotiation with students, to tailor a program to meet local needs or interests in a way that cannot be met solely through any other subject in the Arts Learning Area or another subject offered within the SACE. It is an opportunity to focus on an aspect, or to combine aspects, of one or more SACE subjects in the creative arts, within a single subject.

The following areas of study are covered:

- Creative Arts Process
- Development and Production
- Concepts in Creative Arts Disciplines
- Creative Arts in Practice.

Assessment

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

School Assessment (70%)

- Assessment Type 1: Product (50%)
- Assessment Type 2: Investigation (20%)

External Assessment (30%)

- Assessment Type 3: Practical Skills (30%)

For a 20-credit subject, it is recommended that students provide evidence of their learning through five assessments, including the external assessment component.

SACE Subject Outline

[To view the full SACE subject outline click here.](#)



Performing Arts Subject Pathways

Year 10

Semester Subject Offerings

SACE Stage 1
Music

OR

SACE Stage 1
Drama

OR

SACE Stage 1
Dance

OR

Year 11

Semester Subject Offerings

SACE Stage 2
Music Exploration
Music Performance Ensemble
Music Performance Solo
Music Studies

SACE Stage 1
Music

SACE Stage 2
Drama

SACE Stage 1
Drama

SACE Stage 2
Dance

SACE Stage 1
Dance

Year 12

Semester Subject Offerings

SACE Stage 2
Music Exploration
Music Performance Ensemble
Music Performance Solo
Music Studies

SACE Stage 2
Drama

SACE Stage 2
Dance

Performing Arts Career Pathways

Potential Careers in Field

(Learning Area Aligned)

Performance and Entertainment
Film, Television and Digital Media
Production, Events and Technical Theatre
Arts Management and Creative Industries
Education and Community Arts
Health, Wellness and Creative Therapies



Music

SACE Stage 1

Credits 10

Duration Semester

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.

Stage 1 Music is a 10-credit subject or a 20-credit subject.

Students are able to enrol in Stage 1 Music Experience or Stage 1 Music Advanced.

Music Experience programs are designed for students with emerging musical skills and provide opportunities for students to develop their musical understanding and skills in creating and responding to music. Music Experience programs provide pathways to Stage 2 Music Performance — Ensemble, Music Performance — Solo, and/or Music Explorations.

Music Advanced programs are designed to extend students' existing musical understanding and skills in creating and responding to music. They provide pathways to Stage 2 Music Studies, Music Performance — Ensemble, Music Performance — Solo, and/or Music Explorations.

Assessment

- Assessment Type 1: Creative Works Assessment
- Assessment Type 2: Musical Literacy

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Music Explorations

SACE Stage 2

Credits 20

Duration Full Year

Music Explorations emphasises learning through exploring and experimenting with music. Through exploration of musical styles and influences, the elements of music, and how music is made, students process and synthesise the key learning that has taken place. Students develop musical literacy and engage critically and creatively with music through responding to their own and others' works. This subject is flexible in its design, allowing individual and collaborative exploration options in performing, composing, arranging and exploring music technology. Through practical application of their understanding of musical elements, students learn to analyse and deconstruct music, manipulate sound and create musical works that express their ideas and emotions.

Stage 2 Music Explorations is a 20-credit subject that consists of the following strands:

- Understanding music
- Creating music
- Responding to music

The strands in Music Explorations are interconnected and not intended to be taught independently. The strands are connected by the themes of exploration and experimentation. Students explore and experiment with musical styles, influences, techniques, and/or music production, as they develop their understanding of music. They develop and apply their musical understanding as they explore how others create, present, and/or produce music, and experiment with their own creations. Contexts for study may include aspects of the music industry, such as recording studios, performance rehearsal spaces, or instrument crafting workshops.

Assessment

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

School assessment (70%)

- Assessment Type 1: Musical Literacy (30%)
- Assessment Type 2: Explorations (40%)

External assessment (30%)

- Assessment Type 3: Creative Connections (30%)

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

- Three musical literacy tasks
- One portfolio of explorations
- One creative connections task.

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Music Performance Ensemble

SACE Stage 2

Credits 10

Duration Full Year

Students develop and extend their practical music-making skills through performing works in an ensemble. They apply their musical understanding, skills, and techniques in refining and performing music. Students analyse their repertoire, and critique strategies to rehearse and develop their performances, and contribute and collaborate as effective members of an ensemble. They apply their knowledge and understanding of the style, structure, and conventions appropriate to the repertoire, in developing and refining their musical performances, their musical imagination, and their own ideas about and appreciation of music.

Stage 2 Music Performance — Ensemble is a 10 credit subject that consists of the following strands:

- Understanding music
- Performing music
- Responding to music

The strands in Music Performance — Ensemble are interconnected and not intended to be taught independently. Students develop and extend their musical skills and techniques in creating performances as part of an ensemble. They interpret musical works, and apply to their performances an understanding of the style, structure, and conventions appropriate to the repertoire.

Students extend their musical literacy through discussing key musical elements of the repertoire, and interpreting creative works. Students express their musical ideas through performing, critiquing, and evaluating their own performances.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Music Performance — Ensemble.

School assessment (70%)

- Assessment Type 1: Performance (30%)
- Assessment Type 2: Performance and Discussion (40%)

External assessment (30%)

- Assessment Type 3: Performance Portfolio (30%)

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

- One performance or set of performances
- One performance or set of performances and a discussion
- One performance portfolio

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Music Performance Solo

SACE Stage 2

Credits 10

Duration Full Year

Students develop and extend their practical music-making skills through performing works for instrument(s) and/or voice. They apply their musical understanding, skills, technique, and accuracy in refining and performing music, and in developing stage presence and skills in engaging an audience. Students analyse their chosen repertoire, and critique strategies to develop their performances, and reflect on and evaluate their performances as a soloist. They apply their knowledge and understanding of the style, structure, and conventions appropriate to their chosen repertoire, in crafting their musical performances, developing their musical imagination, and in communicating their own ideas about and appreciation of music.

Stage 2 Music Performance — Solo is a 10 credit subject that consists of the following strands:

- Understanding music
- Performing music
- Responding to music

The strands in Music Performance — Solo are interconnected and not intended to be taught independently. Students develop and extend their musical skills and techniques in creating their own solo performances. They interpret their chosen musical works, and apply to their performances an understanding of the style, structure, and conventions appropriate to their repertoire.

Students extend their musical literacy through discussing key musical elements of their chosen repertoire, and interpreting creative works. Students express their musical ideas through performing, critiquing, and evaluating their performances.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Music Performance — Solo

School assessment (70%)

- Assessment Type 1: Performance (30%)
- Assessment Type 2: Performance and Discussion (40%)

External assessment (30%)

- Assessment Type 3: Performance Portfolio (30%)

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

- One performance or set of performances
- One performance or set of performances and a discussion
- One performance portfolio

SACE Subject Outline

[To view the full SACE subject outline click here.](#)



Music Studies

SACE Stage 2

Credits 20

Duration Full Year

Music Studies aims to develop a complete musician: performer, composer/arranger, musicologist, and critic. Students apply their knowledge and understanding of the elements of music, and musical conventions and styles, to develop and refine their musical works, their musical imagination, and their own ideas about and appreciation of music.

Students create their own compositions, write arrangements, and craft performances of musical works. They reflect on and evaluate their own and others' creative works. Through their studies, students develop and extend their understanding of music theory and standard notation, score-reading, aural skills and application of technical language in discussing and manipulating the elements of music.

Stage 2 Music Studies is a 20 credit subject that consists of the following strands:

- Understanding music
- Performing music
- Responding to music

The strands in Music Studies are interconnected and not intended to be taught independently. Students develop an understanding of selected musical works and styles, including how composers manipulate elements of music, and apply this understanding to creating their own music as performances or compositions. They develop and apply their musical literacy skills and express their musical ideas through responding to their own works, interpreting musical works, and/or manipulating musical elements. Students synthesise the findings of their study, and express their musical ideas through their creative works, responses, and reflections.

Assessment

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

School assessment (70%)

- Assessment Type 1: Creative Works (40%)
- Assessment Type 2: Musical Literacy (30%)

External assessment (30%)

- Assessment Type 3: Examination (30%)

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

- One portfolio of creative works
- Three musical literacy tasks
- One examination

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Drama

SACE Stage 1

Credits 10

Duration Semester

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, personal 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 on the world.

Stage 1 Drama is a 10-credit subject or a 20-credit subject that consists of the following three areas of dramatic study:

- Company and Performance
- Understanding and Responding to Drama
- Drama and Technology.

Assessment

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

- Assessment Type 1: Performance
- Assessment Type 2: Responding to Drama Assessment
- Assessment Type 3: Creative Synthesis

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Drama

SACE Stage 2

Credits 20

Duration Full Year

In Drama, students develop their creativity, collaboration, critical thinking and communication skills. They refine their literacy, numeracy, ethical understanding, and intercultural understanding, and develop self-belief and confidence.

In Drama, students engage in learning as practising dramatic artists. They learn to think and act as artists, and to develop as cultural leaders and creative entrepreneurs. They develop their leadership of public discussion by communicating a range of meaningful viewpoints, by refining their aesthetic understanding, and by learning the skills and processes required to present these in innovative and engaging ways.

Stage 2 Drama consists of the following two areas of dramatic study:

- Company and Production
- Exploration and Vision.

The two areas of study integrate exploring, analysing, conceiving, creating, making, and evaluating drama. They provide students with valuable collaborative learning opportunities to explore creative possibilities as artists. Students apply the dramatic process to make meaningful drama for audiences.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Drama.

School assessment (70%)

- Assessment Type 1: Group Production (40%)
- Assessment Type 2: Evaluation and Creativity (30%)

External assessment (30%)

- Assessment Type 3: Creative Presentation (30%)

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

- one group production task
- one or two evaluation and creativity tasks
- one creative presentation.

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Dance

SACE Stage 1

Credits 10

Duration Semester

In Stage 1 Dance students develop aesthetic and kinaesthetic intelligence, using the body as an instrument for the expression and communication of ideas. Through the development of practical movement skills and choreographic and performance skills as an artist and experiencing performance as part of an audience, students explore and celebrate the human condition. They consider the role of dance in different cultural contexts, including those of Aboriginal and Torres Strait Islander peoples, and its place in transmitting culture. They develop an appreciation of dance as an art form, as well as a life-enrichment opportunity connected to mental and physical well-being.

Dance prepares young people for participation in the 21st century by equipping them with transferrable skills, including critical and creative thinking skills, personal and social skills, and intercultural understanding. Dance develops individuals to be reflective thinkers who can pose and solve problems and work both independently and collaboratively.

Stage 1 Dance is a 10-credit subject or a 20-credit subject that consists of the following strands:

- Understanding dance
- Creating dance
- Responding to dance

Assessment

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

- Assessment Type 1: Skill Development
 - For a 10-credit subject, students undertake at least one skills development task.
 - For a 20-credit subject, students undertake two skills development tasks.
- Assessment Type 2: Creative Explorations
 - For a 10-credit subject, students present at least one creative work in the form of a performance or a composition.
 - For a 20-credit subject, students present at least two tasks. At least one of these should be a performance and at least one should be a composition.
- Assessment Type 3: Dance Contexts
 - For a 10-credit subject, students undertake at least one task.
 - For a 20-credit subject, students undertake at least two tasks.

SACE Subject Outline

[To view the full SACE subject outline click here.](#)

Dance

SACE Stage 2

Credits 20

Duration Full Year

In Stage 2 Dance students develop aesthetic and kinaesthetic intelligence, using the body as an instrument for the expression and communication of ideas. Through the development of practical movement skills and choreographic and performance skills as an artist and experiencing performance as part of an audience, students explore and celebrate the human condition. They consider the role of dance in diverse contexts that may include those of Aboriginal and Torres Strait Islander peoples, and its place in transmitting culture. They develop an appreciation of dance as an art form, as well as a life-enrichment opportunity connected to mental and physical well-being.

Dance prepares young people for participation in the 21st century by equipping them with transferrable skills, including critical and creative thinking skills, personal and social skills, and intercultural understanding. Dance develops individuals to be reflective thinkers who can pose and solve problems and work both independently and collaboratively. Stage 2 Dance is a 20-credit subject that consists of the following strands:

Stage 2 Dance consists of the following strands:

- Understanding dance
- Creating dance
- Responding to dance

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Dance.

School assessment (70%)

- Assessment Type 1: Performance Portfolio (40%)
- Assessment Type 2: Dance Contexts (30%)

External assessment (30%)

- Assessment Type 3: Skills Development Portfolio (30%)

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

- One performance portfolio
- Two dance contexts tasks — a recording and a choreographic analysis
- One skills development portfolio.

SACE Subject Outline

[To view the full SACE subject outline click here.](#)



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