



# Curriculum Handbook

## South Australian Certificate of Education (SACE) Year 11 (Stage 1)

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## Introduction

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

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

## Nature of the SACE

The SACE is designed to enable students to:

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

As part of the SACE students will:

- receive credits for many different forms of education and training (such as academic subjects, learning a trade, TAFE, vocational training and community service) provided they are recognised by the SACE Board
- be able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken
- receive A to E grades in every Stage 1 subject and A+ to E- grades in Stage 2 SACE subjects
- be expected to gain and demonstrate essential skills and knowledge for their future, focusing on communication, citizenship, personal development, work and learning
- have 30 per cent of their work in every Stage 2 subject externally assessed. This will be done in various ways, including exams, practical performances and presentations
- have outside moderators check the school-assessed parts of Stage 2 subjects to ensure consistent grading across the State.

To gain the new certificate students must earn 200 credits. Ten credits are equivalent to one semester or six months' study in a particular subject or course. Some elements of the SACE are compulsory. These are:

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

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

## SACE Structure at Mercedes College

### Stage 1

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

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

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

### Stage 2

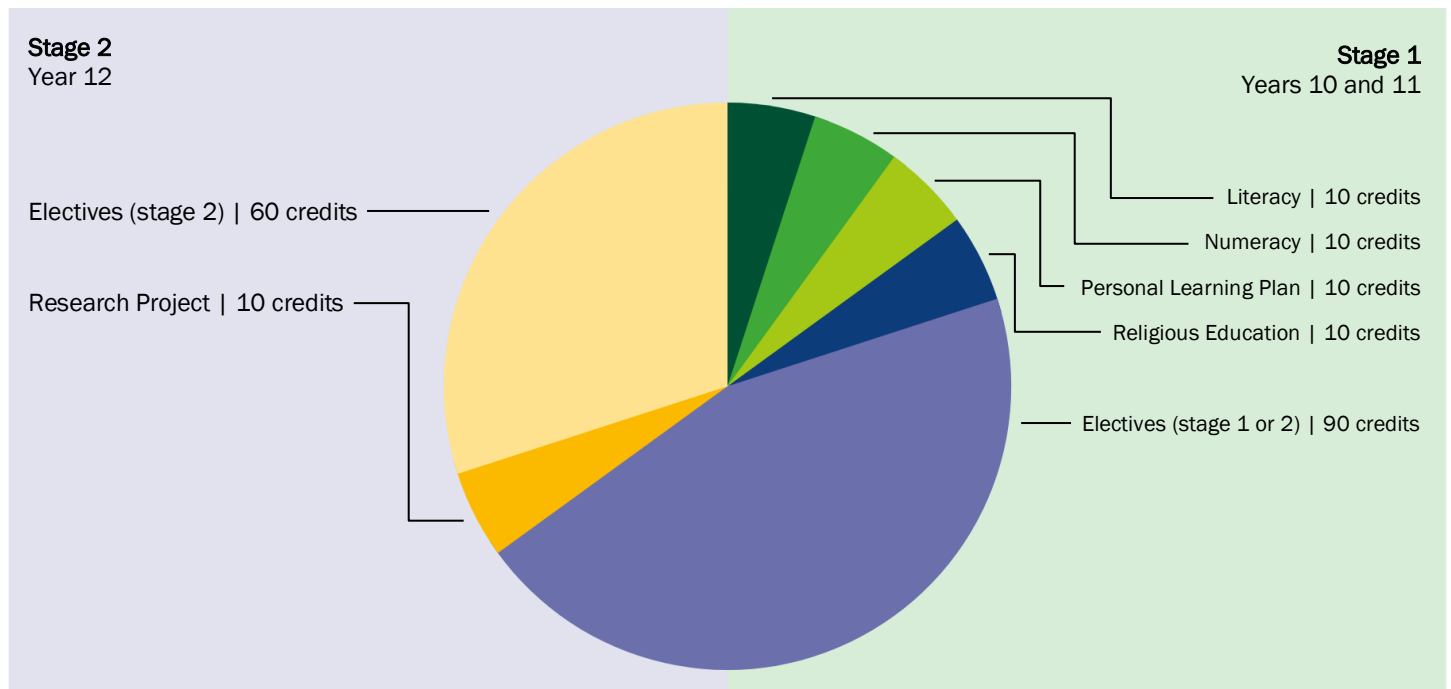
All students will complete the compulsory Research Project. The Research Project is offered in two options with Option B requiring a written statement and available for use in the calculation of the Australian Tertiary Admissions Rank (ATAR).

To maximise the opportunities for university entrance, students at Mercedes will choose 4 full-year Stage 2 subjects (80 credits) and will complete Research Project Option B.

Although no specific subjects are required, students are strongly advised to consider pre-requisite guidelines from tertiary institutions. In particular, English and Mathematics are often identified as recommended or required Stage 2 subjects.

At Stage 2, students are able to undertake one IB Diploma subject for 20 SACE credits.

This option attracts an IB Course fee (details can be obtained from the IB Diploma Coordinator).



## Subject Selection

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

- the careers or courses you wish to pursue
  - Be realistic in choosing your course or career.
  - Your ability and attitude to study are unlikely to change significantly.
  - Choosing a course within your capabilities may well be the key to your success in the future.
- the Australian Tertiary Admissions Rank (ATAR) required for those courses
- the Stage 2 subjects you will require to reach that ATAR.

In choosing subjects, you should:

- check your copy of the Tertiary Entrance Booklet to identify pre-requisite and recommended subjects for any career or course in which you are interested
- identify whether the tertiary institutions 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 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 and/or IB Diploma Coordinator to ensure that your selected subjects will enable you to gain the SACE and an ATAR (Australian Tertiary Admissions Rank) for University entrance if that is your chosen pathway; and a TAFE entry score if that is your preferred option for post-school studies.

## Community Service

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

Community service is a vital component of the Mercy Outreach program for each student in Year 11. In keeping with our Mercy tradition each student will undertake to “give of themselves in service” to someone in need in the wider community. The program will be completed in Semester One.

- Each Monday afternoon the students will go to the placement of their choice for two hours. Each week the students have to reflect in their journal about what they have experienced. It is important that students seek a venue that will:
- challenge them to get out of their comfort zone
- show they are helping people or organisations who are in need of assistance
- elicit the comment, “Today I’ve made a difference”.

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

### Aims of Community Service

The aims of Mercedes College derive from the fundamental belief that the growth of the individual person in Christian service is the final measure of the school

- Through practical application in service, the students will become more aware of the need for justice, compassion, human dignity and social needs in the Mercy tradition
- To give to a marginalised or disadvantaged individual, group or organisation some of the advantages that they have
- To develop a long-term commitment to the principles of sharing advantage and the need for social justice.

### Open Access College

The school enables students to study a specific subject by correspondence through the Open Access College at Marden Campus. This may be a viable alternative for students wishing to study a subject not offered at Mercedes.

Students who undertake subjects in this mode must be competent, independent learners as well as highly organised in their approach.

### Work Related Studies

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

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

In Term 2, Week 8, the majority of Year 11 SACE students complete a full week of Work Experience. Planning for this commences in Term 3 of Year 10. Evidence of this is recorded on the students' South Australian Certificate of Education and in their Personal Portfolio.

### Workplace Practices

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

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

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

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

### Assessment In SACE

#### Performance Standards

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

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

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

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

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

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

### Assessment Guidelines

#### Tests, Assignments and Examinations undertaken during lessons or scheduled exam periods

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

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

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

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



## Absences

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

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

## Academic Integrity – Sighting assessment during development

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

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

## Academic Integrity – Referencing and Acknowledge of work that is not your own

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

## Academic Integrity – Identification of your own work presented for assessment in another subject

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

## Assessment Specifications

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

## Deadlines

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

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

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

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

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

Valid reasons for requesting extensions to deadlines include:

- Illness or accident – supported by documentation from a parent/guardian, a doctor's certificate or a phone call from an independent student. (Defined as a student living without parental or guardian support or an overseas student).
- Family or personal emergencies – supported as for illness or accident.
- Extra curricula/school involvements – supported by a note from the teacher/organizer/coordinator concerned and negotiated in advance of the deadline.

- If an unreasonable number of deadline clashes occur, discussions with the appropriate Year Level Coordinator and/or Head of Senior School may result in resetting the deadline for the entire class. This may involve considering the variety of subject patterns that students are studying.
- If students are involved in studies outside the school, for example Voc. Studies at TAFE or at other schooling institutions/registered training providers.

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

Work may be submitted on the date of return from absence if this has been negotiated with the teacher, and if it is not too late for a SACE Board deadline. (This submission must be supported by a legitimate explanation as above).

Repeated absences and/or requests for extensions on due dates will be investigated by the Year Level Leader and/or the Head of Senior School. This will ensure that no unfair advantage is taken and that fairness and equal opportunity are maintained.

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

### Growth and Personal Skills (GPS)

The Growth and Personal Skills (GPS) Program is one component of the College's broader approach to pastoral care. The program aims to empower students and build capacity, values, skills, attitudes and approaches with regards to a range of developmentally appropriate situations and experiences. It also provides students with opportunities to embrace the events and celebrations centred on Mercedes College and what makes this community unique.

There are 4 pillars for the GPS program that continues through to Year 12:

1. Strong Relationships
2. Healthy Lifestyles
3. Positive Emotions
4. Personal Resilience

These pillars draw from many sources including: IB learner profile; Australian Curriculum Capabilities; Approaches to Learning (ATLs); the Keeping Safe: Child Protection Curriculum; Mind Matters, Learning Curve and the Office of the Children's eSafety Commissioner.

YEAR 11   STEP UP	Strong Relationships	Healthy Lifestyles	Positive Emotions	Personal Resilience
Topics	Respectful Relationships Positive Relationships Inclusive Activities Conflict Resolution Decisions in Relationships	Safety eSafety Drugs and Alcohol Self-care Decision-making Models	Making Good Decisions Academic Subject Selections Self-awareness	Mindfulness Purpose Study skills/habits
ATLs	Social	Critical Thinking	Research	Social
SACE Capabilities	Personal and Social Intercultural Understanding	Creative and Critical Thinking	Literacy	Personal and Social
Learner Profiles	Risk Takers   Thinkers   Reflective   Inquirers			
Child Protection Curriculum	Focus Area 2: 1, 2, 3 Focus Area 3: 1, 2, 3	Focus Area 1: 1 Focus Area 4: 1	Focus Area 3: 1, 2, 3 Focus Area 4: 1, 2	Focus Area 1: 1, 2





## Accounting

### Introduction

Accounting is the language of business and is used to tell the financial story of an entity. Accounting helps business owners to understand their business so that they can make informed decisions. The practice of accounting is used to record, report, analyse, and communicate past events, current activities, and potential challenges and opportunities.

In Stage 1 Accounting, students develop their understanding of accounting, including selected concepts and conventions that underpin and inform the practice of accounting. They apply this understanding to create and interpret accounting information. Students explore and analyse the ways in which qualitative and quantitative information can be used in the decision-making process and they explore the different reporting needs of a range of stakeholders.

Students explore the changing forms of accounting information and examine the use of digital and emerging technologies. They develop critical thinking and problem-solving skills to devise accounting solutions in a range of familiar and unfamiliar contexts. Students apply communication skills to collect and analyse financial and non-financial information for a range of stakeholders.

Through the learning in the focus area of perspectives in accounting, students develop an understanding of how accounting applies to and impacts their personal circumstances. They explore the links between self and others in local and global accounting contexts, and compare approaches to accounting in different cultural contexts. Students explore the impact accounting has had on society and the opportunities that exist involving accounting in the future.

### Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Accounting.

In this subject, students are expected to:

1. understand the role of accounting in decision-making
2. understand and explore accounting concepts and conventions
3. apply accounting concepts and conventions to create accounting information
4. understand the accounting information needs of a range of stakeholders
5. explore the use of, apply, and analyse accounting information in business, personal, and/or cultural contexts
6. apply communication skills in an accounting context.

### Content

Stage 1 Accounting is a 10-credit subject.

The subject is structured around three focus areas:

- understanding accounting
- understanding financial sustainability
- perspectives in accounting.

These focus areas are underpinned by the following learning strands:

- financial literacy
- stakeholder information and decision-making
- innovation.

These learning strands outline the knowledge, skills, understanding, and capabilities fundamental to the learning in the subject.

### Evidence of Learning

assessment types enable students to demonstrate their learning in Stage 1 Accounting.

- Assessment Type 1: Accounting Skills 75%
- Assessment Type 2: Accounting Inquiry 25%

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

- three accounting skills tasks
- one accounting inquiry.



## Further Study

This course leads to Stage 2 Accounting. It provides an ideal preparation for entry to tertiary studies and careers associated with business. It is recommended that students need to attain 'C' or better in Stage 1 Accounting and consider complementary Stage 1 subjects such as Business Innovation, DP Business Management, or Economics to confidently undertake Stage 2 Accounting.

Further details of the subject can be obtained from [the SACE Board](#).

## Learning Area Leader

Brendan Toohey

## Biology

### Introduction

The study of Biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments.

Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives, society, and the environment. They apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world.

In their study of Biology, students inquire into and explain biological phenomena and draw evidence-based conclusions from their investigations into biology-related issues, developments, and innovations.

Students explore the dynamic nature of biological science and the complex ways in which science interacts with society, to think critically and creatively about possible scientific approaches to solving every day and complex problems and challenges. They explore how biologists work with other scientists to develop new understanding and insights, and produce innovative solutions to problems and challenges in local, national, and global contexts, and apply their learning from these approaches to their own scientific thinking.

In Biology, students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges. Students also pursue scientific pathways, for example in medical research, veterinary science, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation, and ecotourism.

### Learning Requirements

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

In this subject, students are expected to:

1. apply science inquiry skills to design and conduct biological investigations, using appropriate procedures and safe, ethical working practices
2. obtain, record, represent, analyse, and interpret the results of biological investigations
3. evaluate procedures and results, and analyse evidence to formulate and justify conclusions
4. develop and apply knowledge and understanding of biological concepts in new and familiar contexts
5. explore and understand science as a human endeavour
6. communicate knowledge and understanding of biological concepts, using appropriate terms, conventions, and representations.

### Content

Biology is a 10-credit (1 semester) or a 20-credit (2 semester) subject at Stage 1.

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

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

- science inquiry skills
- science as a human endeavour



- science understanding

The topics for Stage 1 Biology are:

- **Topic 1:** Cells and microorganisms
- **Topic 2:** Infectious disease
- **Topic 3:** Multicellular organisms
- **Topic 4:** Biodiversity and ecosystem dynamics

For a 10-credit subject, students study a selection of concepts from at least two of these topics.

For a 20-credit subject, students study a selection of concepts from all four topics.

### Assessment

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

- **Assessment Type 1:** Investigations Folio.
- **Assessment Type 2:** Skills and Applications Tasks.

For a 10-credit subject, students provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%.

Students complete:

- at least one practical investigation
- one investigation with a focus on science as a human endeavour
- at least one skills and applications task.

For a 20-credit subject, students provide evidence of their learning through eight assessments. Each assessment type should have a weighting of at least 20%.

Students complete:

- at least two practical investigations
- two science as a human endeavour investigations
- at least two skills and applications tasks.

For both the 10-credit and 20-credit subjects, at least one assessment should involve collaborative work.

### Further Study

This course leads to Stage 2 Biology. It also gives a background to tertiary courses in ecology, health care, biotechnology, environment and agriculture.

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

### Learning Area Leader

Murray Head

## Business Innovation

### Introduction

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

Initially, students may be guided through structured processes to develop their understanding of underlying problems or needs and begin to propose and test hypotheses relating to the customer, problem, and solution. As students develop these skills, they will anticipate, find, and solve their own problems. These structured processes create a learning environment where risk is encouraged and provide an opportunity to pivot during the iterative process of proposing, developing, testing, and refining solutions.

Integral to learning through finding and solving complex, dynamic, real-world problems is the opportunity for students to work collaboratively. Working together, students are encouraged to build up ideas. They collect and analyse financial and business information that informs the process of proposing, developing, and testing solutions. In doing so, students develop and extend their financial awareness and skills in decision-making. Students apply these skills in the iterative development of business models for start-up businesses, analysing data to inform the decision-making process, and communicating with a range of stakeholders.

Students consider the opportunities and challenges associated with start-up businesses in the modern, connected world. They consider how digital and emerging technologies may present opportunities to enhance business models and analyse the responsibilities and impacts of proposed business models on global and local communities.

### Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Business Innovation.

In this subject, students are expected to:

1. explore problems and generate possible solutions to meet customer problems or needs using a customer-focused approach
2. develop and apply financial awareness and decision-making skills using assumption-based planning tools
3. respond to and apply business and financial information to develop and communicate business models
4. analyse and evaluate the effectiveness of business models
5. explore and analyse opportunities presented by digital and emerging technologies in business contexts
6. apply communication and collaborative skills in business contexts.

### Content

- Stage 1 Business Innovation is a 10-credit subject and is studied through the context of start-up businesses.

Students develop and apply their understanding of the following learning strands:

- finding and solving problems
- financial awareness and decision-making
- business information and communication
- global, local, and digital connections.

Students gain an understanding of fundamental business concepts and ideas, including:

- the nature and structure of business
- key business functions
- forms of ownership and legal responsibilities.

This understanding is developed and applied through each of the learning strands.

- Assessment
- Assessment Type 1: Business Skills 70%
- Assessment Type 2: Business Pitch. 30%

For a 10-credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%. Students undertake:

- three business skills tasks, one of which is a business model summary
- one business pitch.

### Further Study

This course leads to Stage 2 Business Innovation. It also provides background to any business based course at the tertiary level or provides assistance to students entering the workforce immediately after secondary schooling. It is recommended that students need to attain 'C' or better in Stage 1 Business Innovation and consider complementary Stage 1 subjects such as Accounting and/or Economics to confidently undertake Stage 2 Business Innovation.

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

## Learning Area Leader

Brendan Toohey

## Chemistry

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.

Through the study of Chemistry, students develop the skills that enable them to be questioning, reflective, and critical thinkers; investigate and explain phenomena around them; and explore strategies and possible solutions to address major challenges now and in the future (for example, in energy use, global food supply, and sustainable food production).

Students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges, and pursue future pathways, including in medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.

## Learning Requirements

In this subject, students are expected to:

1. apply science inquiry skills to deconstruct a problem and design and conduct chemistry investigations, using appropriate procedures and safe, ethical working practices
2. obtain, record, represent, analyse, and interpret the results of chemistry investigations
3. evaluate procedures and results, and analyse evidence to formulate and justify conclusions
4. develop and apply knowledge and understanding of chemical concepts in new and familiar contexts
5. explore and understand science as a human endeavour
6. communicate knowledge and understanding of chemical concepts, using appropriate terms, conventions and representations.

## Content

Chemistry is offered as a 10-credit (1 semester) or a 20-credit subject (full year) at Stage 1. The topics in Stage 1 Chemistry provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.

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

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

The topics for Stage 1 Chemistry are:

- **Topic 1:** Materials and their atoms
- **Topic 2:** Combinations of atoms
- **Topic 3:** Molecules
- **Topic 4:** Mixtures and solutions
- **Topic 5:** Acid and bases
- **Topic 6:** Redox reactions

For a 10-credit subject, students study a selection of concepts from at least three of these topics.

For a 20-credit subject, students study a selection of concepts from all six topics.



## Assessment

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

- **Assessment Type 1:** Investigations Folio.
- **Assessment Type 2:** Skills and Applications Tasks.

For a 10-credit subject, students provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%.

Students complete:

- at least one practical investigation
- one investigation with a focus on science as a human endeavour
- at least one skills and applications task.

For a 20-credit subject, students provide evidence of their learning through eight assessments. Each assessment type should have a weighting of at least 20%.

Students complete:

- at least two practical investigations
- two investigations with a focus on science as a human endeavour
- at least two skills and applications tasks.

For both the 10-credit and 20-credit subjects, at least one assessment should involve collaborative work.

## Further Study

This course leads to Stage 2 Chemistry. It also gives a background to tertiary courses in biomedical science, chemistry, optometry and medicine.

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

## Learning Area Leader

Murray Head

## Chinese (Background Speakers)

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

## Rationale

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

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

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

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

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

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

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

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

Students clarify, extend, and develop their ideas and opinions on the prescribed themes and contemporary issues, and reach reasoned conclusions through critical engagement with a variety of sources and perspectives. Students analyse and evaluate texts from linguistic and cultural perspectives, and consider the relationships between the two. Students analyse and evaluate the way in which texts convey their message and have an impact on their audience

### Learning Requirements

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

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

### Themes, Topics and Subtopics

There are 4 prescribed themes:

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

Topics in Stage 1 are drawn from the following:

Themes	Contemporary Issues
China and the World	Political and historical developments since 1949 (for example, Taiwan/Mainland, Tibet, overseas Chinese in Asia, unification/autonomy, democratic reform, comparisons with the past and present) The environment Population issues and policies
Modernisation and Social Change	Educational change and social/employment opportunities The impact of technology The changing roles and expectations of women and men Youth issues
The Overseas Chinese speaking Communities	Chinese contributions in Australia Cultural evolution and adaptation (for example, 'East meets West', the generation gap, the place of tradition in modern society, youth culture, globalisation and Chinese culture)
Language in Use in contemporary China	Writers in the Chinese language (for example, young writers, established writers, women writers) The Internet Contemporary film





## Assessment

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

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

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

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

- Section 1: Listening and Responding
- Section 2: Reading and Responding
- Section 3: Writing in Chinese
- Section 4: Oral

## Further Study

Leads to Stage 2 Chinese (Background Speakers).

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

## Learning Area Leader

Emily Putland

## Creative Arts (Media)

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.

## Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Creative Arts.

In this subject, students are expected to:

1. demonstrate knowledge and understanding of core concepts specific to relevant creative arts disciplines
2. investigate the nature and processes of working productively in the creative arts
3. demonstrate knowledge of working creatively, through an exploration of creative arts media, materials, techniques, processes, and technologies
4. apply practical skills, techniques, and processes to work creatively and productively for a purpose
5. work productively to develop and present their creative arts product(s)
6. communicate and reflect on creative arts ideas, processes, products, and opinions.

## Content

Creative Arts is a 10-credit subject or a 20-credit subject at Stage 1.

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.

For both a 10-credit subject and a 20-credit 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.

### Creative Arts Process

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

- investigation
- development
- production
- reflection.

### Recording The Creative Arts Process

Maintaining a record of the creative arts process is integral to the study of Stage 1 Creative Arts.

Students investigate a variety of creative arts products to explore different possibilities and inform their creative thinking. Students' explorations and investigations of creative arts media, materials, techniques, processes, technologies, and products should be a feature of their record. Annotated reflective comments about all stages of the creative process demonstrate evidence of the development of students' creative arts skills and thinking.

### Development And Production

Creative arts development and production provide opportunities for students to work productively as a member of a team, group, or ensemble to design, plan, practise, rehearse, make, create, perform, and/or present their creative arts product(s).

All students have opportunities to identify and reflect on their personal creative arts ideas, opinions, and skills relevant to the program focus.

### Concepts In Creative Arts Disciplines

Students explore core concepts specific to creative arts discipline(s) and develop an understanding of their relevance to the focus of the creative arts program. These explorations include identification of characteristic features and qualities of particular genres, styles, forms, and conventions that are recognisable within the various creative arts disciplines. As a result of their explorations, students develop knowledge of, and use language and terminology associated with, relevant creative arts discipline(s).

### Creative Arts In Practice

Students in Stage 1 Creative Arts learn by observing, receiving tuition from, listening to, and/or reading and talking about the work of, practitioners as they work in their particular discipline(s).

The nature and processes of working creatively can be learnt directly or indirectly from current practitioners or from practitioners of the past. Learning about the creative arts in practice may directly inform the process of development and production of, and reflection on, students' creative arts product(s).

### 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.

### Investigation

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.

### Skills Assessment

For the skills assessment, students present a skills record and a reflection.

The skills assessment should not repeat skills already developed through the creative arts product(s), but may be related. Teachers and students may use the skills assessment to diversify and introduce new skills.



## Further Study

This course leads to Stage 2 Creative Arts

Further details of the subject can be obtained from [the SACE Board](#)

## LEARNING AREA LEADER

Jane Finnimore

## Dance

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. As students engage with dance practices and practitioners, they develop imaginative ways to make meaning of the world.

Dance has its own movement vocabulary and specific techniques and processes that students learn and apply to their own work as a dancer and choreographer and use to interpret, understand, and appreciate the work of others.

The study of Stage 1 Dance establishes a basis for continuing to study Stage 2 Dance and for further education and employment across many fields, including the art and culture industries. It also provides opportunities to develop and pursue lifelong social and recreational activities.

## Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Dance.

In this subject students are expected to:

1. develop knowledge and understanding of the body, dance skills, dance elements, structural devices, production elements, and safe dance practices
2. apply technical and expressive dance skills in performance
3. communicate choreographic intent to an audience through composition and performance
4. reflect on their own creative works as an artist and that of others as an audience member
5. investigate dance in diverse contexts.

## Content

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

### Understanding dance

In understanding dance, students develop and extend their understanding of how ideas and intentions are communicated in and through dance. They build on and refine their knowledge and understanding through dance practices focusing on:

- the body
- dance skills
- dance elements
- structural devices
- production elements
- safe dance practices.

## Creating dance

In creating dance, students develop and extend their practical skills in choreography and performance. They apply their knowledge, understanding, skills, and techniques to perform and create choreographic works for a range of purposes and contexts.

## Responding to dance

In responding to dance, students reflect on how meaning is communicated in their own and others' work, including work from a range of cultural perspectives and artistic and industry innovators. They select and reflect on strategies to develop and refine their own performances and dance works, and those of others.

Students build confidence in using appropriate terminology, strengthening their dance literacy to discuss key elements of performance and choreography.

## 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.

## Further Study

Leads to Stage 2 Dance

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

## Learning Area Leader

Lauren Vilanova, Natalie Goodair

## Drama

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, workshoping, 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.

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

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

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

explore opinions and feelings. It encompasses historical, cultural, and community diversity, while informing and nourishing empathy and humanity.

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

### Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Drama.

In this subject, students are expected to:

1. understand and explore dramatic roles, conventions, texts, styles, processes, and technologies
2. apply dramatic ideas and processes collaboratively to realise outcomes
3. apply dramatic skills to create and present drama outcomes
4. explore and experiment with technologies to provide creative solutions
5. analyse and evaluate dramatic ideas, products, and/or technologies
6. demonstrate critical and creative thinking in the development of drama.

### Content

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.

#### Company and Performance

In the Company and Performance area of study, students draw links between theory and current dramatic arts industry practice to envision and form their own dramatic company. The company may involve the class as a whole or comprise several smaller companies from within the class. Students may choose to name their company and develop a rationale, vision statement, or mission statement of their shared dramatic intent. Students explore what they want to say as artists and develop ideas for creative expression. They grow as cultural leaders by considering how their dramatic company may provide original and/or alternative artistic perspectives, viewpoints, and stories. They design opportunities for these to be presented using entrepreneurial thinking and processes.

Through investigation and experimentation, students identify the impact and significance of their ideas and potential products for audiences, and apply the dramatic process to create meaningful outcomes. Individual students adopt a role or roles, and collaborate to conceive, create, and present a realised dramatic product or products. Guided by the teacher, students specialise in one or more roles within their company and their performance.

#### Understanding and Responding to Drama

In the Understanding and Responding to Drama area of study, students view and engage with drama. Students are encouraged to deepen their knowledge and understanding of contemporary dramatic practice, conventions, and traditions using live, online, and other resources.

In Understanding and Responding to Drama, students study at least one dramatic text and at least one dramatic style. The shared study of texts and styles should be led by the teacher and involve a combination of practical, experimental, and theoretical learning opportunities. Through their learning, students explore and experiment with their own actual or hypothetical dramatic outcomes.

#### Drama and Technology

In the Drama and Technology area of study, students research and analyse how technology is being used by dramatic artists, and how it has the potential to be applied creatively to enhance dramatic meaning and expression of ideas in theatre and/or screen products. Use of technology in drama can be accessed through online sources or live sources, where available. Technology plays an ever-increasing role in contemporary dramatic practice, and relationships between dramatic artists, audiences, and technologies are in a constant state of reinvention.

Students research and analyse contemporary drama that includes innovative technology. They explore possibilities and provide creative ideas as cultural leaders for the application of innovative technology in a hypothetical (or actual) dramatic product.



## 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 Type 3: Creative Synthesis.

## The SACE Drama Program

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

- Design
- Set
- Lighting
- Costume
- Makeup
- Sound
- Multimedia
- Stage Management
- Directing
- Publicity and marketing
- Script Writing

## Further Study

Leads to Stage 2 Drama

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

## Learning Area Leader

Lauren Vilanova, Natalie Goodair

## Economics

### Introduction

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.

What happens in an economy depends on the choices that millions of people make every day when they interact with each other, with markets, with the government, and with their natural surroundings. Each interaction affects the behaviour of others and by seeing the world through an economic lens we are provided with the insight necessary to make more informed decisions in our daily lives.

On a broader scale, Economics enables us to analyse how the entire economy works and which issues are affecting it, including allocation of resources, inflation, economic growth, and government policies. Economics helps us tackle the most important issues facing humanity today.

An economic outlook is therefore about much more than money. Our interactions, and the outcomes of our interactions, shape the society we live in.

Students explore and analyse a variety of authentic economic contexts to develop, extend, and apply their skills, knowledge, understanding, and capabilities. By studying Economics, students develop an understanding of different economic systems and institutions, and learn to assess the degree to which these systems and institutions satisfy people's needs and wants.

At Stage 1, 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.

## Learning Requirements

In this subject, students are expected to:

1. understand economic concepts, principles, and models
2. apply economic concepts, principles, and models in a variety of contexts
3. apply communication skills in economic contexts
4. apply economic thinking to construct arguments
5. analyse a range of data and other information using economic concepts, principles, and models
6. analyse the intended and unintended consequences of economic decisions.

## Content

Economics is offered at Stage 1 as a 10-credit subject.

- The Economic problem
  - Problem of relative scarcity
  - Economic choice, opportunity cost
  - Production Possibility Curve
  - Cost/Benefit Analysis
  - Economic System
  - Functions
- Different types of economic system
  - Market Mechanism
  - Demand and Supply
  - Elasticity
- Markets in Practice
  - Market structure
  - Government intervention
  - Macro-economic objectives and policies
  - Price stability/full employment/ external balance/ sustainable economic development
  - Conflicting nature of these goals and how they can be overcome with different policies

## Assessment

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

- Assessment Type 1: Folio 60%
- Assessment Type 2: Economic Project 40%

## Further Study

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

It is recommended that students need to attain 'C' or better in Stage 1 Economics and consider complementary Stage 1 subjects such as Business Innovation, DP Business Management, and/or Accounting to confidently undertake Stage 2 Economics.

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

## Learning Area Leader

Brendan Toohey

## English

### Introduction

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

Stage 1 English is offered as a choice between three subjects: English, English Literary Studies and Essential English.

Students are encouraged to choose the course that corresponds with their desired Stage 2 subject.

In Stage 1 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.

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.

Students at Stage One level must select from English, English Literary Studies and Essential English in order to meet the literacy requirement. Each form of English has a pathway into Stage 2.

### English

In 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.

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. Students explore a range of text texts within English.

### English Literary Studies

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.

### Learning Requirements

In this subject, students are expected to:

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 English.

In this subject, students are expected to:

1. analyse relationships between purpose, audience, and context, and how these influence texts and their meaning
2. identify ways in which ideas and perspectives are represented in texts
3. analyse how language and stylistic features and conventions are used to convey ideas and perspectives in texts
4. create oral, written, and/or multimodal texts for particular purposes, audiences, and contexts
5. identify and analyse intertextual connections



6. apply knowledge and understanding of accurate spelling, punctuation, syntax, and conventions.

### Content

Students explore the human experience and the world through reading and examining a range of texts, including Australian texts, and making intertextual connections. In doing so, students come to understand connections between purpose, audience, and context, and how these are achieved through language and stylistic choices. Students demonstrate their understanding of these links by producing, for example, an analytical essay, article, blog, website, documentary, or special features film (behind the scenes about the making of a film), or an oral reflection on language and stylistic features chosen to create a text.

Students create imaginative, interpretive, and/or persuasive texts for different purposes, audiences, and contexts, in written, oral, and/or multimodal forms. The text type and mode chosen for creating a text should be appropriate for the intended purpose, context, and audience, either real or implied.

Students reflect on their understanding of intertextuality by:

- analysing the relationships between texts, or
- demonstrating how their knowledge of other texts has influenced the creation of their own texts.

When analysing or creating texts to show their understanding of intertextuality, students may also consider:

- intertextual references within texts (texts that make explicit or implied references to other texts)
- ways in which they, as readers, make intertextual connections based on their previous experiences of texts or their own experiences and beliefs.

### Assessment

Assessment Type 1: Responding to Texts

Assessment Type 2: Creating Texts

Assessment Type 3: Intertextual Study

### Learning Area Leader

Jamie Hayter

### Essential English

Essential English is a 10-credit subject or a 20-credit subject at Stage 1, and a 20-credit subject at Stage 2.

In this subject student respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts.

Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

The content includes:

Assessment Type 1: Responding to texts

Assessment Type 2: Creating texts.

### Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through learning in Stage 1 Essential English.

In this subject, students are expected to:

1. develop communication skills through reading, viewing, writing, listening, and speaking
2. comprehend information, ideas, and perspectives in texts selected from social, cultural, community, workplace, and/or imagined contexts
3. identify and analyse how the structure and language of texts vary for different purposes, audiences, and contexts
4. express information, ideas, and perspectives, using a range of textual conventions
5. create oral, written, and/or multimodal texts appropriate for purpose and audience in real and/or imagined contexts.



## Further Study

The Stage One English SACE course is designed to meet the needs of the Stage 2 English and Stage 2 English Literary Studies courses. Students can opt to do either Stage 1 English, Stage 1 English Literary Studies or Stage 1 Essential

English as 20 credit subjects. These courses reflect the content and tasks relevant to English subjects at Stage Two level. While students may freely choose the most appropriate option, it is highly recommended that students who are unsure should choose the Literary Studies option. Students wishing to opt for the alternative course in Year 12 may do so but will be required to meet with the English Coordinator. As appropriate to the courses, there is no examination at the end of Semester Two for Stage 1 English or Essential English, while there is an examination at the end of the English Literary Studies course.

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

## Learning Area Leader

Jamie Hayter

## English As An Additional Language

### Subject Description

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

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

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

### Student Eligibility For English As An Additional Language

English as an Additional Language subjects in the SACE are provided as a special measure for students who speak

English as an Additional language or as an additional language or dialect and whose knowledge of English is restricted.

A student will be considered eligible for English as an Additional Language if they are: *a student for whom English is an additional language or dialect, and who*

either

- has not had more than a total of 5 years of full-time schooling where the medium of instruction was English

or

- who has had more than a total of 5 years of fulltime schooling where the medium of instruction was English and whose English language proficiency is restricted or who is resident and studying in an overseas country where English is not the primary or official language.

### Learning Requirements

In this subject, students are expected to:

1. Exchange information, opinions, and experiences through writing and speaking in a range of situations and contexts
2. Comprehend and interpret information, ideas, and opinions presented in texts
3. Analyse personal, social, and cultural perspectives in texts
4. Understand and analyse how language features are used to communicate for different purposes
5. Create oral, written, and multimodal texts, using a range of language skills appropriate to purpose, audience and context.

### Content

This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis, and creating texts.



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 these structures and features and the purpose, audience, and context of texts. Information, ideas, and opinions in texts are identified and interpreted.

Students develop confidence in creating texts for different purposes in both real and implied 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.

This subject focuses on the following skills and strategies:

### Communication skills and strategies

Students exchange information, opinions, and experiences through writing and speaking in a range of situations and contexts.

### Comprehension skills and strategies

Students comprehend and interpret information, ideas, and opinions presented in texts.

### Language and text analysis skills and strategies

Students analyse personal, social, and cultural perspectives in texts, including literary texts. They understand and analyse how language features are used to communicate for different purposes.

### Text creation skills and strategies

Students create oral, written, and multimodal texts, using a range of language skills appropriate to purpose, audience, and context.

### 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

### Further Study

This course leads to Stage 2 English as an Additional Language and may also lead to other Stage 2 English subjects. Students whose eligibility applications are approved for Stage 1 English as an Additional Language do not have to reapply for eligibility to enrol in Stage 2 English as an Additional Language.

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

### Learning Area Leader

Christine Stevens, Voula Papapetros

## Essential Mathematics

### Introduction

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

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

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

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

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

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

## Learning Requirements

In this subject, students are expected to:

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

## Content

### Semester 1

Topic 2: Earning and Spending

Topic 4: Data in Context

Topic 6: Investing

### Semester 2

Topic 1: Calculations, Time, and Ratio

Topic 5: Measurement

Topic 3: Geometry

## Assessment

### Assessment Type 1: Skills and Applications Tasks

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

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

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

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

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

### Assessment Type 2: Folio

- For a 10-credit subject, students complete at least one mathematical investigation.
- For a 20-credit subject, students complete at least two mathematical investigations.

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

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

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

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

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

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

### Further Study

This course leads to Stage 2 Essential Mathematics only. For those students looking to complete Stage 2 Essential Mathematics, Stage 1 General Mathematics will provide more suitable preparation.

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

### Learning Area Leader

Pamela Alexopoulos

## French (Continuers)

### Background

Students who have successfully completed French in Year 10 may continue their language study in Year 11.

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

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

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

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

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

### Learning Requirements

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

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

### Content

There are three prescribed themes:

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

Topics in Stage 1 are drawn from the following:

The individual	The French speaking communities	The changing world
Personal identity	Daily life or lifestyles	The world of work
Examples	Examples	Examples
Stages of life	Routines	Careers and occupations
Love and memories	City and rural life	Men and women in the workplace
	Regions	Unemployment
	Cuisine	

The individual	The French speaking communities	The changing world
Relationships Examples Family and friends	Historical Influences on modern-day life Examples Traditions, customs, celebrations, festivals Historical events and figures	Current Issues Examples Prominent people and events Technology Immigration The environment
School life and aspirations Examples Hopes School experiences	The arts and entertainment Examples Cinema Music	A young person's world Examples Youth cultures Youth issues
Leisure and Interests Examples Hobbies Sport		

### Assessment

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

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

- Section 1: Listening and Responding
- Section 2: Reading and Responding
- Section 3: Writing in French
- Section 4: Oral

### Further Study

Leads to Stage 2 French (Continuers).

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

### Learning Area Leader

Christine Stevens

## General Mathematics

### Introduction

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

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

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



General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. A problem-based approach is integral to the development of mathematical models and the associated key ideas in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

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

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

### Learning Requirements

In this subject, students are expected to:

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

### Content

#### Semester 1

Topic 1: Investing & Borrowing

Topic 2: Measurement

Topic 3: Statistics

#### Semester 2

Topic 4: Trigonometry

Topic 5: Linear & Exponential Functions

Topic 6: Matrices & Networks

### Assessment

#### Assessment Type 1: Skills and Applications Tasks

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

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

Students find solutions to mathematical problems that may:

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

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

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

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

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

#### Assessment Type 2: Mathematical Investigation

- For a 10-credit subject, students complete at least one mathematical investigation.
- For a 20-credit subject, students complete at least two mathematical investigations.

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

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

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

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

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

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

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

### Further Study

This course leads to Stage 2 General Mathematics or Stage 2 Essential Mathematics.

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

### Learning Area Leader

Pamela Alexopoulos

## Health and Wellbeing

### Introduction

Health and Wellbeing is a 10-credit subject or a 20-credit subject at Stage 1.

Through studying Health and Wellbeing students develop the knowledge, skills and understandings required to explore and understand influences and make decisions regarding health and wellbeing. They consider the role of health and wellbeing in different contexts and explore ways of promoting positive outcomes for individuals, communities and global society.

Health and wellbeing is influenced by diverse social and cultural attitudes, beliefs and practices. Students develop an understanding of the health and wellbeing status of individuals, communities and global societies then consider health determinants and strategies to improve lifestyle decisions.

Health and Wellbeing encourages students to make responsible choices and decisions in a rapidly changing world. Students explore and develop skills to help promote change as well as consider moral and ethical perspectives.

Students evaluate current trends and issues that impact health and wellbeing. They reflect on personal and community actions to promote and improve sustainable outcomes for individuals, communities and global society.

### Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Health and Wellbeing. In this subject, students are expected to:

1. Develop empathetic and ethical understanding of health and wellbeing issues
2. Apply knowledge and understanding of health and wellbeing concepts to contemporary issues and make informed decisions
3. Critically analyse and reflect on health and wellbeing trends and issues
4. Take action to improve health and wellbeing outcomes individually and collaboratively
5. Evaluate and reflect on personal and social action

### Content

Health is a state of physical, mental, and social wellbeing.

Stage 1 consists of Health Literacy, Health Determinants, Social Equity, and Health Promotion.



## Health Literacy

Health literacy involves developing the skills to research and understand different sources of information. Students consider how and where to seek contemporary, valid and reliable information to promote and maintain good health and wellbeing. Improving people's access to and understanding of health information empowers them to make informed decisions. Students may engage with individual, local and global health and wellbeing trends.

## Health Determinants

Students develop an understanding of the factors that determine health and wellbeing outcomes. They explore the impact of health determinants and gain an appreciation of how health status will differ according to individual, local and global contexts.

Health determinants may include:

- Environmental factors
- Socioeconomic characteristics
- Knowledge, attitudes and beliefs
- Health behaviours
- Psychological factors
- Safety factors
- Biomedical factors
- Individual physical and psychological makeup
- Connection to Country/Place
- Cultural and spiritual factors

## Social Equity

An understanding of social equity principles is integral to understanding health and wellbeing in the local and global contexts. Social equity involves developing an understanding of fairness and equality. It is inclusive of all especially those who are marginalised and disadvantaged for reasons such as age, gender, sexuality, disability, isolation, cultural and socio-economic background.

Students develop an understanding of inequalities including social and cultural factors that influence health and wellbeing. They recognise how social equity applies to the fair and equitable distribution of health resources and the availability and accessibility of health services and educational programs. Students develop the knowledge and skills to participate in responsible decision-making.

## Health Promotion

Health is important to community and individuals. Students investigate the role of health and wellbeing promotion in improving outcomes. They will apply principles of health and wellbeing promotion addressing global, local and individual health issues. Students will evaluate the effectiveness of initiatives in improving health and wellbeing outcomes.

## Assessment

Assessment Type 1: Practical Action

- For a 10-credit subject, students undertake at least one Practical Action.
- For a 20-credit subject, students undertake at least two Practical Actions.

Students implement action on an individual or community issue to improve health and wellbeing outcomes. This action may be undertaken individually or collaboratively within the school environment or the wider community.

Assessment Type 2: Issue Inquiry

- For a 10-credit subject, students undertake at least one Issue Inquiry.
- For a 20-credit subject, students undertake at least two Issue Inquiries.

Students research a current health or wellbeing trend or issue that may be an aspect of a topic already identified or an issue of the student's choice.

## Further Study

This course leads to SACE Stage 2 Health and Wellbeing

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)



## Learning Area Leader

Jackie Kerr

## History

### Introduction

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

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

History builds understanding through the investigation of historical concepts and ideas such as: change and continuity; historical empathy; power and its distribution; the causes and resolution of conflicts; and rules and rulers. Students explore: social relationships; how people in society treat each other; the influence of individuals on decision-making; the influence and control of governments over individuals; who and which institutions make rules and who interprets them; and who enforces the rules and who resists them.

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

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

### Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Modern History.

In this subject, students are expected to:

1. Understand and explore historical concepts
2. Understand and explore the role of ideas, people and events in history
3. Analyse developments and/or movements in the modern world, and their short-term and long-term impacts
4. Analyse ways in which societies in the modern world have been shaped by both internal and external forces and challenges
5. Apply the skills of historical inquiry to examine and evaluate sources and interpretations and support arguments
6. Draw conclusions and communicate reasoned historical arguments.

### Content

#### Skills of Historical Inquiry

The following skills are an essential part of the craft of historical inquiry. These skills are integrated into the learning and assessment requirements of Stage 1 Modern History. Students:

- analyse evidence of and explore the historical concepts of continuity and change, cause and effect, perspective and interpretation, and contestability
- pose hypotheses and/or ask focusing questions to guide, and develop a coherent plan for, inquiry
- research and select historical sources on the basis of relevance
- evaluate the origin, reliability, usefulness, limitations, and contestable nature of sources
- analyse, interpret, and synthesise evidence from different types of sources to develop and sustain a reasoned historical argument
- recognise and evaluate differing perspectives on the past, such as different cultural perspectives, to understand the contestable nature of historical knowledge and interpretation, draw reasoned and supported conclusions, and develop empathetic understanding
- interrogate the nature of evidence provided from different sources such as creative works (e.g. art, music, film); personal recollection; and social media, web pages, media, and other emerging technologies

- communicate ideas and arguments appropriate to purpose and audience
- compare and contrast evidence to interpret and understand the past and present, and make predictions about the future
- practise ethical scholarship, including the use of appropriate referencing techniques.

### Historical Studies

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

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

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

### Assessment

Stage 1 History is offered as a 10-credit subject.

Assessment Type 1: Historical Skills

Assessment Type 2: Historical Study

### Further Study

This course leads to Stage 2 Modern History and to any research-based course at university. It is recommended that students need to attain 'C' or better in Stage 1 History and consider complementary Stage 1 subjects such as Power, Politics and People, Legal Studies, and/or Society and Culture to confidently undertake Stage 2 Modern History.

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

### Learning Area Leader

Brendan Toohey

## Indonesian (Continuers)

### Background

Students who have successfully completed Indonesian in Year 10 may continue their language study in Year 11.

### The Language

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

### Rationale

There are compelling reasons for Australian students to study Indonesian.

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

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

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

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

## Introduction

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

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

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

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

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

## Learning Requirements

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

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

## Themes, Topics and Subtopics

There are 3 prescribed themes:

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

Topics in Stage 1 are drawn from the following:

The individual	The Indonesian speaking communities	The changing world
Personal World Examples Personal details and qualities Relationships with family and friends Daily life Making arrangements Free time and leisure activities Health and fitness	Arts, Crafts and Entertainment (modern and traditional) Examples Dance Music Drama Wayang Film TV Internet Media Batik Ikat	Contemporary Issues Examples Social Political Economic Religious Environmental Technological Australian and Indonesian relations The impact of tourism
Education and Aspirations Examples Future study School life Career choices Personal goals Travel	Visiting Indonesia Examples Planning Travel experiences Shopping Finding accommodation Obtaining assistance or advice	The World of Work Examples People at work Types of jobs Work in rural and urban areas Division of labour Unemployment

The individual	The Indonesian speaking communities	The changing world
Student exchanges	Visiting friends Health	Exploitation of labour Work experience Careers
Values, Attitudes and Opinions Examples The place of individuals in their world Social issues, ideas and opinions expressed through literature, film and other resources	Stories from the Past Examples Historical perspectives Famous people Significant events Personal recollections Oral history The past expressed through literature, film and other resources	

### Assessment

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

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

- Section 1: Listening and Responding
- Section 2: Reading and Responding
- Section 3: Writing in Indonesian
- Section 4: Oral

### Further Study

Leads to Stage 2 Indonesian Continuers level.

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

### Learning Area Leader

Christine Stevens

## Legal Studies

### Introduction

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

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

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

examination of their own values and attitudes, students have an opportunity to reflect critically on values inherent in the Australian legal system.

### Learning Requirements

In this subject, students are expected to:

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

### Content

Stage 1 Legal Studies is offered as a 10-credit subject.

Topic	Outline
Law and Society	In this study students explore how Australia's laws have developed over time from rules, creeds, customs, codes, customary law and common law. In this topic, students could consider questions such as: What are the origins of Australia's laws? What are the characteristics of Indigenous customary law? What are the functions of law? What types of laws compose our system? How can laws be classified?
People, Structures, and Processes	In this study students consider the role of legal institutions such as Parliament, Government and the Courts. Students explore representative government and the separation of powers and the interaction of parliaments with people. In this topic students could consider such questions as: Why is there a separation of the legislature, executive and judiciary? How representative is parliament and how responsible is government? Should the judiciary be independent? How can civic participation be fostered and encouraged?
Lawmaking	Students develop a critical understanding of the legislative process, the making of subordinate legislation and the processes used by judges to develop case law. We will learn about the Court system and go on excursion to the Courts. In this topic students could consider questions such as: How is legislation made and controlled? Why is there delegated legislation and how is it made? How do judges make law? Should judges make law? What causes laws to be made or changed?
Justice and Society	Students explore the operation of the adversary system in resolving Criminal and Civil disputes. Students could consider such questions as: What is justice? Why are Criminal and Civil disputes resolved differently? Is the jury system effective? Is there equal access to justice?

### Assessment

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

Assessment Type 1: Folio (tasks may include essays, tests, oral presentations, interviews, debates and reports).

Assessment Type 2: Issues Study (students are required to explore a current legal issue to some depth)

Assessment Type 3: Presentation

### Further Study

This course leads to Stage 2 Legal Studies and to any research-based course at university. It is recommended that students need to attain 'C' or better in Stage 1 Legal Studies and consider complementary Stage 1 subjects such as Power, Politics and People, History, and/or Society and Culture to confidently undertake Stage 2 Legal Studies.

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



III and IV course in Justice Studies (including the Courts Authority stream), Certificate IV course in Business (Legal Service) at TAFE and the Diploma of Justice Administration at TAFE.

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

### Learning Area Leader

Brendan Toohey

## Mathematics

### Introduction

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

This subject is for those who have achieved a high degree of mastery of the Year 10 Curriculum. It is best suited for those who have been achieving a 5, 6 or 7 grade throughout the year in Year 10 Mathematics (Extension or Further).

Mathematics develops an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments and proofs, and using mathematical models. By using functions, their derivatives and integrals, and by mathematically 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.

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

Stage 2 Mathematical Methods can lead to tertiary studies of economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences (This subject is a pre-requisite for some University courses).

Stage 2 Specialist Mathematics can be a pathway to mathematical sciences, engineering, space science, and laser physics. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods (This subject is a pre-requisite for some University courses).

### Learning Requirements

In this subject, students are expected to:

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

### Content

All students will complete Mathematical Methods. Those intending to study Specialist Mathematics at stage 2 should complete both Mathematical Methods and Specialist Maths.

#### Mathematical Methods:

Semester 1:

Topic 1: Functions and Graphs

Topic 2: Polynomials

Topic 3: Trigonometry

Semester 2:

Topic 4: Growth and Decay

Topic 5: Introduction to Calculus

Topic 6: Counting and Statistics

#### Specialist Mathematics

Semester 1:

Topic 1: Matrices

Topic 2: Sequences and Series

Topic 3: Geometry and PMI

Semester 2:

Topic 1: Further Trigonometry

Topic 2: Vectors

Topic 3: Complex Numbers



## Assessment

### Assessment Type 1: Skills and Applications Tasks

- For every 10-credit subject, students complete three skills and applications tasks.

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

Students find solutions to mathematical problems that may:

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

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

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

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

### Assessment Type 2: Mathematical Investigation

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

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

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

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

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

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

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

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

30 credits at Stage 1 leads to Stage 2 Mathematical Methods (Units 1, 2 and 3); 40 credits at Stage 1 leads to Stage 2 Specialist Mathematics (Units 1, 2, 3 and 4) Requirements for Tertiary Courses should be checked carefully.

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

## Learning Area Leader

Pamela Alexopoulos



## Music

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

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

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

The study of Music enables students to:

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

### Learning Requirements

In this subject, students are expected to:

1. develop and apply knowledge and understanding of musical elements
2. explore and apply musical skills and techniques in developing, refining and presenting creative works
3. develop musical literacy skills
3. analyse, discuss, and interpret musical works and styles
4. communication musical ideas
5. reflect on own learning in music.

### Content

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.





## Understanding Music

Students develop and extend their musical literacy and understanding of the musical elements that underpin the creation of music through the exploration of musical works. They apply their understanding of musical elements in the creation of their own music. Students develop an understanding of structural and stylistic features of music through exploring, analysing, and discussing works from diverse social and cultural contexts.

## Creating Music

Students explore and develop their practical music-making skills through performing and arranging or composing works for instrument(s) and/or voice. They explore and apply their musical skills and techniques through developing, refining and presenting their creative works. Through these processes students reflect on and appraise their own learning.

Students develop, extend, and apply their knowledge and understanding of musical elements to their performances, arrangements, and compositions. They create and present music for a range of purposes and select instruments (which may include technology and found sounds) and notation appropriate to the focus of their learning. Students create and present music using digital audio and MIDI recordings as appropriate.

## Responding to Music

Students develop their musical understanding and musical skills and techniques through engagement with and interpretation of the works of others. They identify, analyse, and discuss musical elements, and structural and stylistic features. Their analysis and discussion enable students to extend their understanding of musical concepts and develop their musical literacy.

Students build on their musical literacy by making connections between theoretical concepts and music performances. They interpret, analyse, and discuss genres and influences from a range of social and cultural contexts to inform their own musical creations.

Students reflect on their understanding of music and on the music they create. They develop their ability to appraise and refine their creative works in response to their musical understanding, skills, and techniques.

## Music subjects

- Music Experience
- Music Advanced

## Assessment

Assessment Type 1: Creative Works

Assessment Type 2: Musical Literacy

## Further Study

This course leads to Stage 2 Music.

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

## Learning Area Leader

Lauren Vilanova, Karen Manskey

## Nutrition

Nutrition is a contemporary 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, and the relationship between diet, health and disease. Students will apply knowledge and understanding of nutrition to conduct investigations and examine scenarios. Students use technologies, scientific evidence and research to critically analyse information and make informed decisions or recommendations.

Students consider how population demographics and their food and nutrition needs will be impacted by food availability and product development. Political, economic, cultural, and ethical influences and ecological sustainability will be examined to recommend actions or develop arguments about future food needs and food ethics. Using critical literacy and numeracy skills and a deep understanding of nutrients will enable students to analyse diets that in turn improve health outcomes for individuals, community groups and/or society.

Students develop an understanding of the need to evaluate marketing of food, food systems and food quality standards, food availability and cultural influences on food selection. Through this they develop a growth in their personal and social capabilities, and ethical and intercultural understanding. 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 will have opportunities to investigate global and local food trends, advancement in technology, and development of new foods and food packaging. These will impact on the future health

### Learning Requirements

In this subject, students are expected to:

1. apply knowledge and understanding of nutrition concepts and food ethics
2. using appropriate methodologies conduct nutrition investigations
3. evaluate data and /or information from nutrition investigations and form conclusions
4. apply critical and creative thinking skills in response to nutrition issues
5. explore and understand nutrition science as a human endeavour
6. communicate knowledge and understanding of nutrition concepts and nutrition literacy and numeracy.

### Content

Stage 1 Nutrition is a 10-credit (one semester) subject that consists of the following interrelated concepts:

1. Principles of Nutrition, physiology and health
2. Health promotion and emerging trends
3. Sustainable food systems

For a 10-credit subject (one semester), students study two or three nutrition understandings from different concepts. Students that undertake Nutrition for the full year (20-credits) study five nutrition understandings from different concepts. These understandings may be selected from the list below or developed by the teacher.

1. Fundamentals of nutrition
2. Food marketing and nutrition guidelines concepts
3. Food trends
4. Water and sustainable food supply
5. Food processing

### Assessment

Assessment at Stage 1 is school based.

Assessment Type 1: Investigations Folio (Practical tasks and SHE tasks)

Assessment Type 2: Skills and Applications Tasks (Tests, examinations, case study)

For a 10-credit subject, students should provide evidence of their learning through 3 assessments.

Each assessment type should have a weighting of at least 20%. Students undertake:

- One practical investigation
- One investigation with a focus on science as a human endeavour
- One skills and applications task or one case study

For a 20-credit subject, students should provide evidence of their learning through 6 assessments. Each assessment type should have a weighting of at least 20%.

### Further Study

This course is designed as preparation for Stage 2 Nutrition. It also gives a background to tertiary courses in health care, human physiology and anatomy, nutrition and dietetics.

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

### Learning Area Leader

Murray Head

## Outdoor Education

Through the study of 3 focus areas – environment and conservation; planning and management; and personal and social growth and development – students develop skills and understanding in preparation and planning for outdoor experiences, risk management, and conservation practices, and develop their teamwork and practical outdoor skills.

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

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

The study of Stage 1 Outdoor Education provides students with opportunities to experience personal growth and to develop social skills, self-confidence, and teamwork skills. They evaluate and reflect on their own learning progression and skills development, and working with others in groups, as well as their relationship with and connection to nature.

The development of a relationship with natural environments can impact positively on students' health and well-being, and can foster a lifelong connection with nature and a commitment to responsible activity when interacting with natural environments.

In the context of this subject, the term 'natural environment' refers to an ecological unit that encompasses living and non-living things occurring naturally, with minimal influence from humans. It is recognised that the natural environments where learning is intended to take place in this subject will have varying degrees of naturalness. The term 'natural environment' is also used to contrast with urban or built environments that may include green spaces or coastal areas.

## Learning Requirements

In this subject, students are expected to:

1. explore natural environments, considering different perspectives
2. apply responsibilities and risk-management strategies, to plan safe and sustainable outdoor activities and journeys
3. evaluate and demonstrate reflective practice of personal experiences, and personal and social growth in natural environments
4. evaluate and demonstrate reflective practice of the development and application of practical skills relevant to outdoor activities and journeys
5. understand and analyse environmental systems and issues to recognise actions required to enhance sustainability of natural environments.

## Content

Stage 1 Outdoor Education is a 10-credit subject or a 20-credit subject that consists of three interrelated focus areas. Together, the learning through these three focus areas enables students to develop and extend the core skills, knowledge, and understanding required to be safe, active, and informed participants in natural environments. The core skills, knowledge, and understanding are integrated in each of the focus areas and developed through experiential learning in the context of activities and journeys in natural environments. Students study all three focus areas:

- Focus Area 1: Environment and conservation
- Focus Area 2: Planning and management
- Focus Area 3: Personal and social growth and development.

Outdoor activities might include, for example, bushwalking, kayaking, rock climbing, sailing, mountain biking and surfing. Outdoor journeys involve human-powered activities between more than one site.

For a 10-credit subject, students undertake a range of outdoor activities and journeys. At least one journey should be undertaken, with a duration of at least 3 days in the field.

For a 20-credit subject, students undertake a range of outdoor activities and journeys. At least two journeys should be undertaken, each with a duration of at least 3 days in the field.

## Assessment

Assessment at Stage 1 is school based.

Assessment Type 1: About Natural Environments



- Students develop an understanding of environmental systems and issues of potential human impacts on natural environments through investigation of ecosystems and consideration of historical, cultural, and/or personal perspectives of at least one environmental area.
- Students explore and analyse human interactions with natural environments to build understanding of the balance between the human uses, potential risks, and conservation and sustainability of the environments.
- Assessment tasks may focus on any aspect of environmental systems and human interactions, for example:
  - development of ecological understanding through the study of the natural history of an area
  - exploration of environmental perspectives and impacts on the environment, for example, Indigenous, scientific, economic, Western perspectives
  - involvement in a revegetation project
  - investigation or participation in conservation strategies to support endangered animal species, for example, artificial habitats (bat boxes, bird boxes)
  - investigation of animal-control strategies, for example, exotic and feral species control in an area
  - supporting environmental groups such as Conservation International, Friends of Parks, Trees for Life, or local council initiatives, for example, weed removal, track maintenance, cane toad management
  - investigation of and/or involvement in sustaining the environment of local adventure activity areas – biking, climbing, kayaking, etc.

#### Assessment Type 2: Experiences in Natural Environments.

Students plan and undertake outdoor activities and journeys in a group. Students use peer assessment and self assessment to gather information about the development of their teamwork and practical outdoor skills.

Through experiences engaging in activities and journeys in natural environments (refer to the learning framework for minimum requirements), students develop and apply relevant skills in:

- critical and creative thinking when planning, reflecting on, analysing, and evaluating outdoor experiences
- practical outdoor activities
- observation and data collection
- sustainable practices
- risk and safety management.

Students complete skills development tasks that document evidence collected and annotated during their experiences in natural environments, and use this evidence to inform their reflection and evaluation.

Assessment tasks may focus on aspects of human interactions, personal growth and development, and/or sustainability of natural environments, for example:

- planning for safe and sustainable outdoor activities and journeys
- self-assessment and/or peer assessment and reflective practice to gather evidence of development of personal growth and group skills, to then consider improvement strategies
- undertake skills audit of practical outdoor skills for use throughout activities and journeys to analyse progress, and areas and strategies for improvement
- journal or diary of experiences, observations, personal reflections, and suggested strategies in relation to environmental sustainability and management.
- collection of information, data, and notes to capture thoughts, reflections, feelings, and observations about personal experiences in natural environments.

For a 10-credit subject, students provide evidence of their learning through three or four assessments. Each assessment type should have a weighting of at least 20%. Students complete:

- one or two about natural environments tasks
- two experiences in natural environments tasks.

For a 20-credit subject, students provide evidence of their learning through six assessments. Each assessment type should have a weighting of at least 20%. Students complete:

- three about natural environments tasks



- three experiences in natural environments tasks.

For this subject the assessment design criteria are:

- planning
- evaluation and reflective practice
- exploration, understanding, and analysis.

### Further Study

Stage 1 Outdoor Education leads into Stage 2 Outdoor Education

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

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

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

### Learning Area Leader

Jackie Kerr

## Physical Education

### Introduction

Through Physical Education, students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. An integrated approach to learning in Physical Education supports an educational framework that promotes deep learning 'in', 'through' and 'about' physical activity. The application of this framework ensures students make meaning of the cognitive and psychomotor processes fundamental to the learning of physical activity.

Education 'in' physical activity is about students making meaning of personal movement experiences. To enact 'in' movement experiences, learners engage in 'thoughtful participation' where skills of internal reflection and articulation of learning progress are developed. 'In' movement experiences involve students in the assessment process and this in turn enhances their metacognition.

Education 'through' physical activity is about students using movement to strengthen their personal, intellectual and social skill development. Such skill development allows students to engage more purposefully in physical activity. Students use physical activity contexts as the 'vehicle' for developing the capabilities and skills necessary to reflect on and critique their learning in order to enhance participation and performance outcomes.

Education 'about' physical activity involves students developing an understanding of biophysical, psychological, and sociocultural domains through participation in physical activity. The biophysical domain includes learning and applying exercise physiology and biomechanical concepts. The psychological domain develops an understanding of skill acquisition and learning theory concepts. The socio-cultural domain develops knowledge and understanding of, and skills to take responsible action related to, barriers, enablers, equity and inclusivity in physical activity. These domains are developed through the exploration of movement concepts and strategies within physical activity contexts.

### Learning Requirements

In this subject, students are expected to:

1. apply knowledge and understanding of movement concepts and strategies in physical activity
2. reflect on movement concepts and strategies in physical activity
3. apply communication and collaborative skills in physical activity contexts
4. explore and analyse evidence related to physical activity
5. reflect on ways to improve participation and/or performance in physical activity
6. communicate, using subject specific terminology in a variety of modes.

## Content

Stage 1 Physical Education may be undertaken as a 10-credit or a 20-credit subject

Stage 1 Physical Education has three focus areas:

- Focus Area 1: In movement
- Focus Area 2: Through movement
- Focus Area 3: About movement.

The focus areas provide the narrative for the knowledge, skills, and capabilities that students develop. Learning is delivered through an integrated approach in which opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities. Students explore movement concepts and strategies through these physical activities to promote participation and performance outcomes. These movement concepts and strategies include:

- Body awareness
- Movement quality
- Spatial awareness
- Relationships
- Executing movement
- Creating space
- Interactions
- Making decisions

The use of technology is integral to the collection of data such as video footage, heart rates, fitness batteries, and game statistics. Students apply their understanding of movement concepts to evaluate the data and reflect on ways in which performance can be achieved.

## Assessment

Assessment Type 1: Performance Improvement

For a 10-credit subject, students undertake one performance improvement task.

For a 20-credit subject, students undertake at least one performance improvement task.

- Students participate in physical activity focusing on one or more movement concepts or strategies to consider ways to improve performance.
- Students develop knowledge and understanding of focus area content through participating in physical activities and other integrated activities. They apply this knowledge to critically analyse their own and/or others' performances.
- Students explore and analyse evidence of physical activity to reflect on ways in which performance improvement can be achieved.

Assessment Type 2: Physical Activity Investigation

For a 10-credit subject, students undertake one physical activity investigation.

For a 20-credit subject, students undertake at least one physical activity investigation.

- Students participate in physical activity to investigate how personal, social and cultural factors affect, or are influenced by, participation
- Students individually or collaboratively collect data from the activities undertaken (for example, manually recording data, using apps, video analysis, and/or self and peer assessment feedback).
- Students integrate concepts from one or more focus areas to analyse the data and reflect on factors that may hinder or encourage participation in each activity.

## Further Study

This course is designed as preparation for Stage 2 Physical Education. However, the course is viable and valuable in its own right.

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



Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

### Learning Area Leader

Jackie Kerr

## Physics

### Introduction

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies, and innovations.

Through further developing skills in gathering, analysing, and interpreting primary and secondary data to investigate a range of phenomena and technologies, students increase their understanding of physics concepts and the impact that physics has on many aspects of contemporary life.

By exploring science as a human endeavour, students develop and apply their understanding of the complex ways in which science interacts with society, and investigate the dynamic nature of physics. They explore how physicists develop new understanding and insights, and produce innovative solutions to everyday and complex problems and challenges in local, national, and global contexts.

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

### Learning Requirements

In this subject, students are expected to:

1. apply science inquiry skills to deconstruct a problem and design and conduct physics investigations, using appropriate procedures and safe, ethical working practices
2. obtain, record, represent, analyse, and interpret the results of physics investigations
3. evaluate procedures and results, and analyse evidence to formulate and justify conclusions
4. develop and apply knowledge and understanding of physics concepts in new and familiar contexts
5. explore and understand science as a human endeavour
6. communicate knowledge and understanding of physics concepts, using appropriate terms, conventions, and representations.

### Content

Physics is a 10-credit (1 semester) or a 20-credit (full year) subject at Stage 1. The topics in Stage 1 Physics provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the 3 strands of science.

The 3 strands of science to be integrated throughout student learning are:

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

The topics for Stage 1 Physics are:

- Topic 1: Linear motion and forces
- Topic 2: Electric circuits
- Topic 3: Heat
- Topic 4: Energy and momentum





- Topic 5: Waves
- Topic 6: Nuclear models and radioactivity.

### Assessment

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

Assessment Type 1: Investigations Folio

Assessment Type 2: Skills and Applications Tasks.

For a 10-credit subject (one semester), students provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%.

Students complete:

- at least one practical investigation
- one investigation with a focus on science as a human endeavour
- at least one skills and applications task.

For a 20-credit subject (full year), students provide evidence of their learning through eight assessments. Each assessment type should have a weighting of at least 20%.

Students complete:

- at least two practical investigations
- two investigations with a focus on science as a human endeavour
- at least two skills and applications tasks.

For both the 10-credit and 20-credit subjects, at least one assessment should involve collaborative work.

### Further Study

This course leads to Stage 2 Physics. It also gives a background to tertiary courses in physics, science, engineering.

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

### Learning Area Leader

Murray Head

## Politics, Power and People

### Introduction

Politics, Power and People is a 10-credit subject at Stage 1.

Politics, Power and People is the study of how power is distributed and exercised at all levels of society. It explores ideas related to cooperation, conflict, crises and the political intricacies of a government. Students develop an understanding of expressions of power and politics and the effect of these on the individual, families, workplaces, communities, governments, and institutions in the commercial world, law and media.

Through inquiry and reflection, students challenge their existing understanding and move from 'right or wrong' thinking to appreciate political nuances that are 'grey'. They explore abstract ideas by putting their learning into action as they move to understand the various themes and concepts related to politics, power and people at local, state, national and international levels.

A broad understanding of political events and their effects is developed through the integration of historical, legal, cultural, philosophical, geographical and economic perspectives to provide a broader contextual understanding of political events and its effects. Students explore the themes by collaboratively critiquing political ideas and transferring their learning to other situations and cultural contexts. They explore the boundaries and conflicts between social power and civil disobedience. Case studies provide students with the opportunity to construct knowledge and connect the contextual understanding of political structures to political theories. Students apply their understanding of elements of the Australian political system in a global context.

Through the study of Politics, Power and People students begin to appreciate the complexity and diversity of approaches to solving local and global challenges related to human rights, equality, the distribution of resources, welfare and poverty. Students develop skills in written and oral communication, critical and creative thinking, analysis and the ability to conduct ethical, reliable and valid research. These skills empower students to become active citizens, voters and participants in local, national and international

communities. They also understand how different systems of government offer varied opportunities for participation as they make informed decisions about the right to dissent and the limits of tolerance in relation to social justice, morals and ethics. The investigations allow students to carry out in-depth research on the theme of their choice or an area of interest. They use a range of investigative methods, such as quantitative, qualitative or mixed, using either primary and/or secondary data.

### Learning Requirements

In this subject, students are expected to:

1. understand and analyse political concepts and the interconnectedness of Australian politics and the world
2. apply inquiry skills to compare, analyse and evaluate political issues and perspectives
3. make judgements and propose solutions to political issues considering factors such as the social climate, political structures and perspectives
4. communicate ideas and arguments using a range of evidence and subject specific language
5. develop independent and collaborative communication skills to express political ideas and opinions.

### Content

A 10-credit subject consists of:

- Compulsory Theme: Understanding How Politics Works
- One option theme.

The compulsory theme consists of 4 inquiry questions that introduce fundamental concepts in the study of politics. The four inquiry questions are:

1. What is politics?
2. What is Australian politics?
3. How different are the political parties in Australia?
4. In what ways does your vote count?

Students explore 'how politics works', a concept that is highly contested. They explore the nature of power and the implications this might have for the study of politics. Students develop an understanding of the competing definitions of politics in relation to the exercise of power and decision-making. They compare the meaning of participation in different political systems and how political ideas are represented through political parties.

An option theme consists of four inquiry questions and allows students to develop their knowledge of political systems and practices linked to a specific political situation or circumstance. Teachers guide students to consider social characteristics that may be central to the option theme, such as gender, race, ethnicity, religion, and socio-economic and professional status.

Students select one theme for the 10-credit subject. Option themes include:

- Option theme 1: The game of sport and politics
- Option theme 2: Religion and politics: Allies or foes
- Option theme 3: Australian media: Entertainer or informer
- Option theme 4: Breaking barriers for women in politics: Giving visibility and voice
- Option theme 5: Migration and membership: The politics of its meaning
- Option theme 6: Reimagining our future.

### Assessment

Stage 1 Politics, Power and People has the following assessment types:

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

## Further Study

This course leads to Stage 2 Politics, Power and People and to any research-based course at university. It is recommended that students need to attain 'C' or better in Stage 1 Politics, Power and People and consider complementary Stage 1 subjects such as Legal Studies, Economics, History, and/or Society and Culture to confidently undertake Stage 2 Politics, Power and People.

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

## Learning Area Leader

Brendan Toohey

## Psychology

### Introduction

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 as a result 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.

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

Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It 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.

An inquiry approach to psychology enables students to define the scope of their learning by identifying investigable questions, deconstructing and designing their research using scientific approaches, using data, and analysing and critiquing their findings. The issues that arise during investigations should be informed by the application of key scientific ideas, skills, concepts, and understanding.

### Learning Requirements

In this subject, students are expected to:

1. develop and apply knowledge and understanding of psychological concepts in diverse contexts
2. apply science inquiry skills to deconstruct a problem and design and conduct psychological investigations, using appropriate procedures and safe, ethical working practices
3. obtain, record, represent, analyse, and interpret the results of psychological investigations
4. evaluate ethical and unethical practices, procedures, and results, and analyse evidence to formulate and justify conclusions
5. explore and understand psychological science as a human endeavour
6. communicate knowledge and understanding of psychological concepts, using appropriate terms, conventions, and representations.

### Content

Psychology is presented as independent single semester (10-credit) courses.

Students may choose to study in either semester or complete both courses across a full year (20-credits).

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

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

The Semester 1 Psychology course guides students through an inquiry into the nature/nurture approach to understanding behaviour and mental processes.

Students will be presented with foundation concepts in Neuropsychology (nature) and Lifespan Psychology (nurture) including:

- nerves and neural transmission
- the structure and specialisation of the brain
- cognitive development (Jean Piaget)
- role of social interaction (Lev Vygotsky)
- Erikson's psychosocial theory of development
- factors that impact these areas including role of technology, brain injury and changing social dynamics.

The Semester 2 Psychology course builds on these principles but can be studied independently.

Students will be guided in their exploration of underlying principles of cognitive psychology and psychological wellbeing including:

- how our memory works
- why we forget or misremember things
- strategies to improve our cognitive functioning including the role of sleep
- mental illness versus mental health
- positive psychology
- optimism, wellbeing and flourishing.

### Assessment

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

Assessment Type 1: Investigations Folio including:

- A psychological investigation including a deconstruction and design of a problem and demonstration of science inquiry skills
- A Science as a Human Endeavour (SHE) Investigation in which students investigate contemporary examples of how science interacts with society

Assessment Type 2: Skills and Applications Tasks including:

- One or two tests or other tasks enabling students to demonstrate knowledge and understanding of key psychological concepts and learning

Students will evidence their learning through three or four assessments in each semester where they are assessed against the following performance standards:

- investigation, analysis, and evaluation
- knowledge and application.

### Further Studies

This course leads to Stage 2 Psychology. It also gives a background to a diverse range of tertiary study, including law, child studies, clinical psychology, education.

Psychology is relevant to all fields of employment that involve contact with other people.

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

### Learning Area Leader

Murray Head



## Research Project

Stage 2 Research Project is a compulsory 10-credit subject undertaken at Stage 2. Students must achieve a C– grade or better to complete the subject successfully and gain their SACE. At Mercedes College, Research Project is undertaken in Semester 2 of Year 11.

Students enrol in either Research Project A or Research Project B. At Mercedes, all students are enrolled in Research Project B.

Students choose a research question that is based on an area of interest to them. They explore and develop one or more capabilities in the context of their research. The term ‘research’ is used broadly and may include practical or technical investigations, formal research, or exploratory inquiries.

The Research Project provides a valuable opportunity for SACE students to develop and demonstrate skills essential for learning and living in a changing world. It enables students to develop vital planning, research, synthesis, evaluation, and project management skills.

The Research Project enables students to explore an area of interest in depth, while developing skills to prepare them for the further education, training, and work. Students develop their ability to question sources of information, make effective decisions, evaluate their own progress, be innovative, and solve problems.

### Learning Requirements

In this subject, students are expected to:

1. generate ideas to plan and develop a research project
2. understand and develop one or more capabilities in the context of their research
3. analyse information and explore ideas to develop their research
4. develop specific knowledge and skills
5. produce and substantiate a research outcome
6. evaluate their research.

### Content

In the Research Project, students choose a research question that is based on an area of interest. They identify one or more capabilities that are relevant to their research.

Students use the research framework as a guide to develop their research and applying knowledge, skills, and ideas specific to their research question. They choose one or more capabilities, explore the concept of the capability or capabilities, and how it/they can be developed in the context of their research.

Students synthesise their key findings to produce a research outcome, which is substantiated by evidence and examples from the research. They evaluate the research processes used, and the quality of their research outcome.

### Assessment

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

School Assessment (70%)

Assessment Type 1: Folio (30%)

Assessment Type 2: Research Outcome (40%)

External Assessment: Evaluation (30%)

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

### Research Project Key Teacher:

Tracey Allen, Ben Price (SACE Coordinator)

## Society and Culture

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

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

Society and Culture gives students critical insight into the significance of factors such as gender, ethnicity, racism, class, and power structures that affect the lives and identities of individuals and groups. They develop the skills to critically analyse a range of viewpoints about peoples, societies, and issues; understand diversity within and across societies; and extend their awareness of the connections between, and the interdependence of, societies and cultures. Students use inquiry processes to explore concepts of society and culture in Australian (local and national) and global contexts. They choose and explore a range of primary and secondary sources and evaluate different viewpoints and perspectives. Students learn to challenge their own thinking and develop skills in presenting opinions supported by evidence.

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

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

### Learning Requirements

In this subject, students are expected to:

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

### Content

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

### Assessment

Assessment Type 1: Sources Analysis

Assessment Type 2: Group Activity

Assessment Type 3: Investigation.

### Further Study

This course leads to Stage 2 Society and Culture and to any research-based course at university. It is recommended that students need to attain 'C' or better in Stage 1 Society and Culture (or other Humanities subjects) and consider complementary Stage 1 subjects such as Legal Studies, Economics, History, and/or Politics, Power and People to confidently undertake Stage 2 Society and Culture.

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

### Learning Area Leader

Brendan Toohey



## Spiritualities, Religion, And Meaning (SRM)

Our founder, Catherine McAuley, once said, 'We should be shining lamps, giving light to all around us.' At Mercedes College, we celebrate our Catholic identity, Christian tradition, Mercy spirit and heritage by participating critically and authentically in faith contexts and wider society.

The Mercy Keys of Compassion, Integrity, Justice, Loyalty, Mutual Respect and Responsibility underpin the faith journey of our students.

### Subject Description

The full-year course is structured for three lessons (10 credits) over the year. The course is 100% school assessed.

Students study one or two big ideas:

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

Students will also be involved in activities including:

- Seminar Days with guest speakers
- 2 Day (1 night) Retreat
- Scheduled Masses, Liturgies and prayer services

### Learning Requirements

In this subject, students are expected to:

1. apply inquiry skills to research, analyse, and evaluate spiritual and/or religious perspectives on big ideas, enduring questions, or contemporary issues
2. reflect on spiritual and/or religious concepts, experiences, beliefs, and values, and how they contribute to a sense of personal and shared meaning
3. explore spiritual and/or religious perspectives and how they influence communities in local, national, and global contexts
4. apply spiritual or religious principles to promote human, community, and planetary flourishing
5. develop independent and collaborative communication skills to share ideas and express informed opinions.

### Assessment

#### Assessment Type 1: Representations

For a 10-credit subject, students complete one or two representations tasks.

Students develop and demonstrate understanding of the influence of spiritual and/or religious perspectives on a community within a local, national, or global context, by engaging with representations. These representations could include religious and spiritual texts, traditions and images, other portrayals such as documentaries, feature films, artworks, iconography, artefacts, cartoons, and photos, or online sources.

As part of a class exploration of a big idea, and in consultation with teachers, students select one or more sources and identify spiritual and/or religious perspectives. Students analyse how these representations influence a community or communities and share their insights in a number of ways.

A representations task should be a maximum of 1,000 words if written, a maximum of 6 minutes if oral, or the equivalent in multimodal form.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criterion: exploration and analysis (EA)



### **Assessment Type 2: Connections**

In this task students collaborate with others to develop, apply, and reflect on their understanding of some religious and/or spiritual principles that underpin social justice actions in the school or broader community. They make connections to the big idea in focus, and research and engage in dialogue with teachers, peers, and others. Students engage in reflective practice to evaluate their collaboration and the impact of their engagement in these actions.

### **Assessment Type 3: Issues Investigation**

The issues investigation assessment type is assessed by the school.

Students complete an investigation of a contemporary issue linked to one of the big ideas. They develop focusing questions, undertake research using primary and secondary sources to investigate religious or spiritual perspectives on the issue, and present their informed opinions.

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

### **Learning Area Leader**

Helen Ayliffe

## **Visual Art - Art**

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

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

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

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

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

### **Learning Requirements**

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

1. conceive, develop, and make work(s) of art or design that reflect the development of a personal visual aesthetic
2. demonstrate visual thinking through the development and evaluation of ideas and explorations in technical skills with media, materials, and technologies
3. apply technical skills in using media, materials, and technologies to solve problems and resolve work(s) of art or design
4. communicate knowledge and understanding of their own and other practitioners' works of art or design
5. analyse, interpret, and respond to visual arts in cultural, social, and/or historical contexts.

### **Content**

#### **Area of Study 1: Visual Thinking**

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

- the ability to view works of art – understand the visual codes that describe, explain, analyse, interpret – and ultimately to develop and form a personal visual aesthetic

- the ability to visually record – inspirations, influences, ideas, thoughts, messages, media, analysis of artworks – using technology, refining ideas and skills, and working towards resolution of visual artworks.

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

### **Area of Study 2: Practical Resolution**

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

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

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

### **Area of Study 3: Visual Arts in Context**

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

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

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

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

### **Assessment**

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

#### **Assessment Type 1: Folio**

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

#### **Assessment Type 2: Practical**

Each practical assessment consists of two parts:

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

#### **Assessment Type 3: Visual Study**

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

### **Further Study**

This course leads to Stage 2 Visual Arts – Art



Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

### Learning Area Leader

Jane Finnimore, Rebecca Sharpe

## Visual Arts - Design

### Introduction

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

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

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

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

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

### Learning Requirements

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

1. conceive, develop, and make work(s) of art or design that reflect the development of a personal visual aesthetic
2. demonstrate visual thinking through the development and evaluation of ideas and explorations in technical skills with media, materials, and technologies
3. apply technical skills in using media, materials, and technologies to solve problems and resolve work(s) of art or design
4. communicate knowledge and understanding of their own and other practitioners' works of art or design
5. analyse, interpret, and respond to visual arts in cultural, social, and/or historical contexts.

### Content

#### Area of Study 1: Visual Thinking

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

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

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

#### Area of Study 2: Practical Resolution

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

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

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

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

### **Area of Study 3: Visual Arts in Context**

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

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

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

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- concepts relevant to the genre or style, such as the use of perspective, tonal technique, and overlapping to represent three dimensions
- media or materials and their applications
- technologies and their uses
- techniques or methods and their applications.

### **Assessment**

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

#### **Assessment Type 1: Folio**

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#### **Assessment Type 2: Practical**

Each practical assessment consists of two parts:

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

#### **Assessment Type 3: Visual Study**

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

### **Further Study**

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

Further details of the subject can be obtained from the SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

### **Learning Area Leader**

Jane Finnimore