



Year 12

2027 CURRICULUM



This will be the final year for students to complete the internationally recognised South Australian Certificate of Education (SACE). When choosing subjects it is important to consider the following:

- the courses at university or TAFE that you are interested in
- the subjects you like and are good at
- and your personal interests.

It is expected that Scotch College students study 4 or 5 subjects in Year 12. Studying less subjects is by negotiation with the Head of Teaching and Learning.

If you are considering going to university, then you will need to complete four and a half Stage 2 subjects, so that you qualify for an Australian Tertiary Admission Rank (ATAR). For further information, please visit: www.sace.sa.edu.au (the SACE Board), and www.satac.edu.au (SATAC information for university).

Stage 2 subjects: 20 credit subjects (unless specified)

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|--|---|--|
| • Agricultural Production | • Economics | Ensemble (10 credits) |
| • Biology | • English | • Music Performance - Solo (10 credits) |
| • Business Innovation | • English as an Additional Language (EAL) | • Music Studies |
| • Chemistry | • English Literary Studies | • Nutrition |
| • Chinese (Background Speakers) | • Essential English | • Outdoor Education |
| • Chinese (Continuers) | • Essential Mathematics | • Philosophy |
| • Creative Arts (Film Making) | • Food and Hospitality | • Physical Education |
| • Creative Arts (Photography) | • French (Continuers) | • Physics |
| • Dance | • General Mathematics | • Psychology |
| • Design Technology & Engineering - Material Solutions Timber or Metal | • Health and Wellbeing | • Specialist Mathematics |
| • Design, Technology & Engineering - Textiles | • Mathematical Methods | • Sports Science and Technology |
| • Digital Technologies | • Media Studies | • Visual Arts - Art or Design |
| • Drama | • Modern History | • VET Options* |
| | • Music Explorations (Performance) | • Pre-elite sport: Workplace Practices** |
| | • Music Performance - | |

Extension Options:

- University Subjects[#]

*Taught Externally **Taught externally through Marden Senior College - subject to application

[#]Students wanting to undertake University Studies should make contact with their careers counsellor to assess eligibility and University entrance requirements.



AGRICULTURAL PRODUCTION

Credits: 20

Learning Area: Science

Are you interested in:

This subject is suitable for students with an interest in agricultural science, agronomy, farm management, agricultural engineering, food science, horticulture, animal science, environmental science, biotechnology, or agribusiness.

Subject Overview:

Agricultural Production explores innovative farming practices and examines the role of technology in improving efficiency and sustainability in agricultural systems. Students develop an understanding of the scientific principles underpinning agricultural practices and gain insight into the social, ethical, and environmental considerations associated with modern farming. The subject places a particular focus on techniques and issues relevant to local agricultural industries.

Areas of Study:

- Animal production
- Plant production
- Resource management
- Agribusiness

ASSESSMENT:

School-based Assessment

- Agricultural Reports (30%)
- Applications (40%)

External Assessment

- Production Investigation (30%)

Production Investigation

The external assessment consists of a Production Investigation, which is a report of up to 2000 words. Students design and undertake an investigation based on a question related to agriculture or horticulture. The report is assessed by the subject teacher and an external assessor appointed by the SACE Board. The final grade is determined using the SACE performance standards.

BIOLOGY

Credits: 20

Learning Area: Science

Are you interested in:

This subject is well suited to students interested in animal and plant biology, healthcare, biomedical science, biotechnology, environmental science, forensic science, genetic counselling, wildlife biology, or microbiology.

Subject Overview:

Biology provides students with the opportunity to explore the complex interactions of biological systems, from cellular structures and functions to the processes of evolution. Through the study of key concepts and current scientific developments, students learn to explain biological phenomena, evaluate the human impact on natural systems, and analyse the role of biological science in society. The subject encourages the development of critical thinking and problem-solving skills, and fosters evidence-based reasoning through inquiry and investigation.

Topics of Study:

- DNA and proteins
- Cells as the basis of life
- Homeostasis
- Evolution

ASSESSMENT:

School-based Assessment

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

External Assessment

- Examination (130 minutes, online) (30%)

Examination Details:

The external examination consists of multiple-choice and short-answer questions. Questions address all key topics and themes, including experimental design and science as a human endeavour (SHE). The examination is assessed externally, with marking based on the SACE performance standards.



BUSINESS INNOVATION

Credits: 20

Learning Area: Business, Enterprise and Technology

Are you interested in:

This subject is ideal for students interested in developing creative thinking and entrepreneurial skills, and in driving innovation and growth within modern organisations. Potential career pathways include entrepreneurship, innovation management, business consultancy, marketing and sales, corporate strategy, technology and digital transformation, research and development (R&D), finance and investment, human resources, organisational development, education and training, and sustainability and social impact.

Subject Overview:

Business Innovation equips students with the knowledge, skills, and understanding required to design, sustain, and transform businesses in a changing world. Using an active, hands-on approach, students 'learn through doing' by applying design thinking and assumption-based planning to identify and solve real-world business problems.

Working both individually and collaboratively, students develop viable business solutions by designing, testing, and refining business models and strategies. The subject emphasises the importance of using business intelligence to assess challenges and opportunities in the context of digital and emerging technologies.

Students build skills across four key learning strands:

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

ASSESSMENT:

School-based Assessment

- Business Skills (40%)
- Business Model (30%)

External Assessment

- Business Pitch and Plan (30%)

Assessment Details:

Business Model (30%)

Students individually develop a viable business model and evaluate its progress through:

- Application of decision-making and project management tools
- Iterative development of the business model
- Collaboration and teamwork
- Creation and use of business intelligence

Business Pitch and Plan (30%)

Students individually prepare a business pitch and plan for either a startup or a business transformation. The pitch may be delivered in a multimodal format and must not exceed two minutes. The accompanying business plan may be presented as:

- A written report (maximum 1700 words)
- An oral presentation (maximum 10 minutes)
- A multimodal presentation equivalent in length

This task is externally assessed by the SACE Board, with reference to the subject's performance standards.



CHEMISTRY

Credits: 20

Learning Area: Science

Are you interested in:

This subject is suited to students with an interest in chemical engineering, pharmacy, forensic science, environmental science, toxicology, mining, biochemistry, or materials science.

Subject Overview:

Chemistry allows students to explore the composition and properties of matter and the chemical processes that shape the physical world. Through practical and theoretical investigations, students examine how humans use Earth's resources, assess the impact of chemical applications, and explore both the benefits and risks of chemical knowledge. The subject also considers social and environmental issues, including the principles of green and sustainable chemistry aimed at reducing environmental harm.

Students develop skills in scientific inquiry, critical thinking, and evidence-based decision-making as they explore chemical interactions and consider their applications in real-world contexts.

Topics of Study:

- Monitoring the environment
- Managing chemical processes
- Organic and biological chemistry
- Managing resources

ASSESSMENT:

School-based Assessment

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

External Assessment

- Examination (130 minutes) (30%)

Examination Details:

The external examination assesses students' understanding of the key concepts across the four topics and their investigative skills. Students will be provided with a reference sheet that includes a periodic table, standard SI prefixes, and a table of metal reactivity. The examination is marked externally with reference to the SACE performance standards.



CHINESE (BACKGROUND SPEAKERS)

Credits: 20

Learning Area: Languages

Are you interested in:

A global career, understanding, learning, and using Chinese, applying your cross-cultural knowledge and skills that are invaluable to international and local workplaces. A career in Tourism, Foreign Language Teaching, International Trade, Finance and Commerce, Diplomacy and Defence, Translating services, International Development, studying at a university in China.

What we study:

- China and the World: political and historical developments since 1949, 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 evolutions and adaptation
- Language in Use in Contemporary China: Writers in the Chinese Language, the Internet and Contemporary Film

ASSESSMENT:

Students develop and apply linguistic and intercultural knowledge, understanding, and skills. They interact with others to exchange and explain information, opinions, and ideas; create texts to express ideas, opinions, and perspectives on contemporary issues; and analyse, evaluate, and respond to a range of texts. Students examine relationships between language, culture, and identity and reflect on the ways in which culture influences communication.

School-based Assessment

- Folio (40%)
- In-Depth Study (30%)

External Assessment

- Examination (30%)

Assessment Details:

Students complete a total of eight assessments including:

- One Text Production
- One Text Analysis
- One Oral Interaction
- One response in written Chinese
- One response in spoken Chinese
- One reflection in English
- One oral examination (10-15 minutes)
- One written examination (130 minutes)
 - Listening and Responding
 - Reading and Responding
 - Writing in Chinese

All external assessments are marked by assessors appointed by the SACE Board, with reference to the Stage 2 performance standards.



CHINESE (CONTINUERS)

Credits: 20

Learning Area: Languages

Eligibility:

Students must not have completed more than one year of education (from the age of 5) in a country where Chinese is a major language of communication. If the student has not completed Stage 1 Chinese Continuers at the College, an eligibility form must be submitted prior to enrolment.

Are you interested in:

A global career, understanding, learning and using Chinese, applying your cross-cultural knowledge and skills that are invaluable to international and local workplaces. A career in Tourism, Foreign Language Teaching, International Trade, Finance and Commerce, Diplomacy and Defence, Translating services, International Development.

What we study:

Personal Identity, Education and Aspirations, Recreation and Leisure, Travel Experiences, the History and Culture of Chinese-speaking communities, Schooling, Lifestyles, Geography, Youth Issues, The World of Work, Tourism and Hospitality.

ASSESSMENT:

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 Chinese
2. Create texts in Chinese to express information, feelings, ideas, and opinions
3. Analyse texts that are in Chinese to interpret meaning
4. Examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

School-based Assessment:

- Folio (40%)
- In-Depth Study (30%)

External Assessment (30%):

- Oral Examination
- Written Examination

Assessment Details:

Students complete eight assessments in total including:

- One Text Production
- One Oral Interaction
- One Text Analysis
- One written response in Chinese
- One spoken response in Chinese
- One reflection in English
- One oral examination (8-10 minutes)
- One written examination (130 minutes)
 - Listening and Responding
 - Reading and Responding
 - Writing in Chinese

All external assessments are marked by assessors appointed by the SACE Board, with reference to the Stage 2 performance standards.



CREATIVE ARTS – FILM MAKING

Credits: 20

Learning Area: The Arts

Precluded Combination:

This subject cannot be studied in conjunction with *Creative Arts (Photography)*. Please speak to Head of Technology and Visual Arts if this may affect your subject selections.

Are you interested in:

This subject is suitable for students interested in careers such as directing, producing, cinematography, animation, acting, screenwriting, visual effects, art direction, production design, lighting, camera operation, makeup artistry, or technical roles such as gaffer or lighting technician.

Subject Overview:

Stage 2 Creative Arts – Film Making enables students to specialise in a key area of interest within the screen and media industry. Students work both independently and collaboratively as part of a production team to develop their creative and technical skills.

The subject provides insight into the global screen and media industry, with a focus on how Australian productions and studios operate within this context. Students study the work of film makers and creative professionals to understand their practices, roles, and responsibilities in the industry.

Core areas of study include film making, animation, screenwriting, visual effects, and entertainment technologies. The learning is shaped by student-led inquiry and negotiated topics, allowing for specialisation in areas such as:

- Cinematography
- Sound design
- Lighting
- Editing
- CGI and animation
- Documentary and narrative production
- Music video production

ASSESSMENT:

School-based Assessment

- Product (50%)
- Inquiry (20%)

External Assessment

- Practical Skills (30%)

Assessment Details:

Students produce a major creative work (Product) supported by documentation and reflection. The Inquiry component involves the exploration of creative arts practices through research and analysis. The external assessment focuses on the demonstration of practical skills, evaluated through a final production or technical presentation.

All assessments are aligned with the SACE performance standards and may involve both individual and group tasks.



CREATIVE ARTS – PHOTOGRAPHY

Credits: 20

Learning Area: The Arts

Precluded Combination:

This subject cannot be studied in conjunction with *Creative Arts (Film Making)*. Please speak to Head of Technology and Visual Arts if this may affect your subject choices.

Are you interested in:

This subject is ideal for students considering careers in photography, visual arts, and related creative industries, including: director of photography (film), sports photographer, content creator, graphic designer, illustrator, photo editor, marketer, multimedia artist, real estate photographer, visual art educator, creative director, or community arts coordinator.

Subject Overview:

In Stage 2 Creative Arts – Photography, students engage with the creative process through the lens of photography as an art form. They examine the work of both local and international photographers to understand creative practices and professional roles within the visual arts sector.

Areas of focus include photographic concepts and techniques, planning and development of visual works, production processes, and the cultivation of a personal aesthetic. Students are encouraged to explore photography as a medium of creative expression, with opportunities to specialise based on negotiated topics and the direction of their major assessment tasks.

This subject also offers skill development across a range of disciplines related to art, film, and media, depending on each student's chosen area of focus.

ASSESSMENT:

School-based Assessment

- Two Products (50%)
- Inquiry (20%)

External Assessment

- Practical Skills Folio (30%)

Assessment Details:

Students complete two major photographic works as part of the Product assessment, supported by documentation and reflection. The Inquiry task involves research into creative arts practices and concepts.

For the external assessment, students submit a Practical Skills Folio that demonstrates their technical proficiency, creative process, and personal development in photography. All assessments are marked in alignment with the SACE performance standards.



DANCE

Credits: 20

Learning Area: The Arts

Are you interested in:

This subject is suited to students interested in exploring the expressive potential of movement and developing collaborative and creative skills. It supports future pathways in dance performance, choreography, teaching, dance therapy, arts administration, production coordination, journalism, film making, photography, event planning, and fitness instruction.

Subject Overview:

Stage 2 Dance enables students to develop aesthetic and kinaesthetic intelligence, using the body as a means of expression and communication. Through practical movement development, choreographic processes, performance opportunities (both live and on film), and engagement with audience perspectives, students explore the human experience through dance.

Students study dance in a range of cultural contexts, including Aboriginal and Torres Strait Islander perspectives, and investigate its role in cultural transmission and identity. They gain an understanding of dance as both a professional art form and a means of enhancing personal wellbeing—physically, emotionally, and mentally.

Students also explore how dance can integrate with other artistic elements such as lighting, costuming, and staging to enhance meaning and performance impact.

Content:

The subject consists of three areas of study:

- Understanding Dance
- Creating Dance
- Responding to Dance

ASSESSMENT:

School-based Assessment

- Performance Portfolio (40%)
- Dance Contexts (30%)

External Assessment

- Development Portfolio (30%)

Assessment Details:

The external assessment is a Development Portfolio, in which students reflect on their progression as dancers and choreographers. They demonstrate their understanding using appropriate dance terminology and provide evidence of their skills through research, analysis, and evaluation of their own creative practice.

All assessments are marked against the SACE performance standards and allow students to showcase their growth as both performers and critical thinkers in the field of dance.



DESIGN, TECHNOLOGY & ENGINEERING – MATERIAL SOLUTIONS (TIMBER OR METAL)

Credits: 20

Learning Area: Business, Enterprise and Technology

Are you interested in:

This subject supports pathways in Industrial Design, Product Design, Furniture Design and Construction, Fabrication, Robotics, Advertising, Manufacturing, Automotive, Electronics, Welding, and Mechanical Engineering.

Subject Overview:

In this subject, students engage in the complete design process: identifying a real-world problem, planning and developing a solution, constructing a high-quality product, and evaluating both the final outcome and their learning. Emphasis is placed on deep thinking, purposeful decision-making, and reflection.

To support their major project, students undertake targeted skill-development tasks to build proficiency in tools, materials, machinery, and processes. A resource investigation also broadens their understanding of materials, systems, and practices used in industry, connecting classroom learning to real-world applications.

Students explore key contemporary issues—including sustainability, innovation, safety, and ethics—as they consider the broader impacts of their design decisions.

Content:

Students develop and respond to a personally driven design brief within their chosen material context of Timber or Metal. They investigate, design, produce, and evaluate a solution aligned with their interests, technical skills, and career aspirations. Access to industry-standard equipment, fabrication methods, and digital tools allows students to engage with authentic, real-world challenges.

The subject fosters independent learning, creative and critical thinking, and ethical decision-making. Students are encouraged to explore innovative ideas, consider user experience and environmental impact, and produce refined, functional outcomes. Whether designing custom furniture, prototyping new products, or developing user-centred solutions, students are supported in creating work that is both meaningful and technically sound.

ASSESSMENT:

School-based Assessment

- Specialised Skills Tasks (20%)
- Design Process and Prototype/Product (50%)

External Assessment

- Resource Study (30%)

Assessment Details:

Specialised Skills Tasks

- Task 1: Digital Illustrations
- Task 2: Construction Techniques

Design Process and Solution

- Investigation and Analysis
- Design Development and Planning
- Solution Realisation
- Evaluation

External Assessment – Resource Study

- Part 1: Resource Investigation
- Part 2: Issue Exploration

All components are assessed using SACE performance standards, with students demonstrating their knowledge, technical skills, creativity, and ability to solve problems in practical and meaningful ways.



DESIGN, TECHNOLOGY & ENGINEERING – TEXTILES

Credits: 20

Learning Area: Arts and Pathways

Are you interested in:

This subject supports pathways in Fashion Design, Fashion Production and Management, Fashion Journalism and Publishing, Fashion and Garment Technology, Textile Design, Fashion Illustration, Fashion Retail, Fashion Buying, Fashion Styling, Trend Forecasting, Fashion Merchandising, Apparel Manufacturing, Costume Design, Fashion Business Ownership, Fashion Publicity, Dressmaking and Tailoring, Patternmaking, Fashion Entrepreneurship, and Textile Artistry.

Subject Overview:

At Stage 2, students engage in an iterative design process to explore and develop potential solutions to a problem or opportunity within the textile and fashion context. Students investigate and analyse the purpose, design features, materials, and production techniques used in a variety of settings, including industry, community, and tertiary organisations. This research informs the creation of a design brief that guides the development of possible solutions.

The subject emphasises the importance of the design process as a foundational step before realisation. Students continually evaluate and refine their solutions throughout the development and production stages. A 'solution' may take many forms, including a fully realised product, model, prototype, system, part, or process related to textile design and production.

Students analyse a range of influences on their solutions, such as ethical, legal, economic, and sustainability considerations, and reflect on the practical implications these issues have for society and design outcomes. Throughout the subject, students apply appropriate skills, processes, procedures, and techniques, maintaining safe work practices while creating their solutions.

Learning is reported within the Design, Technology, and Engineering – Industry and Entrepreneurial Solutions (IES) context.

ASSESSMENT:

School-based Assessment

- Specialised Skills Tasks (20%)
- Design Process and Solution (50%)

External Assessment

- Resource Study (30%)

Students demonstrate their knowledge and skills through practical and investigative tasks, showcasing their ability to apply design thinking, technical competence, and critical reflection within the textiles context.



DIGITAL TECHNOLOGY

Credits: 20

Learning Area: Business Enterprise and Technology

Are you interested in:

Computer Programming, Data Analysis, Game Design, AI Programming.

Subject Overview:

Computational thinking is at the core of this subject. Students develop logical approaches to break down problems that interest them, identify patterns through abstraction, design algorithms, and create innovative digital solutions. This subject builds critical and creative thinking, enhancing problem-solving skills and encouraging connections across different areas of learning.

Students are encouraged to take risks and learn from both successes and failures as they scope, design, and develop innovative digital solutions.

Students engage with authentic and industry-relevant contexts that encourage them to apply technical knowledge in practical ways. Through collaborative and independent learning experiences, students investigate how digital technologies influence society, organisations, and everyday life. They develop skills in communication, project management, evaluation, and ethical decision-making while producing digital solutions that are purposeful, user-focused, and responsive to identified needs.

Content:

The subject focuses on four key areas:

- **Computational Thinking:** Developing strategies such as pattern recognition, abstraction, and algorithm design to deconstruct and solve problems.
- **Design and Programming:** Analysing problems, designing, coding, testing, and implementing digital solutions.
- **Data Analytics:** Examining data sets to understand problems, test hypotheses, and make informed decisions.
- **Iterative Project Development:** Planning, scoping, developing, and evaluating digital projects through continuous refinement.

ASSESSMENT:

Students demonstrate their learning through the following assessment types:

- **School-based Assessment**
 - Project Skills (50%)
 - Collaborative Project (20%)
- **External Assessment**
 - Individual Digital Solution (30%)



DRAMA

Credits: 20

Learning Area: The Arts

Are you interested in:

Exploring the world through performance, film, art, and interdisciplinary learning? Developing versatile acting skills, gaining confidence in public speaking and interviews, and working collaboratively? Drama can lead to exciting careers in politics, law, journalism, public relations, human resources, medicine, and more. It also helps you understand verbal and nonverbal communication, preparing you for any personal or professional challenge.

Subject Overview:

Students participate in planning, rehearsing, and performing dramatic works. They will engage in creative problem-solving by generating, analysing, and evaluating ideas, while developing their own interpretation of texts. This subject encourages curiosity, imagination, creativity, individuality, self-identity, self-esteem, and confidence. Key skills include communication, citizenship, personal development, and learning.

Content:

Group Production:

Work individually and as part of a team to contribute to a group drama production. Roles may include actor, designer, stage manager, or production manager. Document progress through video, photos, and reflections. After the production, present evidence of learning in one of three creative formats:

- A short video documentary ('Making of Our Group Production') narrated by the student, including rehearsal footage and interviews
- An oral presentation (video recorded)
- A video essay - Presentations should be up to 15 minutes in mp4 format.

Evaluation and Creativity:

Reflect on two live drama events:

- Masterclasses/workshops from Windmill Theatre Company or ActNow Theatre Company
- A State Theatre Company SA production - students may also choose other drama events with teacher approval.
Analyse how these events influenced personal development as an actor, designer, or director. Present a reflection as a written piece (up to 1000 words), oral presentation (up to 6 minutes), or multimodal format (PDF or mp4 video).

Concept Development and Pitch:

Develop a vision for a hypothetical production of a shared or negotiated drama text. In small groups, experiment with staging selected scenes to explore the concept. Present ideas in an oral pitch (up to 6 minutes, video recorded), or a 1000-word essay. Roles can include director, designer, actor, or producer (who may pitch a national tour plan).

Creative Presentation:

In small groups (2-5 students), plan and create a dramatic presentation as an ensemble. Choose roles like actor, director, designer, filmmaker, or scriptwriter. Submit a video of the presentation in mp4 format. Students will also provide a creative justification explaining collaborative and individual decisions through one of the following:

- An oral commentary audio-recorded alongside the presentation video
- A documentary film ('making of...') showing the development process
- A video essay analyzing and evaluating the creative process and outcome

ASSESSMENT:

- **School-based Assessment:**
 - Group Production - 40%
 - Evaluation and Creativity - 30%
- **External Assessment:**
 - Creative Presentation - 30%



ECONOMICS

Credits: 20

Learning Area: Business Enterprise and Technology

Are you interested in:

Understanding how societies use limited resources to produce goods and services, and how these are shared among people? Want to learn what influences economic policies and how they affect everyday life? Economics helps you develop analytical skills to explore these questions. Career options include Economic Analyst, Policy Advisor, Financial Planner, Market Researcher, Banking, International Trade, Environmental Economics, Academic Research, and Consulting.

Subject Overview:

Students learn to think like economists by critically investigating economic problems. Students study important social and individual issues using economic concepts, principles, and models. This helps develop skills in analysis, problem-solving, and logical thinking. Students will explore real-world economic situations and apply knowledge in both Microeconomics (individuals and firms) and Macroeconomics (governments and economies). The subject encourages a broad, long-term understanding of economic decision making, sustainability, and openness to new ideas.

ASSESSMENT:

- **School-based Assessment:**
 - Folio (includes presentations, policy analysis, commentaries, and project) – 40%
 - Economic Project – 30%
- **External Assessment:**
 - Examination (130 minutes) – 30%
 - Includes short answer, open-ended questions, responses to stimulus, and extended responses
 - Covers economic inquiry skills, data analysis, microeconomics, and macroeconomics

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Credits: 20

Learning Area: English

Eligibility:

A student is eligible if English is an additional language of dialect and they have not had more than 5 years of full-time schooling where English was the medium of instruction. If the student has not completed Stage 1 EAL, then an eligibility form must be completed prior to enrolment.

Are you interested in:

Creative or technical writing, or language-rich university courses such as Bachelor of Arts (Sociology, Politics & International Relations, History, Journalism), Bachelor of Education, or Bachelor of Communication.

Subject Overview:

This subject helps students who speak English as an additional language to improve their writing and communication skills. They will study and analyse texts used in English-speaking environments for both social and academic purposes. Students will learn how to work independently and with others to solve problems by using clues in the context to understand meaning. Strategies like asking questions to check comprehension are developed.

The subject focuses on communication, citizenship, personal development, work skills, and learning. Students will complete tasks such as issue analysis, investigative studies, text studies, listening comprehensions, text production, and letter writing.

ASSESSMENT:

- **School-based Assessment:**
 - Academic Literacy Study (30%)
 - Responses to Texts (40%)
- **External Assessment:**
 - Examination (160 minutes) (30%)
 - Section 1: Comprehending Multimodal Texts
 - Section 2: Written Paper



ENGLISH

Credits: 20

Learning Area: English

Are you interested in:

Creative or technical writing, or university courses involving language-rich studies such as Sociology, Politics & International Relations, History, Journalism, Education, or Communication.

Subject Overview:

This subject helps students improve their core writing and analytical skills. Students will learn how authors create meaning in different contexts by exploring social, cultural, economic, historical and political perspectives in texts. Students will study how authors use language and style to influence audiences and convey ideas about human experience and the world.

Students will also develop their own writing skills by creating imaginative, interpretive, analytical and persuasive texts, which can be written, spoken, or multimodal. Through this, they'll have chances to reflect on their own values and those of others by engaging with texts from today, the past, and from Australian and international cultures.

Content:

- **Responding to texts:**
Students will analyse how language and stylistic features work in different types of texts and consider the ideas and perspectives these texts share. They'll look at how texts influence readers through choices in language and what they include or leave out. Students also compare texts from different contexts or cultures and consider how conventions of writing can be challenged or changed.
- **Creating texts:**
Students practice creating different kinds of texts for different purposes. This is their chance to develop their personal style and voice, experiment with language, and build strong arguments. They will work on drafting and self-editing to improve their spelling, grammar and overall writing quality.

ASSESSMENT:

- **School-based Assessment:**
 - Responding to Texts (30%)
 - Creating Texts (40%)
- **External Assessment:**
Comparative Analysis (30%) – Students will write an essay comparing two texts, focusing on how language and style are used to present ideas and influence audiences. These texts might be novels, poems, plays, films, or media pieces. This essay is done independently and can be up to 2000 words.



ENGLISH LITERARY STUDIES

Credits: 20

Learning Area: English

Are you interested in:

Interpreting texts at a deeper level and developing analytical writing skills.

Subject Overview:

This subject focuses on analysing a range of literary texts and building creative writing skills. Students will develop critical thinking skills to interpret texts by exploring different opinions, exchanging ideas, finding evidence to support their views and constructing logical arguments. The subject explores how literary texts represent culture and identity, and examines the relationship between authors, texts, audiences and contexts.

Students will produce responses that demonstrate their understanding and develop strategies to compare and weigh alternative opinions. By studying the creativity and craft of authors, students will also enhance their own writing skills by applying literary techniques in their own work.

Content:

- **Responding to texts:**
Students will analyse how readers' cultural experiences influence their responses, how audience expectations shape texts, and compare texts across different forms, traditions and cultures.
- **Creating texts:**
Students will create their own texts, experimenting with content, style, form, point of view and language. Drawing on their knowledge of genre and literary devices, students will develop their own style and voice to engage different audiences. They will also learn to adapt conventions and perspectives to suit audience expectations and contexts.

ASSESSMENT:

- **School-based Assessment:**
 - Responding to Texts (50%)
 - Creating Texts (20%)
- **External Assessment:**
 - Comparative Analysis (15%)
 - Critical Reading (15%)

Details of External Assessment:

- **Part A:**
A comparative essay (up to 1500 words) responding critically to two texts.
- **Part B:**
A 90-minute online critical reading exam on one or more short texts of varied forms such as prose, poetry, non-fiction, or multimedia excerpts.



ESSENTIAL ENGLISH

Credits: 20

Learning Area: English

Are you interested in:

Vocational education courses or careers that often do not require a university qualification.

Subject Overview:

This subject is designed to make English accessible while developing essential communication skills. Students will respond to and create texts across a variety of personal, social, cultural, community and workplace contexts. They will learn to understand and interpret information, ideas, and perspectives in texts, and explore how language choices create meaning.

Content:

Responding to texts:

Students will engage with texts that inform, challenge, instruct, entertain, or connect with readers. These texts relate directly to real-life contexts and help students understand the issues or concerns of individuals or communities. Students will analyse how language choices influence meaning and consider how perspectives shape and influence audiences. Some texts will involve identifying facts, opinions, evidence and bias.

Creating texts:

Students will create a range of texts such as procedural, imaginative, analytical, interpretive, and persuasive texts suitable for different contexts. Gathering and evaluating viewpoints and source material will be important for some tasks. Students will learn how authors follow or challenge conventions of style, vocabulary, format, and register. Student's texts will reflect consideration of purpose, representation of ideas, and audience response. A key task is producing a persuasive text advocating for an issue or cause relevant to their own community, work, or study. Students will also develop strong literacy skills including vocabulary, spelling, punctuation, grammar, and referencing, alongside drafting and editing strategies.

Language study:

This independent study focuses on how language is used in real-world contexts outside the classroom. Students will investigate communication strategies, information sharing, and language choices in a context relevant to them, with teacher guidance available for choosing and structuring their study.

ASSESSMENT:

• **School-based Assessment:**

- Responding to Texts (30%)
- Creating Texts (40%)

• **External Assessment:**

- Language Study (30%)



ESSENTIAL MATHEMATICS

Credits: 20

Learning Area: Mathematics

Are you interested in:

Interested in pursuing a career in trades or vocational pathways such as Automotive, Building and Construction, Electrical, Hairdressing, Hospitality, Nursing and Community Services, Plumbing, or Retail.

Subject Overview:

Essential Mathematics focuses on building practical math skills that can be used in everyday life and the workplace. The subject covers problem-solving in real-world situations like everyday calculations, financial management, business-related math, measurement and geometry, and social statistics.

Content:

This subject covers five main topics:

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

ASSESSMENT:

- **School-based Assessment:**
 - Skills and Applications Tasks (30%)
 - Folio (40%)
- **External Assessment:**
 - Examination (130 minutes) (30%)

FOOD AND HOSPITALITY

Credits: 20

Learning Area: Health and Humanities

Are you interested in:

Are you interested in the Food & Hospitality Industry, Nutrition, Dietetics, Distilling, Social Media Influencing or Blogging, Food Writing, Recipe Development and Testing, Becoming a Chef, Food Product Development, Gastronomy, Culinary, Event Management and Planning, Teaching, Business, Food Marketing, or Sales?

Subject Overview:

Stage 2 Food and Hospitality explores the modern food and hospitality industry and its many aspects. Students study current and future challenges, including economic, environmental, legal, political, sociocultural, and technological issues, and how these affect Australian society. The subject includes practical and theory-based assessments where students build skills as consumers, industry workers, and creators of new products and marketing ideas. Students also present their learning through multimodal and oral presentations, with a strong focus on practical skills. The subject offers a broad range of opportunities for students to tailor their learning to their own interests.

ASSESSMENT:

- **School-based Assessment:**
 - Practical Activities (4 practical tasks) – 50%
 - Group Activity – 20%
- **External Assessment:**
 - Investigation – 30%



FRENCH (CONTINUERS)

Credits: 20

Learning Area: Languages

Eligibility: Students must not have completed more than one year of education (from the age of 5) in a country where French is a major language of communication. If the student has not completed Stage 1 French Continuers at the College, an eligibility form must be submitted prior to enrolment.

Are you interested in:

A global career, understanding, learning and using French, applying your cross-cultural knowledge and skills that are invaluable to international and local workplaces. A career in Tourism, Foreign Language Teaching, International Trade, Finance and Commerce, Diplomacy and Defence, Translating services, International Development.

What we study:

Personal Identity, Relationships, School Life and Aspirations, Leisure and Interests, The Daily-life or Lifestyles of French-speaking Communities, Historical Influences on Modern-day Life, the Arts and Entertainment, The World of Work, Current Issues, A young Person's World.

ASSESSMENT:

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.

School-based Assessment:

- Folio (40%)
- In-Depth Study (30%)

External Assessment (30%):

- Oral Examination
- Written Examination

Assessment Details:

Students complete eight assessments in total including:

- One Text Production
- One Oral Interaction
- One Text Analysis
- One written response in French
- One spoken response in French
- One reflection in English
- One oral examination (8-10 minutes)
- One written examination (130 minutes)
 - Listening and Responding
 - Reading and Responding
 - Writing in French

All external assessments are marked by assessors appointed by the SACE Board, with reference to the Stage 2 performance standards.



GENERAL MATHEMATICS

Credits: 20

Learning Area: Mathematics

Are you interested in:

Are you preparing for tertiary courses that require a solid but non-specialised foundation in mathematics? This subject is ideal if you want to develop practical math skills useful for everyday problem-solving and further study.

Subject Overview:

General Mathematics helps students extend their math skills through real-world applications. Students will explore a variety of topics including managing personal finances, investigating statistics, modelling with linear and non-linear functions, and working with networks and matrices. The subject covers five key areas:

- Modelling with linear relationships
- Modelling with matrices
- Statistical models
- Financial models
- Discrete models

ASSESSMENT:

- **School-based Assessment:**
 - Skills and Applications Tasks (5 tasks) – 40%
 - Mathematical Investigation (2 tasks) – 30%
- **External Assessment:**
 - Examination (130 minutes) – 30%

HEALTH AND WELLBEING

Credits: 20

Learning Area: Health and Physical Education

Are you interested in: Are you interested in careers such as Counselling, Environmental Health Officer, Health Promotion Officer, Medical fields, Physiotherapy, Dietetics, Nursing, Occupational Therapy, or Politics? This subject will help you explore health issues that affect individuals and communities.

Subject Overview: In Health and Wellbeing, students will analyse current health issues and trends to understand how to improve health outcomes. Students will develop the knowledge and skills to explore influences on health and wellbeing and make informed decisions. The subject focuses on promoting positive health outcomes at individual, community, and global levels. Students will evaluate health trends, reflect on actions that promote sustainable health, and consider ethical perspectives while advocating for change.

Content includes:

- Health literacy
- Health determinants
- Social equity
- Health promotion

These concepts are explored through topics such as:

- Sexual health and relationships
- Mental health
- Life Online/Cyber Safety
- Racism and Minority Groups
- A student-chosen topic for an in-depth research inquiry

ASSESSMENT:

- **School-based Assessment:**
 - Initiative (two tasks, written or oral multimodal) – 40%
 - Folio (two tasks, written or oral multimodal) – 30%
- **External Assessment:**
 - Inquiry investigation (written or oral multimodal, student-chosen topic) – 30%

For the external assessment, students research a health-related issue, collect and analyse evidence, reflect on personal connections to the issue, and make recommendations for improvement.



MATHEMATICAL METHODS

Credits: 20

Learning Area: Mathematics

Are you interested in:

Are you interested in pursuing university courses or careers in mathematics, economics, computer science, health sciences, social sciences, or other fields involving statistics? Studying Mathematical Methods alongside Specialist Mathematics can also lead to pathways in Engineering, Physical Science, and Laser Physics.

Subject Overview:

Mathematical Methods helps to develop a deeper understanding of calculus and statistics. Students will learn how to use functions, derivatives, and integrals to model real-world physical processes. They will also study statistics to describe and analyse situations that involve uncertainty and variation.

Content:

The subject covers six main topics:

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

ASSESSMENT:

Students show their learning through:

- **School-based Assessment:**
 - Skills and Applications Tasks (6 tasks) – 50%
 - Mathematical Investigation (1 task) – 20%
- **External Assessment:**
 - Examination (130 minutes) – 30%

MEDIA STUDIES

Credits: 20

Learning Area: Business Enterprise and Technology

Are you interested in:

Understanding how media influences society and creating your own media content? Media Studies builds your skills to critically analyse media, understand its impact, and produce your own media projects. Students will explore media's role in Australia and around the world, and how it shapes our views on events, culture, and social ideas.

Career pathways:

Media Production, Journalism, Public Relations, Advertising, Film and Television, Digital Content Creation, Media Research and Analysis, Cultural Criticism, and Communication Strategy.

What is studied:

Students will discuss and analyse current media issues, interact with different types of media, and create their own media products. The subject develops research, critical thinking, and production skills. Topics include:

- Media Exploration 1: Advertising
- Media Exploration 2: Photojournalism and Documentaries
- Media Interaction

ASSESSMENT:

- **School-based Assessment:**
 - Folio (collection of work) – 30%
 - Production (creating media projects) – 40%
- **External Assessment:**
 - Investigation (independent study on a recent media issue) – 30%

External Investigation:

Students will research a current media issue (from the last 12 months), focusing on its cultural, political, or economic impact. They will gather and analyse information from different sources, evaluate viewpoints, and draw conclusions. This can be presented as a written report (up to 2000 words) or a multimedia project of equivalent length.



MODERN HISTORY

Credits: 20

Learning Area: Business Enterprise and Technology

Are you interested in:

Learning about the important events and ideas that have shaped the world since 1750? Modern History lets you explore major changes like revolutions, imperialism, and decolonisation. You'll investigate how people and groups challenged political and social systems to create change, and how ideas about rights have shaped societies.

Career paths:

Historical Research, Education, Politics, Journalism, Law, Public Policy, Cultural Heritage, International Relations, Archiving, Museum Work, Non-Profit Advocacy, Writing, and Publishing.

What is studied:

- The making of the modern world
- A detailed study of one modern nation
- An individual history study

Topics include:

- The struggle for peace in the Middle East
- The Soviet Union and Russia

Skills developed:

Communication, citizenship, personal growth, learning strategies, and work readiness.

ASSESSMENT:

- **School-based Assessment:**
 - Folio (collection of work) – 50%
 - Historical Study (in-depth research) – 20%
- **External Assessment:**
 - Online Examination (130 minutes) – 30%

Examination:

The exam has two parts:

- Modern World history questions
- Source analysis (interpreting historical documents)

The exam is marked by external assessors using clear performance standards.

MUSIC EXPLORATIONS (PERFORMANCE)

Credits: 20

Learning Area: The Arts

Are you interested in:

Performing music, improving your skills on an instrument or voice, analysing music, songwriting, and working as a professional musician?

What is studied:

This subject helps develop performance skills by exploring different musical styles, techniques, or influences. Students will also improve their listening, composition, and music reading skills. This subject is for students with solid experience on an instrument or voice and those who have completed Stage 1 Music Advanced.

Students will complete three musical literacy tasks, including analysing a song, reviewing a live performance, and composing music. They will explore a chosen style or technique and perform 8–10 minutes of music related to that style in two assessed school performances.

Students will also create a multimodal commentary to discuss their own and others' music, making connections between what is studied and their own performances.

For the final external assessment, students will perform 6–8 minutes of new repertoire with a related multimodal discussion.

Students will focus on contemporary music notation and terminology related to their style and analyse how composers and arrangers create musical effects and expression in their pieces.

ASSESSMENT:

- **School-based Assessment:**
 - Musical Literacy tasks – 30%
 - Explorations (performances and commentary) – 40%
- **External Assessment:**
 - Creative Connections (final performance and commentary) – 30%

Tasks include:

- Three musical literacy tasks
- Portfolio of explorations (6–8 minutes of music across two performances plus commentary)
- Creative connections task (6–8 minutes of new music plus commentary)



MUSIC PERFORMANCE – ENSEMBLE

Credits: 10

Learning Area: The Arts

Are you interested in:

Playing music as part of a group, improving your skills on an instrument within an ensemble, and working closely with other musicians?

What is studied:

This subject develops practical music skills through performances with a College ensemble. Students will learn how to apply their musical skills and techniques to prepare and perform music as part of a group.

Students can perform in different types of groups, such as:

- Small ensembles
- Orchestra
- Band
- Choir or vocal ensemble
- Performing arts productions (as a singer or instrumentalist)

Students will work closely with others, learning how each part in the group fits together to create a great overall performance. They will improve their technical skills on their chosen instrument(s) and learn to express music effectively within the group.

Students may also get the chance to improvise or experiment with musical elements to fit the performance setting.

Throughout the subject, students will reflect on their progress, evaluate performances, and make improvements as they develop their skills.

ASSESSMENT:

Students will show learning through:

- **School-based Assessment:**
 - Performance – 30%
 - Performance and Discussion – 40%
- **External Assessment:**
 - Performance Portfolio – 30%

Tasks include:

- One or more performances
- A performance with a discussion
- A performance portfolio

MUSIC PERFORMANCE – SOLO

Credits: 10

Learning Area: The Arts

Are you interested in:

Performing music on your own, improving your skills on an instrument, and developing as a professional musician?

What is studied:

This subject will focus on developing music performance skills as a soloist. Students will learn to perform works for their instrument or voice, working on technique, accuracy, and stage presence to engage an audience.

Students can perform solo or with accompaniment such as a pianist, other musicians, or a backing track.

Throughout the subject, students will improve technical and performance skills and learn to express music in a way that suits the style being played. They might also get opportunities to improvise.

As students prepare and refine performances, they will combine musical knowledge, skills, and techniques. Students will regularly reflect on their progress and make improvements to performances.

ASSESSMENT:

Students will demonstrate their learning through four assessments, including an external component:

- One or more solo performances
- A solo performance with a discussion
- A performance portfolio



MUSIC STUDIES

Credits: 20

Learning Area: The Arts

Are you interested in:

Understanding how music works, composing your own music, learning music theory and listening skills, and exploring music history and different styles?

What is studied:

Music Studies students will learn about different musical styles and works. They will discover how composers use elements of music like rhythm, melody, and harmony to create their pieces. Students also create music, either by performing or composing, and respond to their own and others' music.

Students will develop skills in reading music and recognising musical features by ear, and learn to analyse music from different times, cultures, and genres. Some topics might include:

- Music from different historical periods like the Baroque or 20th Century
- Music from different cultures
- Film music and soundtracks
- Art songs and concept albums
- Music written for specific groups like orchestras, opera, or jazz bands
- Music for video games and popular styles like blues and jazz

ASSESSMENT:

Students will show what they have learned through five assessments, including an external exam:

- A portfolio of their own creative music works
- Three tasks focused on musical literacy (like reading scores and aural skills)
- A 130-minute written examination

NUTRITION

Credits: 20

Learning Area: Science

Are you interested in:

Nutrition, dietetics, health and sports science, food science, wellness, or health coaching?

What is studied:

Students will learn how nutrients affect the body and explore social and environmental issues related to food and health. Students investigate how food is produced and distributed, and how this impacts food quality and people's wellbeing. They will reflect on nutrition research and consider how nutrition plays a role in personal health, global development, and sustainable food production to help ensure food security for the future.

Topics include:

- Principles of nutrition, body functions, and health
- Health promotion and current trends in nutrition
- Sustainable food systems and how they impact the environment
- Nutrition skills like literacy, numeracy, and technology use

ASSESSMENT:

Students will show their learning through:

- Investigations and a folio (30%)
- Practical skills and application tasks (40%)
- An external exam (130 minutes, online) with short and extended answers, including case studies (30%)



OUTDOOR EDUCATION

Credits: 20

Learning Area: Health and Physical Education

Are you interested in:

Careers like Airforce or Army, Firefighter, Police Officer, Park Ranger, Recreation Management, Environmental Science, Exploration Geology, Urban and Regional Planning, Surveying, Outdoor Education Teaching, or being a Freelance Instructor?

What is studied:

In Outdoor Education, students learn skills for planning and enjoying outdoor journeys safely while caring for the environment. They will develop teamwork, risk management, and practical outdoor skills by exploring different natural places. The subject helps to build a lifelong connection with nature and encourages responsible behaviour in outdoor settings.

Content:

Students will focus on three main areas:

- Conservation and sustainability
- Human connections with nature
- Personal growth, safety, and skill development

These ideas will be explored through topics such as:

- Brownhill Creek study
- Rock climbing skills and bushwalking leadership
- Personal development through experiences in natural environments

ASSESSMENT:

Students will show their learning through:

- Tasks about natural environments (20%)
- Tasks based on their outdoor experiences (50%)
- An external assessment exploring their personal connection with nature (30%)

Assessment details:

- About Natural Environments: Up to 1600 words or 10-minute oral/multimodal presentation
- Experiences in Natural Environments (2 tasks): 1250 words or 7.5-minute oral/multimodal presentation each
- External Assessment: Students choose a natural environment topic to explore deeply, producing a task that is marked by both their teacher and an external assessor.

PHILOSOPHY

Credits: 20

Learning Area: Business Enterprise and Technology

Are you interested in:

Big questions about life, knowledge, and what's right or wrong?

What is studied:

Philosophy lets students explore deep questions about existence, truth, and ethics. Students will look at different ideas and theories that have influenced how people think and act. This subject helps one become a creative and independent thinker who can explain and support their ideas clearly and respectfully.

Career paths:

Philosophy can lead to jobs in Academia, Education, Law, Politics, Journalism, Public Policy, Ethics Consultancy, Writing and Publishing, Counselling, and Research.

Content:

The subject has two main parts:

- Philosophical inquiry skills (how to think and argue carefully)
- Key areas of philosophy:
 - Ethics (rights and responsibilities)
 - Epistemology (truth and knowledge)
 - Metaphysics (mind and body, existence)

Students will study one topic in depth from each of these areas.

ASSESSMENT:

Students will show their learning through:

- Argument Analysis (25%)
- Issues Analysis (45%)
- External Issues Study (30%)

The external study is a written task (up to 2000 words). It doesn't have to be a formal essay—students can use dialogue or other styles to express ideas.



PHYSICAL EDUCATION

Credits: 20

Learning Area: Health and Physical Education

Are you interested in:

Physiotherapy, sports journalism, coaching, exercise science, fitness training, teaching PE, occupational therapy, sports science, police work, firefighting, dancing, ambulance services, or sports management?

What is studied:

Students will take part in, and learn about physical activities, exploring how their body moves and how to improve their skills and performance. They will gain confidence and competence in movement through practical experience and understanding the science behind physical activity. The subject uses an integrated learning approach to help students learn 'in, through, and about' physical activity.

Content:

Physical Education covers three main areas:

- **In movement:** How energy affects performance, how training improves physical ability, biomechanics, learning theories, sports psychology, and movement strategies.
- **Through movement:** Social and sports psychology, and the factors that encourage or prevent physical activity.
- **About movement:** Physiological and biomechanical factors affecting performance, training effects, technology in biomechanics, motor learning theories, and the learning process itself.

These areas are explored through practical topics like:

- AT1 – Badminton (coaching and feedback)
- AT1 – Golf (biomechanics and performance improvement)
- AT2 – Touch Football or Ultimate Frisbee (self-improvement focus)
- AT3 – Fast 5 Netball (group dynamics)

ASSESSMENT:

Students will show their learning through:

- **Diagnostics (30%):** Two presentations or written tasks analyzing movement and performance (around 9 minutes or 1500 words).
- **Improvement Analysis (40%):** A personal project on improving their skills or performance in a physical activity, presented orally or in writing (around 24 minutes or 4000 words).
- **Group Dynamics (30%):** An external task where they take on two roles in a group activity, evaluated through a presentation or written task (up to 12 minutes or 2000 words).



PHYSICS

Credits: 20

Learning Area: Science

Are you interested in:

Physics, engineering, medical physics, astrophysics, geophysics, quantum mechanics, biomechanics, or nuclear physics?

What is studied:

Explore how new discoveries, like relativity and the standard model, have changed our understanding of the world and led to innovations. Students will learn about the connection between physics, technology, and society, and investigate how physics concepts are dynamic and constantly evolving. They will also find out how physicists solve real-world problems.

Content:

The subject focuses on these main topics:

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

ASSESSMENT:

School-based Assessment

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

External Assessment

- Examination (130 minutes) (30%)

Examination Details: A 130-minute exam assessing their understanding of the three topics and investigation skills. Students receive an equation sheet with all key physics formulas.

The exam is marked by external assessors using set performance standards.

PSYCHOLOGY

Credits: 20

Learning Area: Science

Are you interested in:

Human behaviour, clinical psychology, forensic psychology, sports psychology, counselling, or education?

What is studied:

Psychology helps one understand how people think, feel, and behave. This subject offers useful insights for personal growth and practical skills students can apply in many areas of life. Students will learn through evidence-based research and develop their ability to think critically.

Content:

Students will study these topics:

- Science Inquiry Skills (how psychologists investigate questions)
- Social Influence (how people affect each other)
- Psychology of Learning (how we learn new things)
- Psychology of the Individual (personality)
- Organisational Psychology (behaviour in workplaces)
- Psychological Health & Wellbeing (mental health topics)

ASSESSMENT:

School-based Assessment

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

External Assessment

- Examination (130 minutes) (30%)

Examination Details: A 130 minute online exam assessing their understanding of two topics and investigation skills with short answer and extended response questions.

The exam is marked by external assessors using clear performance standards.



SPECIALIST MATHEMATICS

Credits: 20

Learning Area: Mathematics

Are you interested in:

Studying subjects like engineering, computer science, physics, or other science and technology fields at university?

What is studied:

This subject is intended to be taken alongside Mathematical Methods. It goes deeper into topics like functions and calculus, helping students build advanced skills in mathematical modelling, reasoning, and proving mathematical ideas.

Topics covered:

Mathematical induction (a method to prove statements step-by-step)

- Complex numbers (numbers that include “imaginary” parts)
- Functions and graph sketching (understanding and drawing graphs)
- Vectors in three dimensions (working with 3D space and directions)
- Integration techniques and applications (advanced ways to calculate areas and solve problems)
- Rates of change and differential equations (studying how things change over time)

ASSESSMENT:

- **Skills and Applications Tasks (6 tasks)** – 50%
- **Mathematical Investigation (1 task)** – 20%
- **External Examination (130 minutes)** – 30%

SPORTS SCIENCE AND TECHNOLOGY

Credits: 20

Learning Area: Science

Are you interested in:

Sports science, coaching and training sport, sports nutrition, sport psychology, exercise physiology, biomechanics, physical therapy, sports medicine.

What we study:

Sports Science integrates scientific inquiry and STEM disciplines to study and enhance athletic performance and innovation, fostering creative and collaborative skills through the use of advanced technologies to analyse and improve sport training techniques, skills and strategies.

Content:

The topics studied relate to:

- Health and injuries
- Biomechanical analysis of movement
- Bioinformatics
- Adapted physical exercise
- Performance analysis
- Exercise physiology

ASSESSMENT:

Students will demonstrate their learning through:

School-based Assessment:

- Inquiry Folio – 50%
- Collaborative Inquiry – 20%

External Assessment:

- Individual Inquiry – 30%

The individual inquiry has three parts: a design proposal; practical investigation; and a 1500-word report of the findings of the investigation.



VISUAL ARTS – ART OR DESIGN

Credits: 20

Learning Area: The Arts

Are you interested in:

Developing an individual creative practice through art, design, and visual storytelling?

Exploring contemporary creative practice, visual communication, and conceptual thinking?

Refining advanced skills in drawing, painting, mixed media, digital design, model making, and creative problem solving?

Future pathways in Art, Design, Architecture, Illustration, Creative Direction, Product Design, or the broader creative industries?

The course encourages experimentation, independent thinking, and creative risk taking while supporting students in building a sophisticated portfolio of work for future pathways in visual arts, design, architecture, media, and the broader creative industries.

What is studied:

Students choose either *Visual Arts – Art* or *Visual Arts – Design* (only one).

Art: Students explore personal ideas, themes, and creative expression through drawing, painting, sculpture, printmaking, mixed media, and experimental art practices. The course encourages students to refine technical skills, investigate contemporary and historical artists, and develop a distinctive artistic style through self directed creative projects.

Design: Students explore design as a process of visual communication and problem solving across areas such as graphic design, architecture, product design, and environmental design. Students investigate user needs, generate creative solutions, and develop practical outcomes using both traditional techniques and digital design processes.

Subject content:

All students explore three main areas:

Visual Thinking: Students generate and refine ideas through research, experimentation, sketching, and exploration of materials, processes, and techniques.

Practical Resolution: Students produce resolved artworks or design solutions supported by a practitioner’s statement that communicates their creative process, intentions, and visual outcomes.

Visual Arts in Context: Students investigate how artists and designers communicate meaning through visual language, materials, techniques, and cultural contexts while reflecting on how this informs their own creative practice.

ASSESSMENT:

- **Folio (collection of work):** 40%
- **Practical (final artwork or design):** 30%
- **External assessment – Visual Study:** 30%



VET GUIDELINES

Introduction:

VET stands for Vocational Education & Training. VET allows senior secondary school students to study vocationally focused training courses and gain SACE credits as part of their Scotch curriculum. Scotch College supports VET courses that develop students' skills and knowledge for specific vocations through a nationally recognised industry-developed training package or accredited course. VET is delivered, assessed, and certified by Registered Training Organisations (RTOs).

Guiding Principles:

Scotch recognises the following benefits for students undertaking a VET course:

- Students develop practical skills and understanding in a specific area of vocational interest.
- Demonstrated pursuit of vocational expertise is favoured by future employers.
- Some courses can lead specifically to entry pathways into apprenticeships or traineeships and help build industry contacts.

Scotch recognises the following challenges for students undertaking a VET course:

- Some VET courses require students to miss one or more school days per week. Catching up on missed school work can present additional challenges.
- The location of courses can cause transport and logistical difficulties compared with attending school.
- Cocurricular commitments (eg sport, oratory, performing arts) may be impacted by VET course attendance requirements.
- Some VET courses require the completion of compulsory work experience placements (in addition to completing course curriculum) in order to finalise the qualification and then be recognised by the SACE board. The number of required work placement hours could vary from 30 – 120 hours, depending on the course.
- Certificate III VET courses in particular require a sustained and significant investment in time and effort to complete within the required timeframe.
- Different Registered Training Organisations (RTOs) can be inconsistent in the level of support and personalised education

provided to students. VET students must be organised, focused and motivated to succeed in their chosen VET course, demonstrating a consistently high level of independence in their learning.

- Online VET courses require exceptional time-management and motivation to complete within the required time frame, often with minimal support from the RTO. The challenges of completing an entire course with no allocated teacher, no classroom peers to communicate with and no variety of instructional delivery are significant and is not successful for many students. For these reasons, Scotch does not support online VET courses.

Suitability of students for VET courses:

VET courses do not suit the interests, learning style, study habits and commitment level of all students. There may be other subject options that provide extra flexibility, extension or learning support that would be more suitable than a VET course for Scotch students. The Director of Teaching and Learning and the College Careers Counsellors provide guidance to students and families about which subject choice options could be most suited to each student's individual situation.

Scotch recognises that students who meet the following criteria are suited to VET courses:

- Have a demonstrated commitment to developing particular vocational skills.
- Are aiming to enter a trade or skill-based industry after school.
- Are able to manage the demands of a more flexible timetable in Year 11 or Year 12 without compromising performance in other subjects.

Funding of VET courses:

Most VET courses are subsidised by government funding through the VETRO scheme. Government-subsidised courses have strict entry requirements. These include:

- Being enrolled in Year 11 or Year 12 at school AND
- documented evidence of completed work experience, completion of industry immersion or a 'taster' course in a related field to the VET course the students is applying for.

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Occasionally there are opportunities for students to attend 'fee-for-service' courses, including Stackable VET courses. While Scotch will contribute to the cost of approved courses (including courses that do not have VETRO funding) there may be a contribution required from the family towards the course delivery fee as well. This is discussed with the students and their family prior to the student enrolling in the VET course.

Most VET courses also require items to be purchased by students/families to facilitate their coursework (eg protective footwear, uniform items, consumables, etc). These items are retained by the student after completing the course. The cost of these items is therefore paid by the student's family.

Failure to complete a VET course will most likely result in the cost of the course being passed on to the student's family.

Scotch do not support VET courses that have common content with SACE subjects already offered at the College. For example, Scotch offers Physical Education, Business and Digital Technologies at Stage 1 and Stage 2 level, so Scotch does not support the Certificate 3 in Fitness, the Certificate 3 in Business or the Certificate 3 in Information Technology courses as these pathways are possible within the school. Additionally, and in line with government funding limitations, Scotch will only contribute financially to one approved Certificate 2 and one approved Certificate 3 course per student.

Applying to study a VET course:

The Scotch VET Expression of Interest form must be completed by interested students, including the sections requiring the support of their parent(s)/guardian(s). This form can be obtained on the Scotch Life VET@Scotch page (<https://app.scotch.sa.edu.au/homepage/3152>). The completed form must be submitted to the student's VET Coordinator when all sections have been filled in (including required signatures). Dates for submission of forms is found on the VET@Scotch page on Scotch Life and are also communicated to eligible year levels.

The Expression of Interest is reviewed and a discussion is organised between the VET Coordinator, student and a parent/guardian to determine the course of action most suitable for the student. In applying for a VET course, the student and parent/guardian are responsible for meeting all deadlines for form submission as directed by the Scotch VET Coordinators.

Reporting:

Upon completion of a VET course (or their period of enrolment for the course) students are given a written summary of their completed units of competency by the VET course RTO. A copy of these results is also sent to Scotch. The record of completed units of competency is then entered into the SACE Online portal by the VET Coordinators and verified by the SACE Coordinator so that students are awarded SACE credits (at the level determined by the SACE board for the specific units completed). Verified completed Certificate 3 qualifications will also (if approved by the SACE board) then be considered for use in the student's ATAR calculation. A partially completed VET course will still gain SACE credits, to the formula of 35 hours (nominated by the RTO in the industry training package) equalling 5 SACE credits. The level of SACE credits (Stage 1 or Stage 2) is determined by the SACE board according to the Industry Training package for that course.

Certificate 3 courses (and any VET course that is awarded SACE Stage 2 level credits) need to be completed by the student by the beginning of Term 4 of their Year 12 to allow enough time for final marking and resulting by the RTO. There is often a lag between student submission of final work and the official academic transcript and acknowledgement of completion by the RTO. The SACE board has a strict deadline for completed units of competency and verified certificates to be entered in order to be considered for inclusion in the student's ATAR (if relevant). This date is communicated to relevant students by their VET Coordinator each year.

Completion of Stackable VET courses will also see SACE credits awarded to the student, but there is no formal qualification (such as a Certificate 2 or a Certificate 3) that is gained upon completion. Again, the level of SACE credits from a Stackable VET course is determined by the SACE board. Upon notification from the RTO that a student has completed a Stackable VET course, the VET Coordinator will enter the completed units of competency in SACE Online to see that the student is awarded SACE credits.



PRE-ELITE SPORT: WORKPLACE PRACTICES

Credits: 20

This subject is taught through Marden Senior College (online) and can contribute towards an ATAR. It enables elite athletes/ dancers to gain academic credit for their endeavours. Suitability and qualification for this subject is ultimately decided by Marden but as a guide the student should be performing their sport at a pre-elite level. Eg: SASI athlete, Australian pathway athlete, athlete competing at nationals, athlete involved in a state sporting body pathway e.g: Netball SA 17s State team.

Content:

In Workplace Practices, students develop knowledge, skills and understanding of the nature, type and structure of the workplace. Students learn about the different kinds of work, industrial relations, legislation, safe and sustainable workplace practices and local, national and global issues in an industry and workplace context.

Tasks cover:

- Work in Australian society
- Industrial relations – WHS
- Keeping a journal
- Reflections and self-evaluation
- Either a practical or an issue investigation

ASSESSMENT:

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

School-based Assessment:

- Folio - 25%
- Performance - 25%
- Reflection - 20%

External Assessment:

- Investigation – Practical or Issues – 30%



UNIVERSITY SUBJECTS

Some universities have a number of undergraduate university subjects that are available to senior secondary school students to complete and gain SACE credits as part of their Scotch curriculum. Scotch College supports University courses that further accelerate student learning in an area identified as a potential career pathway. University subjects operate under an adult learning model, requiring students to have higher levels of independence, organisation and self-direction than is normally expected at Secondary school. This style of learning does not suit everyone, and a student is required to have demonstrated high levels of academic application and relevant subject knowledge prior to applying and being considered for a University subject.

Prerequisites

- Have achieved/ currently achieving in the 'A band' for AIF.
- Have achieved a GPA of 12.8 (A band) throughout Year 11.
- Have a pathway that includes 4x Stage 2 TAS subjects (plus AIF) not including any University subjects.
- Not reliant on university courses to bring them to a minimum 200 SACE credits.
- Are deemed to be highly independent, organised and have an excellent record of submitting work on time at Scotch over the past 24 months, as determined by the students Head of House.
- It is the students first or second university subject.

Adelaide University offer a variety of subjects through their Activate program. More information can be found here:

<https://adelaide.edu.au/study/how-to-apply/entry-pathways/activate/>

Flinders University offers a variety of courses through the Extension Studies program. The list of topics are listed on their website, please follow the link below: <https://www.flinders.edu.au/study/schools-teachers/extension-studies>

For calculating an ATAR, the SACE Board has determined that university grades will be converted in the following way:

Adelaide University and Flinders University for one topic:

- High Distinction = 10
- Distinction = 9.9
- Credit = 9
- Pass = 7.9

Central Queensland University also offer a variety of online courses for students to study. For more information about the SUN program go to: <https://www.cqu.edu.au/study/entry-pathways/start-uni-now>

Students should indicate they are interested in studying a University subject during the subject selection process and some universities have application processes that are required to be completed prior to the academic year starting (some as early as November the previous year.)

The process for applying to study a University Subject as part of their SACE pathway is as follows:

- Students should book a time to see their careers counsellor who will assess them for eligibility.
- Once this has been approved, the student will meet with the Head of Teaching and Learning for final approval.
- Final approval for SACE recognition is determined by the SACE board on a case by case basis.

