Introduction

This curriculum guide provides information regarding the broad range of programs offered at Marryatville High School and specific course descriptions of subjects within these programs. It is designed to provide students the important information needed to make informed decisions about potential and preferred pathways for schooling and future pathways and careers.

At Marryatville High School, we strive to provide all students the capabilities required to be active global citizens. Students are encouraged to learn, think creatively, critically and independently and to continue to aim for personal achievements in a student-centred learning environment.

Subject Selection and Course Counselling Process

Students will receive information regarding the subject selection process during Term 3. Students will have the opportunity to gain advice on potential pathways and study options with Parents, Homegroup teachers, Learning Area Leaders, Year Level Leaders, Subject Specific Staff and Course Counsellors. Engaging in conversations with as many people as possible is crucial to ensure the correct course is selected in the subject selection process.

Students currently in Year 10 and 11 will receive Subject Recommendations based on current achievements in subject areas. These recommendations are taken into consideration within the counselling process and staff will encourage students to select subjects based on future pathway as well as successful completion of the subject.

Please note that recommendations are:

- To be used as a guide for student subject choice
- Indicate that a student is capable of success in that subject area
- Not a “should do” that subject
- Students should be discouraged from choosing against recommendations.
- Please note on the selection form or in your HG folder (comments section) if a student chooses against recommendations
- Subjects without recommendations = will accept any students

Parents and Caregivers of students in Year 10 and 11 will be invited to a Course Counselling meeting where Course Counselling staff will complete the selection process with students and parents/caregivers. During this meeting every attempt will be made to meet the needs of the student with specific reference to subject recommendations.

Recommendations to all Students

Before selecting a subject or course there are a number of important steps to consider:

- Possible future pathways based on current levels of performance, as well as ambitions and capabilities.
- Success with, and enjoyment of current subjects.
- Plans and goals for the future and subjects required to achieve these goals.
- Requirements of university, TAFE enrolment or employment.
Subject Availability

Every effort will be made to place students into the subjects of their choice. However, the availability of subjects offered will be dependent on the number of students selecting the subject and staff availability. Students will be supported in selecting an alternative subject if needed.

Course re-counselling will occur in Term 4 for any student who may need to refine their selections as a result of the timetabling process or pathway changes. Once the timetable has been set, very little space is available to students wanting to change subjects in Term 1.

The SACE

Information about the SACE

The South Australian Certificate of Education (SACE) is a certificate awarded to students who successfully complete compulsory requirements in their senior secondary education. The SACE is a certificate of completion for secondary education in South Australia and forms the basis for entry into higher education.

The SACE meets the needs of students, families, higher and further education providers, employers and the community. The SACE will continue to help students develop the skills and knowledge needed to succeed, whether they are headed for further education and training, university, an apprenticeship or straight into the workforce.

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

The SACE certificate will be awarded to students upon completion of their secondary schooling.

As part of the SACE students will:

- receive credits for 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 - E grades in every Stage 1 subject and A+ - E- grades for Stage 2 subjects.
- have thirty per cent of their work in every Stage 2 subject externally assessed. This will be done in various ways, including examinations, practical performances or presentations.

The requirements to achieve the SACE

To gain the certificate students must earn 200 credits. Ten credits are equivalent to one semester or six months’ study in a particular subject or course.

To be awarded the SACE certificate, students must have completed 200 credits as per the SACE pattern below.
The SACE Planner is a good guide to help students prepare for their SACE. The planner enables students to recognise credits already achieved and was is necessary for successful SACE completion with or without an ATAR.

Please find below some links which will provide up to date information about SACE, special provisions and subjects selection criteria.

- SACE Students and Families Information
- Course Counselling Fact Sheet
- Special Provisions
- VET and Recognised Learning
Year 12 Curriculum

Students studying in Year 12 are encouraged to, depending on their pathway, choose four 20 credit subjects. In doing this, it enables all students with successful completion to maximise potential for tertiary entrance. Students will also need to have completed their Research Project (A or B) as part of this process.

When looking at Stage 2 subjects please be mindful of the following details:

- Successful Stage 1 completion
- Assumed Knowledge
- Prerequisites
- The Tertiary Admissions Subject (TAS)
- Precluded combinations for SACE
- Precluded combinations for ATAR
- Vocation Education and Training (VET)

Stage 1 Completion

Successful completion of Stage 1 is needed in many subject areas. Students will receive subject recommendations based on students all-round performance within the subject area. In most cases completing a ‘full year’ of particular subjects is recommended for successful Stage 2 completion.

Students completing their SACE will also need to ensure that the Personal Learning Plan, a semester of Numeracy, a full year English and their Research Project have been passed with a minimum 'C' grade achievement level.

Currently, students complete the above compulsory subjects during both Year 10 and Year 11. Students who do not receive the minimum 'C' grade will forgo some subject selections to ensure the compulsory subjects are completed.

Assumed Knowledge

Assumed knowledge subjects are those that universities suggest would be helpful for students to have studied at SACE Stage 2 (or equivalent). Students are not required to have studied these subjects to be selected into the program but will be assumed that they have knowledge of the subject, which might help their understanding in that particular program.

Prerequisites

Prerequisites are subjects that students must study and pass at Stage 2 to be accepted into certain programs. For example, if a student is interested in studying an Engineering program at the University of South Australia, they must study and pass Mathematics Studies at Stage 2.

Tertiary Admissions Subject (TAS)

A Tertiary Admissions Subject (TAS) is a SACE Stage 2 subject which has been approved by the universities and TAFE SA as providing appropriate preparation for tertiary studies. Students are required to study a minimum number of credits of TAS to be eligible to receive an Australian Tertiary Admission Rank (ATAR) or TAFE SA Selection Score.

While most subjects in the SACE are recognised as TAS, there are some that are not recognised by the universities for the purposes of calculating a student’s ATAR. Non-TAS subjects include:

- Community Studies
- Modified Subjects
- Research Project A
- Local programs
**Precluded combinations for SACE**

Two subjects are a precluded combination for SACE completion if they are defined by the SACE Board as having significant overlap in terms of content. They cannot both count towards SACE completion.

Subjects that are precluded from each other for SACE completion can be found at [Stage 2 Subject Preclusions](#).

**Precluded combinations for ATAR**

Two subjects are a precluded combination if they are defined by the universities and TAFE SA as having significant overlap in content. They cannot both count towards the ATAR or TAFE SA Selection Score.

**Counting restrictions for ATAR**

Counting restrictions are used where it is considered desirable to limit the number of credits that can count towards a university aggregate and the ATAR in a certain subject area. This is to ensure students study a broad range of subjects. For example, a subject area might have eight 10 credit subjects available but the universities might set a counting restriction of 40 credits, which means only four can ever count towards the ATAR.

Precluded combinations and counting restrictions are listed each year in the
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<td>- Visual Arts Art (10)</td>
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<td>- Legal Studies</td>
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<td>- Workplace Practices(10)</td>
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<td>- Workplace Practices</td>
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<td><strong>Design &amp; Technology</strong></td>
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<td>- Material Products - Furniture</td>
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<td>- Design &amp; Technology: CAD Product Design</td>
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<td>- Child Studies</td>
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<td>- Food and Hospitality</td>
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<td>- Information Processing and Publishing</td>
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<td>- Essential English (Pathways)</td>
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<td>- Essential English (EAL)</td>
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<tr>
<td>- English as an Additional Language</td>
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<td><strong>Humanities and Social Sciences</strong></td>
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<td>- Modern History</td>
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<tr>
<td>- Philosophy</td>
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<tr>
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<td>- Chinese (Continuers)</td>
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<td>- Chinese (Background Speakers)</td>
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<td>- French – (Continuers)</td>
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<td>- Japanese – (Continuers)</td>
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<td><strong>Mathematics</strong></td>
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<td>- Essential Mathematics</td>
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<td>- General Mathematics</td>
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<td>- Mathematical Methods</td>
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<td>- Specialist Mathematics</td>
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<td><strong>Music</strong></td>
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<td>- Music Studies</td>
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<td>- Music Explorations</td>
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<td>- Music Performance – Solo – 10 credit</td>
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<td>- Music Performance – Ensemble – 10 credit</td>
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<td><strong>Physical Education</strong></td>
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<td>- Nutrition</td>
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<td>- Psychology</td>
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<tr>
<td>- Physics</td>
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<tr>
<td><strong>Other</strong></td>
</tr>
<tr>
<td>- Community Studies (by negotiation only)</td>
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</tbody>
</table>
**Marryatville High School**

**SACE STAGE 2**

**SUBJECT SELECTION 2019**

Family Name: ..................................................  Given Name: ........................................  2018 HG: ............

### Completion Details

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### Subject Recommendations

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<td>Methods</td>
<td>Nutrition</td>
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### Future Pathways

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<td>University pre requisite subjects</td>
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<td>Precluded Combinations &amp; Counting Restrictions Check</td>
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</tbody>
</table>

It is essential that you list your subject selections in order of preference. All subjects = 20 credits unless stated.

### CHOICE SUBJECTS (Max 4)

<table>
<thead>
<tr>
<th>Learning Area / Subject Name</th>
<th>My Selections</th>
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</thead>
<tbody>
<tr>
<td>The Arts</td>
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<tr>
<td>Visual Arts Art (10 credit)</td>
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<tr>
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<td>Accounting</td>
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<td>Workplace Practices – 10 credit</td>
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<td>Design and Technology</td>
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<td>Music Studies</td>
<td>Choice #2</td>
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<td>Music Explorations</td>
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<td>Music Performance – Solo (10 credit)</td>
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<td>Music Performance – Ensemble(10 credit)</td>
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<td>Community Studies (by negotiation only)</td>
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</table>

**REPLACEMENT SUBJECTS**

| Reserve Choice#1 | Reserve Choice#2 |

**SUBJECT OUTSIDE OF MHS**

List any subjects to be studied in addition to MHS subject selections

Subject:  
Venue:

**CHOSING A VET COURSE**

All VET enrolments require an additional counselling and admission process. All potential enrolments MUST see Ms Hudson on or before Course Counselling Day.
Arts and Design

The Arts

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The five Arts subjects in the Australian Curriculum are Dance, Drama, Media Arts, Music, and Visual Arts. Together they provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.

At Marryatville High School we offer five subjects of the Australian Curriculum Arts curriculum.

- Dance
- Drama
- Music
- Media Arts
- Visual Arts

Rich in tradition, the Arts play a major role in the development and expression of cultures and communities, locally, nationally and globally. Students communicate ideas in current, traditional and emerging forms and use arts knowledge and understanding to make sense of their world. The Australian Curriculum: The Arts values, respects and explores the significant contributions of Aboriginal and Torres Strait Islander Peoples to Australia’s arts heritage and contemporary arts practices through their distinctive ways of representing and communicating knowledge, traditions and experience. In the Arts, students learn as artists and audience through the intellectual, emotional and sensory experiences of the Arts. They acquire knowledge, skills and understanding specific to the Arts subjects and develop a critical understanding that informs decision making and aesthetic choices. Through the Arts, students learn to express their ideas, thoughts and opinions as they discover and interpret the world. They learn that designing, producing and resolving their work is as essential to learning in the Arts as is creating a finished artwork. Students develop their Arts knowledge and aesthetic understanding through a growing comprehension of the distinct and related languages, symbols, techniques, processes and skills of the Arts subjects. Arts learning provides students with opportunities to engage with creative industries and arts professionals.

The Arts entertain, challenge, provoke responses and enrich our knowledge of self, communities, world cultures and histories. The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens. Learning in the Arts is based on cognitive, affective and sensory/kinaesthetic response to arts practices as students revisit increasingly complex content, skills and processes with developing confidence and sophistication across their years of learning. By creating and analysing art works students develop transversal capabilities such as Literacy, Numeracy, Critical and Creative Thinking, Personal and Social, Information and Communication Technology, Ethical and Intercultural Understandings.

This rationale is extended and complemented by specific rationales for each Arts subject.
This rationale complements and extends the rationale for The Arts learning area.

Visual Arts includes the fields of art, craft and design. Learning in and through these fields, students create visual representations that communicate, challenge and express their own and others’ ideas as artist and audience. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world, and other worlds. They learn about the role of the artist, crafts person and designer, their contribution to society, and the significance of the creative industries. Similarly with the other art forms, the visual arts has the capacity to engage, inspire and enrich the lives of students, encouraging them to reach their creative and intellectual potential by igniting informed, imaginative and innovative thinking.

Through Visual Arts, students make and respond using visual arts knowledge, understanding and skills to represent meaning associated with personal and global views, and intrinsic and extrinsic worlds. Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language. Students undertake this journey by utilising visual techniques, technologies, practices and processes. Learning in the Visual Arts, students become increasingly confident and proficient in achieving their personal visual aesthetic, and appreciate and value that of others.

Visual Arts supports students to view the world through various lenses and contexts. They recognise the significance of visual arts histories, theories and practices, exploring and responding to artists, craftspeople and designers and their artworks. They apply visual arts knowledge in order to make critical judgments about their own importance as artists and audiences. Learning in the Visual Arts helps students to develop understanding of world culture and their responsibilities as global citizens. In making and analysing artworks students develop transversal capabilities such as Literacy, Numeracy, Critical and Creative Thinking, Personal and Social, Information and Communication Technology, Ethical and Intercultural Understandings.
Media Arts

This rationale complements and extends the rationale for The Arts learning area.

Media Arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media Arts connects audiences, purposes and ideas, exploring concepts and viewpoints through the creative use of materials and technologies. Like all art forms, media arts has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Media Arts enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, both individually and collaboratively. As an art form evolving in the twenty-first century, Media Arts enables students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices.

Students learn to be critically aware of ways that the media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and of themselves. They learn to interpret, analyse and develop media practices through their media arts making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.

Students explore and interpret diverse and dynamic cultural, social, historical and institutional factors that shape contemporary communication through media technologies and globally networked communications. By making and analysing Media Arts works students develop capabilities such as Literacy, Numeracy, Critical and Creative Thinking, Personal and Social, Information and Communication Technology, Ethical and Intercultural Understandings.
Drama

This rationale complements and extends the rationale for The Arts learning area.

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them. They are excited by exploring their imagination and taking risks in storytelling through role and dramatic action.

Students develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures. In making and staging drama students develop capabilities such as Literacy, Numeracy, Critical and Creative Thinking, Personal and Social, Information and Communication Technology, Ethical and Intercultural Understandings.
Stage 2 Drama

Length of course: Full year
Credit points and TAS status: 20 Credit TAS
Recommended Background: Successful completion of Stage 1 Drama A or Stage 1 Drama B.

Precluded combinations with current MHS SACE subjects:
None

Course Outline
Students 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.

Students analyse texts and other materials, performances, and their own learning. As students experience diverse perspectives and challenge their own imaginations, they have the opportunity to develop confidence in their own ideas.

Topics Covered
- Collaborative researched exploration and dramatic presentation of a listed practitioner or dramatic work
- Individual study of listed practitioner or text, providing that one text and one dramatic work is covered during the course
- Folio of individual evaluation and analysis of dramatic works including a report on the Group Production and review of professional theatre or its equivalent.
- Production role or Individual Investigation on a teacher negotiated topic.

Assessment:
- School Based Assessment 70%
- Group Analysis and Creative Interpretation 20%
- Review and Reflection 30%
- Interpretative Study 20%
- External Assessment 30%
- Group Performance or Individual Investigation and Presentation

Additional Costs:
Costs for excursions that include tickets and transport to see live performances
**Stage 2 Visual Arts - Art 10 Credit**

**Length of course:** Semester  
**Credit points and TAS Status:** 10 Credit TAS  
**Recommend Background:** Satisfactory completion of Stage 1 Visual Arts – Art

**Precluded combinations with current MHS SACE subjects:**  
Visual Arts – Design (10) and Visual Arts – Design (20)

**Course Outline:**  
Students research, analyse, explore and experiment with media and technique, and resolve and produce practical work. They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions.  
Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form.

**Topics Included:**  
For a 10 credit subject, with a focus on either art or design, the following three areas of study must be covered:

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

**Assessment**

**School Assessment (70%)**  
**Assessment Type 1: Folio (40%)**  
Students produce one folio that documents their visual learning, in support of their one work of art. As a guide, there should be a total of thirty A3 sheets (or equivalent) of visual and written and/or oral evidence to support one resolved practical work or a body of resolved work.

**Assessment Type 2: Practical (30%)** All practicals are resolved from visual thinking and learning documented in the folio. The practical assessment consists of two parts:

- Art Practical Work - Students produce one practical, which must be a single resolved work or a body of resolved work.  
- The Practitioner’s Statement - Students prepare a written practitioner’s statement for one resolved practical.

**External Assessment (30%)**  
**Assessment Type 3: Visual Study (30%)** Students produce one visual study. Students should submit a maximum of ten A3 pages (or equivalent) of visual study, integrated with a maximum of 1000 words of written text (source references not included) or a maximum of 6 minutes of recorded oral explanation.

**Additional Costs:**

- Large complex pieces or expensive materials may incur a cost and will be negotiated with parents. Costs for excursions and workshops, that include entry fees and transport.
Stage 2 Visual Arts - Art

Length of course: Full year
Credit points and TAS Status: 20 Credit TAS
Recommended Background: Satisfactory completion of Stage 1 Art A or Stage 1 Art B.

Precluded combinations with current MHS SACE subjects:
Visual Arts - Design (10) and Visual Arts - Design (20)

Course Outline:
Students research, analyse, explore and experiment with media and technique, and resolve and produce practical work.

They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form.

Topics Included:
Students should provide evidence of their learning through six assessments, including the external assessment component. Students produce:

- one folio
- two practical works, including a practitioner’s statement for both practical works
- one visual study.

Folio
Students produce one folio that documents their visual learning, in support of their two works of art. The folio should include evidence of visual learning, such as:

- starting points for visual thinking
- the application of creative thinking and/or problem solving skills
- sources of inspiration and influence
- the analysis and comparison of works of art
- the development of alternative ideas or concepts
- the evaluation and review of ideas and progress
- annotated comments to clarify thinking
- explorations and experiments with style, media, materials, technologies, and processes with annotated observations and appraisals
- the practice and application of skills, which may include repetition and analysis
- the refinement of ideas leading up to decisions about the final resolved product and justification for those decisions
- photographic evidence of the stages of production and the resolved works of art
- conclusions that challenge or support artistic conventions.

Practical
All practicals are resolved from visual thinking and learning documented in the folio. Students produce two practicals, which must be resolved works or one body of resolved work. The practical assessment consists of two parts:

- art practical work
- practitioner’s statement.

Visual Study
The visual study is an exploration of, and/or experimentation with, one or more styles, ideas, concepts, media, materials, methods, techniques, technologies, or processes. Students base their exploration and/or experimentation on critical analysis of the work of other practitioners, individual research, and the development of visual thinking and/or technical skills. They present the findings of their visual study as well as their conclusions, insights, and personal opinions about aesthetics.

Assessment:

- Folio 40%
- Practical 30%
- Visual Study 30%

Additional Costs:

- Large complex pieces or expensive materials may incur a cost and will be negotiated with parents. Costs for excursions and workshops, that include entry fees and transport
Stage 2 Visual Arts - Design 10 Credit

Length of course: Semester
Credit points and TAS Status: 10 Credit TAS
Recommend Background: Satisfactory completion of Stage 1 Visual Arts – Design

Precluded combinations with current MHS SACE subjects:
Visual Arts – Art (10) and Visual Arts - Art (20)

Course Outline:
Students research, analyse, explore and experiment with media and technique, and resolve and produce practical work.

They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form.

Topics Covered
For a 10 credit subject, with a focus on either art or design, the following three areas of study must be covered:

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

Assessment
School Assessment (70%)
Assessment Type 1: Folio (40%) Students produce one folio that documents their visual learning, in support of their one work of design. As a guide, there should be a total of thirty A3 sheets (or equivalent) of visual and written and/or oral evidence to support one resolved practical work or a body of resolved work.

Assessment Type 2: Practical (30%) All practicals are resolved from visual thinking and learning documented in the folio. The practical assessment consists of two parts:

- Design Practical Work - Students produce one practical, which must be a single resolved work or a body of resolved work.
- The Practitioner’s Statement - Students prepare a written practitioner’s statement for one resolved practical.

External Assessment (30%)
Assessment Type 3: Visual Study (30%) Students produce one visual study. Students should submit a maximum of ten A3 pages (or equivalent) of visual study, integrated with a maximum of 1000 words of written text (source references not included) or a maximum of 6 minutes of recorded oral explanation.

Additional Costs:

- Large complex pieces or expensive materials may incur a cost and will be negotiated with parents. Costs for excursions and workshops, that include entry fees and transport
Stage 2 Visual Arts - Design

Length of course: Full year
Credit points and TAS status: 20 Credit TAS
Recommended Background: Satisfactory completion of Stage 1 Design.

Precluded combinations with current MHS SACE subjects:
Visual Arts – Art (10) and Visual Arts - Art (20)

Course Outline
Students research, analyse, explore and experiment with media and technique, and resolve and produce practical work. They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions.
Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form.

Topics Included:
Folio
Students produce one folio that documents their visual learning, in support of their works of design. Students will focus their folio on Graphics or Product Design (eg. Corporate Identity, Fashion Design). The folio should include evidence of visual learning, such as:

- starting points for visual thinking
- the application of creative thinking and/or problem solving skills
- sources of inspiration and influence
- the analysis of works of design
- the development of alternative ideas or concepts
- the evaluation and review of ideas and progress
- annotated comments to clarify thinking
- explorations with genre, media, materials, and technology
- the practice and application of skills
- refinement of ideas leading up to decisions about the final resolved product.

Practical
All practicals are resolved from visual thinking and learning documented in the folio. The practical consists of two parts:

- design practical work – final presentation
- the practitioner’s statement/evaluation.

Visual Study
The visual study is an exploration of, and/or experimentation with, a style, an idea, a concept, media, materials, methods, techniques, and/or technologies. Students base their exploration and/or experimentation on analysis of the work of other practitioners, individual research, and the development of visual thinking and/or technical skills. They present the findings of their visual study as well as their conclusions and insights.

Assessment:

- Folio 40%
- Practical 30%
- Visual Study 30%

Additional Costs:

- Nil
Business and Enterprise

Stage 2 Accounting

Length of course: Full year
Credit points and TAS Status: 20 Credit TAS

Precluded combinations with current SACE subjects:
None

Course Outline:
Students learn the practical skills needed to manage their own financial affairs and develop an understanding of the ethical considerations that affect financial decision-making.

They learn about the successful management of financial affairs in business, gain knowledge and skills related to accounting processes for organisational and business applications, and develop greater understanding of accounting concepts and standards and their use to generate financial reports.

Students learn how to interpret financial information and convey this information to interested users.

Topics Included:
The course focuses on the development of skills and understanding of the accounting process from the recording of transactions in general and subsidiary ledgers to the preparation of financial statements and reports. Students will develop skills to interpret and analyse a broad range of financial reports so that informed financial decisions can be made about the use of scarce resources.

Assessment:
- School Based Assessment 70% - Report 20% and Skills and Application Tasks 50%
- External Assessment 30% - Examination

Additional Costs:
Cost for excursions that include entry fees and transport
Stage 2 Economics

Length of course: Full year  
Credit points and TAS Status: 20 Credit TAS  

Precluded combinations with current MHS SACE subjects:  
None  

Course Outline:  
Students learn how an economy operates, the structure of economic systems and the way in which they function. Students develop an understanding of different economic systems and institutions, and can assess the degree to which these systems and institutions help satisfy people’s needs and wants. They become aware that economic decisions are not value-free and have outcomes that may be inconsistent with social, moral, and ethical values.

Students research, analyse, evaluate, and apply economic models that are expressed in graphical and/or diagrammatic form. They make forecasts about economic change and evaluate issues for individuals and groups in local, national, and global settings.

Topics Included:  
The course focuses on the development of a student’s understanding of the foundations of the Australian economy.

The core topics include the operation of the market system, economic objectives and indicators, economic policy and the financial sector.

Assessment:  
- School Based Assessment 70% - Folio 20% and Skills and Application Tasks 50%  
- External Assessment 30% - Examination

Additional Costs:  
Cost for excursions that include entry fees and transport
**Stage 2 Legal Studies**

**Length of course:** Full year  
**Credit points and TAS status:** 20 Credit TAS

**Precluded combinations with current MHS SACE subjects:**  
None

**Course Outline:**  
Students explore Australia’s legal heritage and the dynamic nature of the Australian legal system within a global context. They learn about the structures of the Australian legal system and how it responds and contributes to social change while acknowledging tradition.

Students gain insight into law-making, the processes of dispute resolution, and the administration of justice. They investigate legal perspectives on contemporary issues in society, and reflect on, and make informed judgments about, the strengths and weaknesses of the Australian legal system.

**Topics Included:**  
The course focuses on the development of a student’s understanding of the relationships between law, society and the institutions of government. Students develop critical analysing skills in a broad range of topics from a sound understanding of the Australian Constitution and the making of statute and case law to the resolution of legal disputes using the adversarial system.

**Assessment:**

- School Based Assessment 70% - Folio 50% and Inquiry 20%
- External Assessment 30% - Examination

**Additional Costs:**  
Cost for excursions that include entry fees and transport
Stage 2 Workplace Practices 10 Credit

Length of course: Semester
Credit points and TAS Status: 10 Credit TAS

Precluded combinations with current MHS SACE subjects: None

Other Advice:
25-30 hours of performance in a work related context is essential. It could be work experience, paid work, elite sports participation, simulated training, enterprise education, career education, VET, ASbA, voluntary work or structured work observation.

Course Outline:
Students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the value of unpaid work to society, future trends in the world of work, workers’ rights and responsibilities and career planning. Students undertake learning in a work related context and develop and reflect on their capabilities, interests, and aspirations.

Topics Covered:
Students develop knowledge and understanding of the nature, type and structure of the workplace including local, national, and global workplaces.

Assessment Type 1 Folio
Students must undertake one Folio topic from the following Industry and Work Knowledge topics;
Topic 1: Work in Australian Society
Topic 4: Finding Employment

Assessment Type 2: Performance
Students must undertake 25-30 hours of work related learning and maintain evidence of learning in a portfolio, for example, a written journal.

Assessment Type 3: Reflection
Students review and reflect on their formal learning in the work related context and/or VET.

External Assessment
Students undertake an investigation of a local, national, and/or global issue relating to their experiences of work, a maximum of 1000 words written or 6 minutes if oral.

Assessment:
- School Based Assessment 70%
  - Folio 25%
  - Performance 25%
  - Reflection 20%
- External Assessment 30%
  - Investigation 30%

Additional Costs:
- Nil
Stage 2 Workplace Practices

Length of course: Full Year
Credit points and TAS Status: 20 Credits TAS

Precluded combinations with current MHS SACE subjects: None

Other Advice:
50-60 hours of performance in a work related context is essential. It could be work experience, paid work, elite sports, simulated training, VET, ASbA, voluntary work or structured work observation.

Course Outline:
Students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the value of unpaid work to society, future trends in the world of work, workers' rights and responsibilities and career planning. Students undertake learning in a work related context and develop and reflect on their capabilities, interests, and aspirations.

Topics Covered:
Students develop knowledge and understanding of the nature, type and structure of the workplace including local, national, and global workplaces.

Assessment Type 1 Folio
Students must undertake three Folio topics from the following Industry and Work Knowledge topics;
Topic 1: Work in Australian Society
Topic 2: The Changing Nature of Work
Topic 3: Industrial Relations
Topic 4: Finding Employment
Topic 5: A Negotiated Topic

Assessment Type 2: Performance
Students must undertake 50-60 hours of work related learning and maintain evidence of learning in a portfolio, for example, a written journal.

Assessment Type 3: Reflection
Students undertake two reviews and reflections on their formal learning in the work related context and/or VET.

External Assessment
Students undertake an investigation of a local, national, and/or global issue relating to their experiences of work, a maximum of 2000 words written or 6 minutes if oral.

Assessment:

- School Based Assessment 70%
  - Folio 25%
  - Performance 25%
  - Reflection 20%
- External Assessment 30%

Additional Costs:

- Nil
In an increasingly technological and complex world, it is important to develop knowledge and confidence to critically analyse and creatively respond to design challenges. Knowledge, understanding and skills involved in the design, development and use of technologies are influenced by and can play a role in enriching and transforming societies and our natural, managed and constructed environments.

The Australian Curriculum: Design and Technologies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students consider the economic, environmental and social impacts of technological change and how the choice and use of technologies contributes to a sustainable future. Decision-making processes are informed by ethical, legal, aesthetic and functional factors.

Through Design and Technologies students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and
evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative designed products, services and environments.

Through the practical application of technologies including digital technologies, students develop dexterity and coordination through experiential activities. The subject motivates young people and engages them in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

At Stage 1 and 2, in Design and Technologies, students learn about the products, processes, and systems of the natural and designed world. They develop an understanding of how the use of technology has created new and rapidly changing opportunities in local, national, and global contexts. Students develop the skills and knowledge to use tools, materials, and systems appropriately, safely, and competently to create a product or system.

Design and Technology has three focus areas: communication products, material products, and systems and control products. Each of these focus areas provides enrolment options for students.

Student achievement is reported as:

- Design and Technology — Communication Products – CAD CAM
- Design and Technology — Material Products – Furniture design
- Design and Technology — Systems and Control Products - Electronics
Technologies

Technologies enrich and impact on the lives of people and societies globally. Societies need enterprising individuals who can make discerning decisions about the development and use of technologies and who can independently and collaboratively develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed, and constructed environments.

Technologies describes two distinct but related subjects:

- **Design and Technologies**, in which students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities
- **Digital Technologies**, in which students use computational thinking and information systems to define, design and implement digital solutions

The Australian Curriculum: Technologies will ensure that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. This learning area encourages students to apply their knowledge and practical skills and processes when using technologies and other resources to create innovative solutions, independently and collaboratively, that meet current and future needs.

The practical nature of the Technologies learning area engages students in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. A systematic approach to experimentation, problem-solving, prototyping and evaluation instils in students the value of planning and reviewing processes to realise ideas.

All young Australians should develop capacity for action and a critical appreciation of the processes through which technologies are developed and how technologies can contribute to societies. Students need opportunities to consider the use and impact of technological solutions on equity, ethics, and personal and social values. In creating solutions, as well as responding to the designed world, students consider desirable sustainable patterns of living, and contribute to preferred futures for themselves and others.

This rationale is extended and complemented by specific rationales for each Technologies subject.
In a world that is increasingly digitised and automated, it is critical to the wellbeing and sustainability of the economy, the environment and society, that the benefits of information systems are exploited ethically. This requires deep knowledge and understanding of digital systems (a component of an information system) and how to manage risks. Ubiquitous digital systems such as mobile and desktop devices and networks are transforming learning, recreational activities, home life and work. Digital systems support new ways of collaborating and communicating, and require new skills such as computational and systems thinking. These technologies are an essential problem-solving toolset in our knowledge-based society.

The Australian Curriculum: Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

Digital Technologies provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These are all necessary when using and developing information systems to make sense of complex ideas and relationships in all areas of learning. Digital Technologies helps students to be regional and global citizens capable of actively and ethically communicating and collaborating.

At Stage 1 and 2, students use computational thinking skills and strategies to identify, deconstruct, and solve problems that are of interest to them. They analyse and evaluate data, test hypotheses, make decisions based on evidence, and create solutions. Through the study of Digital Technologies, students are encouraged to take ownership of problems and design, code, validate, and evaluate their solutions. In doing so, they develop and extend their understanding of designing and programming, including the basic constructs involved in coding, array processing, and modularisation.
**Stage 2 Child Studies**

**Length of course:** Full year  
**Credit points and TAS Status:** 20 Credit TAS  
**Recommended Background:** Satisfactory completion of Year 10 Child Studies, Community Services (Child Care) VET and/or Stage 1 Food and Hospitality would be an advantage.

**Precluded combinations with current SACE subjects:** None

**Other advice:** Strong levels of literacy are needed for the Investigation component of this course.

**Course Outline:**
Students explore the period of childhood from conception to eight years, and issues related to the growth, health and well-being of children.

They examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society.

**Topics included:**
- Food labelling - Area of Study 3 – Political and Legal Influences
- Technological Support - Area of Study 5 – Technological Influences
- Role of Play - Area of Study 3 – Sociocultural Influences
- Impact of computers - Area of Study 1 Contemporary and Future Issues
- Keep children safe - Area of Study 2 – Economic and Environmental Issues – Group Activity
- Childhood Nutrition - Area of Study 2 – Economic and Environmental Issues – Group Activity
- Investigation of contemporary issues, students to select the Area of Study

**Assessment:**
- 2 Practical Activities: research, practical application, evaluation report
- 2 Practical Activities: action plan, practical application, evaluation report
- 1 Group Activity: group decision-making, practical application, evaluation report
- 1 Investigation, External Assessment
- No exam

**Additional Costs:**
- Nil
Stage 2 Design and Technology CAD Product Design

Length of Course: Full Year
Credit Points and TAS Status: 20 Credits
Recommend Background: Satisfactory achievement in Stage 1 Design and Technology Computer Aided Design or any STEAM subject

The universities and TAFE SA place restrictions on the number of credits in the same study area that can count towards the ATAR. These subjects normally have a significant overlap in content. Only one of the following combinations will count towards the ATAR: 2CCA10 - 2CCA20 - 2CCB10 - 2CCB20 - 2MMA10 - 2MMA20 - 2MMB10 - 2MMB20 - 2SSA10 - 2SSA20 - 2SSB10 - 2SSB20.

Course Outline
Students identify, create, initiate, and develop products, processes, or systems. They learn to use tools, materials, and systems safely and competently to complete a product.

Students explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences. In this focus area, students use images, sounds, or other data to design and make products that communicate information.

Topics Include
Skills learning:

- Foundational Concepts - understand the foundational philosophy behind CAD / CAM
- Sketch - sketches are the base building blocks for design. New sketch, create sketch objects, edit existing sketches, and turn sketches into 3D objects
- Import - how to import CAD data and other types of files, including documents, images, and specifications
- Model - turn a sketch into a parametric 3D model
- Assemble - two approaches to assembly modelling: traditional distributed design and top-down (multi-body). Emphasis is on assembly joints.
- Manage - managing and sharing CAD files, version management, and workgroup access
- Drawings - 2D drawings, renderings, and animations
- Collaborate - product development typically requires multiple people to take a product to market.
- Simulate - testing for a product’s performance and strength. Set up a simulation, apply mesh, and analyze the results
- CAM – fabrication of designs: set up toolpaths and generate machine code to cut, turn, and mill designs
- Sculpt - freeform modelling driven by T-Splines. Use of push pull gestures to form a body to a complex freeform shape.
- Patch - use surfaces in the product design process

Assessment
For a 20-credit subject, students should provide evidence of their learning through seven or eight assessments, including the external assessment component. Students undertake:

- three or four skills and applications tasks
- two products
- two assessments for the folio.

School Assessment (70%)

- Assessment Type 1: Skills and Applications Tasks (20%)
- Assessment Type 2: Product (50%)
- External Assessment (30%)
- Assessment Type 3: Folio (30%)

Additional Costs:

- Nil
Stage 2 Digital Technologies

Credit Points: 20
Length of course: Full Year
Recommended Background: Satisfactory completion of a Stage 1 Digital Technologies - Programming and Data Analytics and/or Stage 1 Digital Technologies - Advanced Programming and Exploring Innovations

Course Outline:
Students create practical, innovative solutions to problems of interest. By extracting, interpreting, and modelling real-world data sets, students identify trends to examine sustainable solutions to problems in, for example, business, industry, the environment, and the community. They investigate how potential solutions are influenced by current and projected social, economic, environmental, scientific, and ethical considerations, including relevance, originality, appropriateness, and sustainability.

Innovation in Digital Technologies involves students creating new ways of doing things, generating their own ideas and creating digital solutions problems of interest. They design solutions that may take the form of a product, prototype, and/or proof of concept, and are encouraged to experiment and learn from what does not work as planned, as well as from what does. Innovation may also include students designing solutions that improve existing processes or products.

Students use computational thinking skills and strategies to identify, deconstruct, and solve problems that are of interest to them. They analyse and evaluate data, test hypotheses, make decisions based on evidence, and create solutions. Through the study of Digital Technologies, students are encouraged to take ownership of problems and design, code, validate, and evaluate their solutions. In doing so, they develop and extend their understanding of designing and programming, including basic constructs involved in coding, array processing, and modularisation.

Students develop and apply their skills in computational thinking and in program design. Students engage in iterative project development, where a product or prototype is designed and tested and/or implemented in stages. They follow agile practices and/or iterative engineering design processes. Learning environments in Digital Technologies may include physical, online, and/or simulated spaces.

Digital Technologies promotes learning through initiative, collaboration, creativity, and communication, using project- and inquiry-based approaches.

Topics Include:
Stage 2 Digital Technologies is a 20-credit subject that consists of the following focus areas. Students study all four focus areas.

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

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

School assessment (70%)
- Assessment Type 1: Project Skills (50%)
- Assessment Type 2: Collaborative Project (20%)

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

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

- four project skills tasks
- one collaborative project
- one individual digital solution.

It is anticipated that from 2019 all school assessments will be submitted electronically.

Additional Costs:

- Costs for excursions and workshops, including fees and transport.
Stage 2 Food and Hospitality

Length of course: Full year
Credit points and TAS Status: 20 Credit TAS
Recommended Background: Satisfactory completion of Stage 1 Food and Hospitality would be an advantage.

Precluded combinations with current MHS SACE subjects:
None

Other advice
Strong levels of literacy are needed for the Investigation component of this course.

Course Outline:
Students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality.

Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

Topics Included:
- Café Breakfast, Food Safety Matters - Area of Study 3 – Political and Legal Influences
- Restaurant dining - Area of Study 5 – Technological Influences
- Food Trucks Group Activity - Area of Study 4 – Sociocultural Influences
- Shared Plate Dining in SA - Area of Study 2 – Economic and Environmental Issues
- Group Activity - Area of Study 1 – Contemporary and Future Issues
- Dessert Bar Trends - Area of Study 1 – Contemporary and Future Issues
- Investigation of contemporary issues, students to select the Area of Study

Assessment:
- 2 Practical Activities: research, practical application, evaluation report
- 2 Practical Activities: action plan, practical application, evaluation report
- 2 Group Activity: group decision-making, practical application, evaluation report
- 1 Investigation, External Assessment
- No exam

Additional Costs:
- Nil
Stage 2 Information Processing and Publishing

Length of course: Full year
Credit points and TAS: 20 Credit TAS
Recommended Background: Successful completion of Stage 1 Information Processing and Publishing.

Precluded combinations with current MHS SACE subjects:
None

Course Outline:
Students apply practical skills and design principles to provide creative solutions to text-based communication tasks. They create both hard copy and electronic text-based publications, and evaluate the development process.

Students use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

Topics Included:
Students use a range of computer technologies to develop and apply practical skills in providing creative solutions to communication tasks. The knowledge and skills that are gained can be applied to all learning. Students will also gain an appreciation of the social and ethical issues in information processing and publishing through an investigation of issues.

The course will consist of two units of study - Desktop Publishing and Electronic Publishing.

Assessment:

- School Based Assessment 70%
  - Practical Skills 40%
  - Issue Analysis 30%
- External Assessment 30%
  - Product and Documentation Task.

Additional Costs:

- Nil
Stage 2 Material Products – Furniture Design

Credit points and TAS status: 20 Credit TAS
Length of course: Full year
Recommended Background: Satisfactory completion of Stage 1 Material Products Wood.

The universities and TAFE SA place restrictions on the number of credits in the same study area that can count towards the ATAR. These subjects normally have a significant overlap in content. Only one of the following combinations will count towards the ATAR: 2CCA10 - 2CCA20 - 2CCB10 - 2CCB20 - 2MMA10 - 2MMA20 - 2MMB10 - 2MMB20 - 2SSA10 - 2SSA20 - 2SSB10 - 2SSB20.

Course Outline:
Students develop the ability to initiate, create and develop products or systems in response to a design brief. They learn to use tools, materials and systems safely and competently to complete a product.

Students analyse the impacts of technology, including consequences for individuals, society and the environment. They use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials.

Topics Include:
Students will further develop and extend their technological skills. Students will be involved in the study of furniture technology. The course structure and assessment will explore the design and manufacture of furniture and a study of associated theory and systems as well as the impact of technological practices on the environment. Students use the design process to create an individual folio of work that documents their research and records their product ideas and development. The course is based on individual interests and it is expected all students design a comprehensive product and apply their knowledge and skills in a practical environment.

Assessment:

- Skills and Application Tasks 20%
- Design Folio (external) 30%
- Product 50%

Additional Costs:

- Large complex pieces or expensive materials may incur a cost and will be negotiated with parents. Costs for excursions and workshops, including fees and transport.
Stage 2 System and Control Products - Electronics

Credit points and TAS status: 20 Credit TAS
Length of course: Full year
Recommended Background: Satisfactory completion of SACE Stage 1 Electronics.

The universities and TAFE SA place restrictions on the number of credits in the same study area that can count towards the ATAR. These subjects normally have a significant overlap in content. Only one of the following combinations will count towards the ATAR: 2CCA10 - 2CCA20 - 2CCB10 - 2CCB20 - 2MMA10 - 2MMA20 - 2MMB10 - 2MMB20 - 2SSA10 - 2SSA20 - 2SSB10 - 2SSB20.

Course Outline:
Students develop the ability to initiate, create and develop products in response to a design brief. They learn to use tools, materials and systems safely and competently to complete a product.

Students analyse the impacts of technology, including consequences for individuals, society and the environment. They use electrical, electronic, mechanical, pneumatic, and hydraulic devices, and interface components including programmable control devices.

Topics Included:
This course is designed to allow students to develop practical skills and knowledge in the field of analogue and digital electronics. Students will be involved in the study of electrical systems and associated theory and will learn to apply this in the design and construction of a practical project. Students will be required to produce a design folio that documents their research and this will include sketches, circuit diagrams, breadboard prototyping, case design, front panel design and circuit board design. Construction of a product will involve printed circuit board manufacture, soldering and mounting in a chassis. The digital component of the course will focus on using integrated circuits to design and solve problems using binary logic. Students will learn to take measurements in circuits using test equipment such as an oscilloscope, logic probe or multimeter.

Assessment:
- Product 50%
- Design Folio 30%
- Skills and Applications Task 20%

Additional Costs:
- Large complex pieces or expensive materials may incur a cost and will be negotiated with parents. Costs for excursions and workshops, including fees and transport.
The study of English and English as an Additional Language or Dialect (EALD) is central to the learning and development of all young people living in Australia. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light it is clear that the Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia’s future.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The Australian Curriculum: English contributes both to nation-building and to internationalisation.

English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. The Australian Curriculum: English values, respects and explores this contribution. It also emphasises Australia’s links to Asia.

At the SACE level students can choose English subjects or English as an Additional Language (EAL) subjects. To be eligible to enrol in an EAL subject, he or she must be a student for whom English is an additional language or a dialect (EALD), and who has had a total of:

- no more than 5 years of full-time schooling where the medium of instruction was English or
- more than 5 years of full-time schooling where the medium of instruction was English, and whose knowledge of English is restricted or the student is resident and studying in an overseas country.
For further information please read the SACE Eligibility for Enrolment Guidelines - English as an Additional Language Subjects.

To meet SACE requirements students must successfully complete, to at least C level, two units (20 Credits) of English or EAL or a combination of these.
Stage 2 English as an Additional Language

Length of course: Full year
Credit points and TAS Status: 20 Credit TAS

Recommended Background: Satisfactory Achievement in Stage 1 English as an Additional Language A (S1) and Stage 1 English as an Additional Language B (S2).

Precluded combinations with current MHS SACE subjects:
English Literary Studies, Essential English and English

Other Advice:
Students must be from a non-English speaking background. This includes immigrants (recently arrived or long-term residents) and students born in Australia. For more information on eligibility, please refer to the Eligibility for Enrolment Guidelines.

Course Outline:
Stage 2 English as an Additional Language will be taught for the first time in 2017. English as an Additional Language is designed for students for whom English is a second language or an additional language or dialect. These students have had different experiences in English and one or more other languages. Students who study this subject come from diverse personal, educational, and cultural backgrounds.

Students who complete this subject with a C– grade or better will meet the literacy requirement of the SACE.

Topics Covered:
Students will read, view, write, listen to and talk about a variety of texts and issues. Students will acquire a range of strategies that will enable them to become independent learners with the ability to find and evaluate information from spoken, printed and electronic sources and to appraise their own work critically. Students will be given the opportunity to use information and communication technologies to facilitate and enhance the presentation of their work.

Assessment:

School Assessment (70%)
• Assessment Type 1: Academic Literacy Study (30%)
• Assessment Type 2: Responses to Texts (40%)

External Assessment (30%)
• Assessment Type 3: Examination (30%).

Students provide evidence of their learning through seven assessments, including the external assessment component. Students complete:
• two tasks for the academic literacy study (one oral and one written)
• four tasks for the responses to texts (at least one oral and two written)
• one examination.

Additional Costs:

• Nil
Stage 2 English Literary Studies

Length of course: Full year  
Credit points and TAS Status: 20 Credit TAS

Recommended Background: Satisfactory completion of Stage 1 English A (Semester 1) and Stage 1 English S - Pre English Literary Studies (Semester 2)

Precluded combinations with current MHS SACE subjects:  
English, English as an Additional Language or Essential English

Other Advice:  
To succeed in this course, students need to be keen readers with strong analytical and literacy skills.

Course Outline:

English Literary Studies is a 20-credit subject at Stage 2. Stage 2 English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts. English Literary Studies focuses on ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences, and contexts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions. Students who complete this subject with a C– grade or better will meet the literacy requirement of the SACE.

Topics Covered:

English Literary Studies involves the study of literature and language. In general students will read, discuss and write about a range of novels, plays, films and poems. Students will regularly engage in close critical reading exercises. The course includes both centrally moderated and externally marked components, including an externally set and marked 90 minute examination. In particular students will do:

Shared Study of:

- three texts
  - one extended prose text
  - one film text
  - one drama text
- poetry
- a range of short texts.

The shared studies include the work of at least one Australian author. (The author may be a poet, playwright, prose writer, or film director).

Comparative Text Study  
This study involves the comparative study of two texts: one from the shared studies and the other independently chosen by the student.

Assessment:  
School Assessment (70%)

Assessment Type 1: Responding to Texts (50%)

Assessment Type 2: Creating Texts (20%)
External Assessment (30%)

Assessment Type 3: Text Study:

– Part A: Comparative Text Study (15%)
– Part B: Critical Reading - Examination (15%) Online from 2018

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

• up to five responses to texts
• two created texts
• two tasks for the text study (one comparative text study and one critical reading).

Additional Costs:

• Nil
**Stage 2 English**

**Length of course:** Full year  
**Credit points and TAS Status:** 20 Credit TAS

**Recommended Background:** Satisfactory completion of Stage 1 English A (Semester 1) and Stage 1 English S - Pre English Literary Studies (Semester 2) or Stage 1 English D (Semester 2)

**Precluded combinations with current MHS SACE subjects:**  
English Literary Studies, Essential English and English as an Additional Language

**Other Advice:**  
To succeed at this course, students need strong literacy skills and must be prepared to complete drafts of written work.

**Course Outline:**  
Stage 2 English will be taught for the first time in 2017.

In English students analyse the interrelationship of author, text, and audience, with an emphasis on how language, stylistic features and conventions 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. They 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 who complete this subject with a C– grade or better will meet the literacy requirement of the SACE.

**Topics Covered:**  
English is concerned primarily with the relationship between audience, form and purpose in a range of communication modes and contexts. It includes some close reading of literature. The course includes both centrally moderated and externally marked components. Students will provide evidence of their learning through eight assessments, including the external assessment component. Students complete:

- three responses to texts
- four created texts (one of which is a writer’s statement)
- one comparative analysis.

**Assessment:** Electronic submission from 2018

**School Assessment (70%)**

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

**External Assessment (30%)**

- Assessment Type 3: Comparative Analysis (30%).

**Additional Costs:**

- Nil
**Stage 2 Essential English (for EAL learners)**

**Length of course:** Full year  
**Credit points and TAS Status:** 20 Credit TAS  

**Recommended Background:** Satisfactory Achievement in Stage 1 English as an Additional Language A (S1) and Stage 1 English as an Additional Language B (S2) or Stage 1 Essential English (S1) (EAL and Pathways) and Stage 1 Essential English (S2) (EAL and Pathways)

**Precluded combinations with current MHS SACE subjects:**  
English Literary Studies, English and English as an Additional Language

**Other Advice:**  
Students must be from a non-English speaking background. This includes immigrants (recently arrived or long-term residents) and students born in Australia.

**Course Outline:**  
Stage 2 Essential English (EAL learners) will be taught for the first time in 2017.  
In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.  
Students who complete this subject with a C- grade or better will meet the literacy requirement of the SACE.  
Students develop and use a range of language strategies to convey ideas and opinions that are appropriate for a variety of purposes and contexts. They exchange opinions and convey information and experiences in written and spoken forms. Student learning is supported through explicit modelling and construction of texts.  
Students develop their confidence and competence as users of English, developing skills as critical viewers, listeners, speakers, readers, and writers.

**Topics Covered:**  
In Stage 2 Essential English, students build on their existing linguistic skills as they develop English language competence in a range of increasingly formal contexts. Students will develop their skills as critical viewers, listeners, speakers, readers and writers. They will develop skills in learning how to learn and be encouraged to reflect on the ways in which cultural meanings are expressed in texts.

**Assessment:**  

**School Assessment (70%)**  
- Assessment Type 1: Responding to Texts (30%)  
- Assessment Type 2: Creating Texts (40%)

**External Assessment (30%)**  
- Assessment Type 3: Language Study (30%)

Students provide evidence of their learning through seven assessments, including the external assessment component. Students complete:  
- three assessments for responding to texts  
- three assessments for creating texts  
- one language study.

**Additional Costs:**  
- Nil
**Stage 2 Essential English (Pathways)**

SACE Stage: 2  
**Length of course:** Full year  
**Credit points and TAS Status:** 20 credits  
**Recommend Background:** Satisfactory achievement of [Stage 1 Essential English (S1) (Pathways)](#) and [Stage 1 Essential English (S2) (Pathways)](#)  
or [Stage 1 English A (S1)](#)

**Other Advice:** This is for students who successfully completed Stage 1 Essential English or English but who are not likely to achieve success in Stage 2 English.

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

Students who complete this subject with a C– grade or better will meet the literacy requirement of the SACE.

**Topics Included:**  
- Responding to Texts  
- Creating Texts  
- Language Study

**Assessment:**  
- Responding to Texts - 3 tasks (30%)  
- Creating Texts - 3 tasks (40%)  
- **External Assessment** - Language Study ( 30% )

**Additional Costs:**  
- Nil
Learning through Humanities and Social Sciences involves learners in developing knowledge, skills and values that enables them to participate, in a range of ways, as ethical, active and informed citizens in a democratic society within a global community.
Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years.

Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

The concept of place develops students’ curiosity and wonder about the diversity of the world’s places, peoples, cultures and environments. Students examine why places have particular environmental and human characteristics, explore the similarities and differences between them, investigate their meanings and significance to people and examine how they are managed and changed.

Students use the concept of space to investigate the effects of location and distance on the characteristics of places, the significance of spatial distributions, and the organisation and management of space at different scales. Through the concept of environment students learn about the role of the environment in supporting the physical and emotional aspects of human life, the important interrelationships between people and environments, and the range of views about these interrelationships.

Students use the concept of interconnection to understand how the causal relationships between places, people and environments produce constant changes to their characteristics. Through the concept of sustainability students explore how the environmental functions that support their life and wellbeing can be sustained. The concept of scale helps them explore problems and look for explanations at different levels, for example, local or regional. The concept of change helps them to explain the present and forecast possible futures.

Geography uses an inquiry approach to assist students to make meaning of their world. It teaches them to respond to questions in a geographically distinctive way, plan an inquiry; collect, evaluate, analyse and interpret information; and suggest responses to what they have learned. They conduct fieldwork, map and interpret data and spatial distributions, and use spatial technologies. Students develop a wide range of general skills and capabilities, including information and communication technology skills, an appreciation of different perspectives, an understanding of ethical research principles, a capacity for teamwork and an ability to think critically and creatively. These skills can be applied in everyday life and at work.
History

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

The curriculum generally takes a world history approach within which the history of Australia is taught. It does this in order to equip students for the world (local, regional and global) in which they live. An understanding of world history enhances students' appreciation of Australian history. It enables them to develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander peoples, their identity and the continuing value of their culture. It also helps students to appreciate Australia's distinctive path of social, economic and political development, its position in the Asia-Pacific region, and its global interrelationships. This knowledge and understanding is essential for informed and active participation in Australia's diverse society.
Stage 2 Modern History

**Length of course:** Full Year  
**Credit points and TAS Status:** 20 Credit TAS

**Recommended Background:** Satisfactory completion of Stage 1 Modern History A or Stage 1 Modern History B and A/B grade in Stage 1 English.

This subject is Language rich and students must be prepared for a substantial written component.

**Precluded combinations with current MHS SACE subjects:**  
None

**Course Outline:**

Students investigate the growth of modern nations at a time of rapid global change. They engage in a study of one nation, and of interactions between or among nations.

In their study of one nation, students investigate the social, political, and economic changes that shaped the development of that nation. They develop insights into the characteristics of a modern nation, and the crises and challenges that have confronted it. Students also consider the ways in which the nation has dealt with internal divisions and external challenges, and the paths that it has taken.

Students explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945, and consider their impact on the contemporary world.

Students investigate the political and economic interactions of nations and the impact of these interactions on national, regional, and/or international development. They consider how some nations, including some emerging nations, have sought to impose their influence and power, and how others have sought to forge their own destiny.

Through their studies, students build their skills in historical method through inquiry, by examining and evaluating the nature of sources. This includes who wrote or recorded them, whose history they tell, whose stories are not included and why, and how technology is creating new ways in which histories can be conveyed. Students explore different interpretations, draw conclusions, and develop reasoned historical arguments

**Topics Included:**

- Modern Nations – Germany (1918-48)  
- The World Since 1945 - The changing world order (1945–  )  
- Individual essay

**Assessment:**

- School based assessment – course work 50% - essays, source analysis, presentations and multi modal activities, empathy tasks  
- Individual essay- 20% - negotiate an historically based question and complete a 2000 word essay  
- External Exam 2 hour 30%

**Additional Costs:**

Cost for excursions that include entry fees and transport
**Stage 2 Philosophy**

**Length of Course:** full year  
**Credit Points and TAS Status:** 20 Credit TAS

**Course Outline**
This subject involves the rational investigation of questions about existence, knowledge and ethics, to which there are no simple answers. Investigation of these problems through the study of Philosophy requires skills of critical reasoning, developed through an understanding of reasoning and the foundations of argument analysis.

Philosophy promotes respect for intellectual integrity as a human value and develops students' skills to engage in philosophical argument.

Students build their capacity to be creative and independent critical thinkers who can articulate and justify philosophical positions and argue reasoned action.

**Topics Included:**
Philosophical Enquiry Skills, Ethics (Moral Understanding, Happiness as the goal of Life, Rights and Responsibilities, Equality and Difference), Epistemology (Ways of Knowing, Perception, Scepticism, Relativism), Metaphysics (Freedom and Determinism, Reason and the Existence of God, Existentialism and Humanism, Bodies, Minds and Persons), Argument and Critical Thinking (Types of Reasoning, the General Structure of Arguments, the Difference between Good and Bad Arguments, Valid and Sound Arguments, Inductive and Deductive Arguments).

**Assessment:**
School Assessment (70%)
- Assessment Type 1: Argument Analysis (25%)
- Assessment Type 2: Issues Analysis (45%)

External Assessment (30%)
- Assessment Type 3: Issues Study (30%).

Students provide evidence of their learning through six assessments, including the external assessment component. Students undertake:
- two argument analysis assessments
- three issues analysis assessments (one for each key area)
- one issues study.

**Additional Costs:**
Cost for excursions that include entry fees and transport
Stage 2 Research Project

Length of course: Semester
Credit points and TAS Status: 10 Credit TAS

Other Advice:
The Research Project is a compulsory subject of the SACE and students must complete the 10-credit subject with a C grade or better.

Course Outline:
In the Research Project, students have the opportunity to study an area of interest in depth.

They use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

Topics Included:
Students have the choice of two options for the Research Project, Research Project A or Research Project B. Students at Marryatville generally undertake Research Project B, as it is more suited to students wanting to undertake a tertiary pathway. These options vary only in how the students present the external assessment.

Assessment:
- School based assessment – Folio 30% and 2000 word Research Outcome 40%
- External assessment – Evaluation 30%

Additional Costs:
- Nil
Stage 2 Society and Culture

**Length of course:** Full Year  
**Credit points and TAS status:** 20 Credit TAS

**Recommended Background:** Satisfactory completion of Stage 1 English

**Precluded combinations with current MHS SACE subjects:** None

**Other Advice:**  
Students considering taking up this subject should keep in mind that the subject is based upon the inquiry approach to learning and students need good time management skills.

**Course Outline:**  
Students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups.

Through their study of Society and Culture, students develop the ability to influence their own futures, by developing skills, values and understandings that enable effective participation in contemporary society.

**Topics Included:**  
Students will develop an understanding of the cultures and beliefs of diverse societies, social structures and systems and consider their role at different levels of society. Students will cover the following topics: Culture; Contemporary Challenges and Global Issues.

**Assessment:**

- School Based Assessment - Folio 50% and Interaction 20%
- External Assessment – Investigation 30%

**Additional Costs:**  
Cost for excursions that include entry fees and transport
International

International Programs

As a leader in International Study Programs, Marryatville High School offers an extensive international program for international fee paying students.

These students can participate in a range of study programs which include:

Intensive Secondary English Courses (ISEC) Program

The ISEC Program consists of intensive English classes designed to improve the students’ English communication and formal language skills when they first arrive in Australia.

High School Graduate Program

This program is for students who wish to complete the SACE (South Australian Certificate of Education) and enter university or other tertiary institutions e.g. TAFE (Technical and Further Education).

The High School Graduate Program provides international students with the opportunity to live and study alongside Australian students. Marryatville High School offers a variety of programs to cater for the individual academic needs of each student.

Students can make a choice of subjects at senior high school level that will complement their own interests and ambitions for tertiary study. Students are assisted in deciding on the most appropriate tertiary course for them.

High School Study Abroad Programs

The Study Abroad Program provides international students with an exciting opportunity to experience the Australian way of life whilst studying alongside Australian students. Study Abroad Programs are available for one, two, three or four terms at all year levels.

French, Chinese and Japanese can be studied at Marryatville High School while other languages can be studied off campus at the South Australian School of Languages.

Marryatville High School has a widely acclaimed music and tennis program and entry into these programs is considered on an individual basis. Entry is on merit selection based on set criteria.

At Marryatville High School, International Students are supported by an International Coordinator and support teachers who are dedicated to ensuring that international students are successful learners who will reach their potential and feel comfortable in our safe school environment.

School Counsellors, a student life program responsive to cultural needs, as well as orientation programs, ensure that students make a successful transition into our school community and have a good understanding of the teaching and learning methodology used to ensure they are successful in their studies. International students are individually supported, at each year level, with their subject choices.


**Intensive Secondary English Course (ISEC)**

The ISEC program consists of intensive English classes designed to improve students’ English communication skills when they first arrive to study in South Australia. The program supports students in developing their learning and creative capacities.

This course enables students to:

- Develop both oral and written communication skills
- Increase their knowledge of Australian culture
- Acquire subject specific language
- Receive content support
- Develop study skills
- Learn skills for living and studying in Australia.

Courses are available for ten, twenty, thirty and forty weeks, depending on the time of year of enrolment and the English language proficiency, reading and writing skills of each student.

All teachers are subject specialists and are highly experienced in teaching International students.

Contact Person: Ms. S Goldfain

The subjects taught in the ISEC program are as follows.

**AUSTRALIAN STUDIES**

*Length of Course: Semester*

*Course Outline:*

Participation in this course improves student understanding of Australian lifestyles and Australian schooling practices. Students develop skills in the following areas: research, note taking, paraphrasing information, paragraphing, essay writing, report writing, small group work and in developing oral presentations.

**ENGLISH AS AN ALTERNATIVE LANGUAGE OR DIALECT**

*Length of Course: Semester*

*Course Outline:*

English as an Alternative Language or Dialect will provide opportunities for students to develop their skills in listening, viewing, speaking, writing and using technology. Students will read view and listen to a range of texts and discuss topics of interest. They will communicate both orally and in writing for a variety of purposes, audiences and situations. Students will develop skills in organising ideas logically in both written and oral language tasks.

**HEALTH AND PHYSICAL EDUCATION**

*Length of Course: Semester*

*Course Outline:*

Health and Physical Education aims to develop, in students, a positive approach to ongoing participation in regular physical activity. Students will participate in a number of sporting activities to enhance co-operation and collaboration skills. They will complete a research task and be involved in problem solving activities.
INTEGRATED STUDIES
Length of Course: Semester
Course Outline:
Students investigate information and ideas from a variety of sources, working both individually and collaboratively. Using technology, they develop skills in communicating ideas and opinions which assists in building relationships with others and the world around them.
Students will develop:

- language skills and strategies to learn independently and collaboratively
- critical and creative skills to meet the demands of current and future studies
- the ability to participate confidently and effectively in Australia’s diverse cultures

MATHEMATICS
Length of Course: Semester
Course Outline:
The Mathematics Program has been specifically designed to meet the needs of ISEC students at Marryatville High School. It will assist them in developing the language specific to mathematics as well as provide them with the appropriate mathematical background necessary for their eventual transition into mainstream. Topics are studied through carefully designed, graded worksheets to meet each student’s specific needs.

PERSONAL LEARNING PLAN
Length of Course: Semester
Course Outline:
This course will support students in planning their personal and learning goals for the future. It will assist them in making informed decisions about their personal development, future study pathways and career options. Developing goals for the future will engage students in activities such as:

- selecting subjects, courses, and other learning relevant to pathways through and beyond school
- investigating possible career choices
- exploring personal and learning goals
- communicating and interacting with others to explore and present ideas and plans for current and future learning goals

SCIENCE
Length of Course: Semester
Course Outline:
This course develops students’ scientific skills and knowledge as well as English vocabulary and expression within the Science context. Students will learn how to write scientific reports as well as complete practical experiments within well-equipped laboratories. The Science course will include topics from Physics, Chemistry and Biology.
Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of humanity, to reflect on their understanding of human experience in all aspects of social life, and on their own participation and ways of being in the world.

Learning languages broadens students’ horizons to include the personal, social, and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries means people in all spheres of life have to be able to negotiate experiences and meanings across languages and cultures. It has also brought the realisation that, despite its status as a world language, a capability only in English is not sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

- extends the capability to communicate and extends literacy repertoires
- strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural understanding
- develops understanding of, and respect for, diversity and difference, and an openness to different perspectives and experiences
- develops understanding of how culture shapes world view and extends the learner’s understanding of themselves, their own heritage, values, culture, and identity
- strengthens intellectual and analytical capabilities and enhances creative and critical thinking

Learning languages also contributes to strengthening the community’s social, economic, and international development capabilities. Language capability contributes to the development of rich linguistic and cultural resources through which the community can engage socially, culturally, and economically in all domains. These include business, trade, science, law, education, tourism, diplomacy, international relations, health, and languages.
Stage 2 Chinese - Background Speakers

Length of course: Full year
Credit points and TAS Status: 20 Credit TAS

Recommended Background: For students who have a background in the Chinese language and more than 1 year’s education in a country where Chinese is spoken

Precluded combinations with current SACE subjects:
None

Course Outline:
The background speakers level languages are designed for students who have a background in the language and who have had more than 1 year’s education in a country where the language is spoken.

Students develop intercultural communication skills through examining relationships between language, culture, and identity and reflecting on the ways in which culture is created, expressed, and communicated through language. Students clarify, extend, and develop their ideas and opinions on the prescribed themes and contemporary issues, and develop their capability to communicate, interact, and negotiate meanings within and across languages and cultures.

Topics Covered:
There are four prescribed themes: China and the World, Modernisation and Social Change; The Overseas Chinese Speaking Communities; Language in Use in Contemporary China.

The study of themes, presented through a range of texts, will enable students to reflect on, and respond to, aspects of the Language and Culture of Chinese-speaking communities. Students will develop skills in exchanging, analysing and evaluating information, opinions, and ideas.

Assessment:

- School Assessment 70%
  - Five summative tasks (a mix of oral, written and text analysis)
  - In-Depth Study (Oral Presentation, Response in Chinese, Reflection in English)
- External Assessment 30%
  - Oral (Conversation and Discussion),
  - Written (Listening and Responding, Reading and Responding, Writing in Chinese)

Additional Costs:

- Nil
Stage 2 Chinese - Continuers

Length of course: Full year
Credit points TAS Status: 20 Credit TAS

Recommended Background: Satisfactory completion of Stage 1 Chinese

Precluded combinations with current SACE subjects:
None

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

Students interact with others to share information, ideas, opinions and experiences.

They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Please note eligibility guidelines apply to this subject.

Topics Covered:
This subject further develops competence in the use of Modern Standard Chinese (Mandarin) for a range of purposes, and extends understanding of Chinese life and culture. To achieve these purposes students integrate the study of the function and structure of the Chinese language with the exploration of social and cultural topics.

Assessment:

- School Based Assessment 70%
  - Five summative tasks (a mix of oral, written and text analysis)
  - In-Depth Study (Oral Presentation, Response in Chinese, Reflection in English)
- External Assessment 30%
  - Oral (Conversation and Discussion),
  - Written (Listening and Responding, Reading and Responding, Writing in Chinese)

Additional Costs:

- Nil
**Stage 2 French - Continuers**

**Length of course:** Full year  
**Credit points and TAS Status:** 20 Credit TAS

**Recommended Background:** Satisfactory completion of Stage 1 French. Please see the Eligibility for Enrolment Guidelines for more information.

**Precluded combinations with current MHS SACE subjects:**  
None

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

Students interact with others to share information, ideas, opinions and experiences.

They create texts in language to express information, feelings, ideas and opinions.

They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

**Topics Covered:**  
The aims of this curriculum statement are to further develop communicative skills in written and spoken French, to improve written and aural comprehension skills, and to extend awareness and understanding of the culture and way of life in French-speaking countries.

**Assessment:**

- **School Based Assessment 70%**  
  - Five summative tasks (a mix of oral, written and text analysis)  
  - In-Depth Study (Oral Presentation, Response in French, Reflection in English)

- **External Assessment 30%**  
  - Oral (Conversation and Discussion),  
  - Written (Listening and Responding, Reading and Responding, Writing in French)

**Additional Costs:**

- **Nil**
**Stage 2 Japanese - Continuers**

**Length of course:** Full year  
**Credit points and TAS Status:** 20 Credit TAS

**Recommended Background:** Satisfactory completion of [Stage 1 Japanese](#).

**Precluded combinations with current MHS SACE subjects:** None

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

Students interact with others to share information, ideas, opinions and experiences.

They create texts in language to express information, feelings, ideas and opinions.

They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Please note [eligibility guidelines](#) apply to this subject.

**Topics Covered:**  
The aims of the Curriculum Statement are to further develop communicative skills in written and spoken Japanese, to improve written and aural comprehension skills and to extend awareness and understanding of the culture and way of life in Japan. Topics covered include Travel in Japan, Traditions and Culture, Future Plans and Work.

**Assessment:**

- School Based Assessment 70%
- Five summative tasks (a mix of oral, written and text analysis)
- In-Depth Study (Oral Presentation, Response in Japanese, Reflection in English)
- External Assessment 30%
- Oral (Conversation and Discussion),
- Written (Listening and Responding, Reading and Responding, Writing in Japanese)

**Additional Costs:**

- Nil
Learning mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Mathematics has its own value and beauty and the Australian Curriculum: Mathematics aims to instil in students an appreciation of the elegance and power of mathematical reasoning. Mathematical ideas have evolved across all cultures over thousands of years, and are constantly developing. Digital technologies are facilitating this expansion of ideas and providing access to new tools for continuing mathematical exploration and invention. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

The Australian Curriculum: Mathematics ensures that the links between the various components of mathematics, as well as the relationship between mathematics and other disciplines, are made clear. Mathematics is composed of multiple but interrelated and interdependent concepts and systems which students apply beyond the mathematics classroom. In science, for example, understanding sources of error and their impact on the confidence of conclusions is vital, as is the use of mathematical models in other disciplines. In geography, interpretation of data underpins the study of human populations and their physical environments; in history, students need to be able to imagine timelines and time frames to reconcile related events; and in English, deriving quantitative and spatial information is an important aspect of making meaning of texts.

The curriculum anticipates that schools will ensure all students benefit from access to the power of mathematical reasoning and learn to apply their mathematical understanding creatively and efficiently. The mathematics curriculum provides students with a carefully paced, in-depth study of critical skills and concepts. It encourages teachers to help students become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences.

If students study Stage 1 Mathematics A then this must be studied along with Stage 1 Mathematics B and one of either Stage 1 Mathematics C or Stage 1 Mathematics D, giving a total of three units (30 Credits) of Mathematics. Taking all four units is not allowed.
Stage 2 Essential Mathematics

Length of course: Full year
Credit points and TAS Status: 20 Credit TAS
Recommended Background: B grade or better in Essential Mathematics A and Essential Mathematics B or passing grade or better in Stage 1 General Mathematics A and Stage 1 General Mathematics B

Precluded combinations with current MHS SACE subjects:
General Mathematics and Specialist Mathematics

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

Completion of 20 credits of Stage 2 Essential Mathematics with a C- grade or better, will meet the numeracy requirement of the SACE.

Topics Covered:
The topics studied in Essential Mathematics are: Scales, Plans, and Models; Measurement; Business Applications; Statistics; Investments and Loans. Scales, Plans and Models, or Business Applications may be replaced by an open topic as determined by the subject teacher.

Assessment:

- Four Skills and assessment tasks (30%)
- Three Folio Tasks (40%)
- External Examination (30%)

Additional Costs:

- Nil
Stage 2 General Mathematics

Length of course: Full year
Credit points and TAS status: 20 Credit TAS
Required background: Passing grade or better in Stage 1 Mathematics A, Stage 1 Mathematics B and Stage 1 Mathematics C or B grade or better in Stage 1 General Mathematics A and Stage 1 General Mathematics B

Precluded combinations with current MHS SACE subjects:
Essential Mathematics, Mathematical Methods and Specialist Mathematics

Course Outline:
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 concepts in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

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

Completion of 20 credits of Stage 2 General Mathematics with a C- grade or better, will meet the numeracy requirement of the SACE.

Topics Covered:
The topics studied in General Mathematics are: Modelling with Linear Relationships; Modelling with Matrices; Statistical Models; Financial Models; and Discrete Models

Assessment:

- Five Skills and assessment tasks (40%)
- Two Mathematical Investigations (30%)
- External Examination (30%)

Additional Costs:

- Nil
**Stage 2 Mathematical Methods**

**Length of course:** Full year  
**Credit points and TAS status:** 20 Credit TAS  
**Recommended Background:** B Grade or better in [Stage 1 Mathematics A](#), [Stage 1 Mathematics B](#) and [Stage 1 Mathematics C](#)  
**Precluded combinations with current MHS SACE subjects:** Essential Mathematics and General Mathematics

**Course Outline:**  
Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change.  

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

Students who complete this subject with a C– or better will meet the numeracy requirement of the SACE.

**Topics Covered:**  
The topics studied in Mathematical Methods are: Further Differentiation and Applications; Discrete Random Variables; Integral Calculus; Logarithmic Functions; Continuous Random Variables and the Normal Distribution; and Sampling and Confidence Intervals.

**Assessment:**  
- Six Skills and assessment tasks (50%)  
- Mathematical Investigation (20%)  
- External Examination (30%)

**Additional Costs:**  
- Nil
Stage 2 Specialist Mathematics

Length of course: Full year
Credit points and TAS Status: 20 Credit TAS

Recommended Background: High B grades or better in Stage 1 Mathematics A and Stage 1 Mathematics B and Stage 1 Mathematics C and Stage 1 Mathematics D.

Precluded combinations with current MHS SACE subjects:

Essential Mathematics and General Mathematics

Other Advice:
This subject must be taken in conjunction with Stage 2 Mathematical Methods.

Course Outline:
Specialist Mathematics draws on and deepens students’ mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus.

The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods. Students who complete this subject with a C– or better will meet the numeracy requirement of the SACE.

Topics Covered:
The topics studied in Specialist Mathematics are: Mathematical Induction; Complex Numbers; Functions and Sketching Graphs; Vectors in Three Dimensions; Integration Techniques and Applications; and Rates of Change and Differential Equations.

Assessment:

- Six Skills and assessment tasks (50%)
- Mathematical Investigation (20%)
- External Examination (30%)

Additional Costs:

- Nil
This rationale complements and extends the rationale for The Arts learning area.

Music is uniquely an aural art form. The essential nature of music is abstract. Music encompasses existing sounds that are selected and shaped, new sounds created by composers and performers, and the placement of sounds in time and space. Composers, performers and listeners perceive and define these sounds as music.

Music exists distinctively in every culture and is a basic expression of human experience. Students’ active participation in music fosters understanding of other times, places, cultures and contexts. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding which can be gained in no other way. Learning in Music is aurally based and can be understood without any recourse to notation. Learning to read and write music in traditional and graphic forms enables students to access a wide range of music as independent learners.

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.

As independent learners, students integrate listening, performing and composing activities. These activities, developed sequentially, enhance their capacity to perceive and understand music. As students’ progress through studying Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way students develop an aesthetic appreciation and enjoyment of music.
Special Interest Music

The Special Interest Music Program offers a broad music education, performance opportunities, as well as an intensive study of music. It has an enviable reputation as a centre for outstanding music education, a tradition of excellence and achievement in all endeavours, and a program that is vibrant, innovative and highly regarded nationally and internationally.

Underlying principles of Special Interest Music Centres in Public Schools.

- To cater for students who demonstrate the strongest motivation and greatest aptitude for development in music.
- To develop self-confidence and achievement of personal excellence in music, enabling confident participation in music within the school and the wider community.
- Successful applicants will pursue their music studies until the completion of Stage 2.

Special Music Entry (Special Interest Music)

Entry to this course is through application and successful completion of a practical musicianship test, audition and interview. Although usual entry is for Year 7s enrolling into Year 8, entry to higher year levels is possible but with musical and academic prerequisites. Special students are passionate and committed to a musical education. SIMC Candidate selection criteria and application forms and the information brochure outline the process for enrolment and entry into this course.

Special Interest Music students receive a scholarship to support private instrumental/vocal tuition and travel grants are available for students meeting specific criteria.

Special Music Curriculum (Years 8 to 10)

In Years 8 to 10, areas of study for Special Music students include Theory, Aural, Composition and Arrangement, Concert Practice, Solo and Ensemble Performance, Choir, Score Reading and Listening, History, Analysis, Early Music, Music Pathways and Music Technology.

Special Music Curriculum (Senior Music)

The Senior Music Program offers students a broad and comprehensive musical education. Four music subjects are offered as part of Stage 1 and all eight music options are offered in Stage 2 of the SACE. The school provides pathways to music studies at tertiary level.

Orchestral Program

Marryatville High School has four orchestras: School Orchestra, Studio Orchestra, Chamber Orchestra and the Junior Orchestra. The School Orchestra has travelled to Japan and Europe, as well as many regional and national tours.

Concert Band

Marryatville High School has a strong band program at junior and senior level. The development of ensemble skills is nurtured through the classroom program in Years 8 to 10, as well as after hours as a co-curricular activity.

Jazz
Through the Jazz program the Big Bands have had success in local and national competitions, namely the Generations in Jazz National Stage band Awards associated with James Morrison. Big Band One has toured to England, USA and Canada.

Choral

As singing is the most important part of a child’s musical development, it is an integral part of the music program at Marryatville High School. Every music student sings in a class choir. Students may also choose to participate in Co-curricular ensembles: Concert Choir, Chamber Choir, Junior Choir, Boys’ Choir, Girls’ Choir and the Pops Vocal Ensemble.

Small Ensembles

Our extra curricular ensembles include many smaller groups such as: Double Bass Ensemble, Flute Ensemble, Baroque Ensemble, Senior and Junior Recorder Ensembles, Senior and Junior Guitar Ensembles, Percussion Ensembles, Jazz Combos, Instrumental trios and quartets and other ensembles depending on student needs.

Specialist Areas

Expertise is available in the highly specialised area of Composition. Students may access contemporary music technology through the music computer laboratory and recording studio.

Special Music Expectations

Special music students:

- are committed to the intensive study of music within the context of a balanced musical education.
- are committed to the Special Interest Music program from Years 8 to 12.
- intend studying music to SACE Stage 2 (Year 12).
- participate in the SIMC’s co-curricular ensembles (lunchtime and/or after school), attend rehearsals and performances outside of school hours. (If a conflict with outside interests arises, the preference must be given to the SIMC.).
**Stage 2 Music Explorations**

**Length of course:** Full year  
**Credit points and TAS status:** 20 Credit

**Recommended Background:** Successful completion of Stage 1 Music Explorations, Stage 1 Music Studies, or Stage 1 Music Technology.

**Course Outline:**  
Students experiment with, explore, and manipulate musical elements to learn the art of constructing and deconstructing music. They develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music.

**Topics:** Musical Literacy (Theory and Analysis); Explorations (Performance, Composition, or Music Technology); Creative Connections Explorations (Performance, live or digital Composition)

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

- three musical literacy tasks  
- one portfolio of explorations  
- one creative connections task.

**School assessment (70%)**
- Assessment Type 1: Musical Literacy (30%)
  - Contemporary Song, Musical Analysis/Review  
- Assessment Type 2: Explorations (40%)
  - Performances, Compositions, or Music Technology products, with commentary

**External assessment (30%)**
- Assessment Type 3: Creative Connections (30%)
  - Externally examined Performance, Composition, or Music Technology product, with discussion
**Stage 2 Music Performance - Ensemble**

**Length of course:** Full year  
**Credit points and TAS status:** 10 Credits

**Recommended Background:** Successful completion of Stage 1 Music Exploration, Stage 1 Music Studies.

**Course Outline:**  
Students experiment with, explore, and manipulate musical elements to learn the art of constructing and deconstructing music. They develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music.

**Topics:** Musical Analysis and Review, Performance in Ensemble

**Assessment:**

**School assessment (70%)**  
- Assessment Type 1: Performance (30%)  
- Assessment Type 2: Performance and Discussion (40%)

**External assessment (30%)**  
- Assessment Type 3: Performance Portfolio (30%)
Stage 2 Music Performance - Solo

Length of course: **Full year**
Credit points and TAS status: **10 Credit TAS**

**Recommended Background:** Successful completion of Stage 1 Music Exploration, Stage 1 Music Studies.

**Course Outline:**
Students experiment with, explore, and manipulate musical elements to learn the art of constructing and deconstructing music. They develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music.

**Topics:** Musical Analysis and Review, Solo Performance

**Assessment:**

**School assessment (70%)**
- Assessment Type 1: **Performance (30%)**
- Assessment Type 2: Performance and Discussion (40%)

**External assessment (30%)**
- Assessment Type 3: Performance Portfolio (30%)
Stage 2 Music Studies

Length of course: Full year
Credit points and TAS status: 20 Credit

Recommended Background: Successful completion of Stage 1 Music Exploration, Stage 1 Music Studies.

Course Outline:
Students experiment with, explore, and manipulate musical elements to learn the art of constructing and deconstructing music. They develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music.

Topics: Solo or Ensemble Performance, Composition or Arrangement using live or digital sounds; Applied Theory/Harmony, Musical Analysis

Assessment:
Students provide evidence of their learning through five assessments, including the external assessment component. Students complete:
- one portfolio of creative works (or performances)
- three musical literacy tasks
- one examination.

School assessment (70%)
- Assessment Type 1: Creative Works (40%)
  - Performance, Composition, or Arrangement, with creator’s statement
- Assessment Type 2: Musical Literacy (30%) - 3 tasks
  - Arrangement; Comparative analysis; Score Reading/listening

External assessment (30%)
- Assessment Type 3: Examination (30%) - 2 hour examination
  - Applied Theory, Harmony, Analysis
Health and Physical Education teaches students how to enhance their own and others’ health, safety, wellbeing and physical activity participation in varied and changing contexts. The Health and Physical Education learning area has strong foundations in scientific fields such as physiology, nutrition, biomechanics and psychology which inform what we understand about healthy, safe and active choices. The Australian Curriculum: Health and Physical Education (F–10) is informed by these sciences and offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others’ health, safety and wellbeing. They also learn to use resources for the benefit of themselves and for the communities with which they identify and to which they belong.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts and acquire an understanding of the science behind how the body moves. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport both in Australian society and globally. Movement is a powerful medium for learning, through which students can acquire, practise and refine personal, behavioural, social and cognitive skills.

Health and Physical Education addresses how contextual factors influence the health, safety, wellbeing, and physical activity patterns of individuals, groups and communities. It provides opportunities for students to develop skills, self-efficacy and dispositions to advocate for, and positively influence, their own and others’ health and wellbeing.

Healthy, active living benefits individuals and society in many ways. This includes promoting physical fitness, healthy body
weight, psychological wellbeing, cognitive capabilities and learning. A healthy, active population improves productivity and personal satisfaction, promotes pro-social behaviour and reduces the occurrence of chronic disease. Health and Physical Education teaches students how to enhance their health, safety and wellbeing and contribute to building healthy, safe and active communities.
Stage 2 Physical Education

Length of course: Full year

Credit points and TAS status: 20 Credit TAS
Recommended Background: Satisfactory completion of Stage 1 Physical Education A and/or Stage 1 Physical Education B

Precluded combinations with current MHS SACE subjects:
None

Course Description:
Students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity.

They explore their own physical capacities and analyse performance, health, and lifestyle issues. Students develop skills in communication, investigation, and the ability to apply knowledge to practical situations.

Topics Included:
Practical Skills and Applications of three sports:
Sports are subject to consultation but usually include 3 of the following: Badminton, Aquatics (Kayaking, Windsurfing and Sailing), Touch and Volleyball. Each sport comprises of 18 hours study.

Principles and Issues include two modules:
Exercise Physiology and Physical Activity

- Energy Sources for Physical Performance
- Training and Evaluation of Physical Performance
- Physiological Factors Affecting

Performance Skill acquisition and Biomechanics of Movement

- How Skill is Acquired
- Specific Factors Affecting Learning
- Psychology of Learning and Performance of Physical Skills
- Biomechanics and Skilled Performance

Assessment:

- School Based Assessment
  - Practical tasks (3 in total) 50%
  - Folio (Tests, Integrated Assignments, Issues Analysis) 20%
- External Assessment
  - Examination 30%

Additional Costs:

- Nil
Science

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Australian Curriculum: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this “scientific literacy” are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.

The science curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world and which can be applied to many of the areas of scientific understanding. These overarching ideas are patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy.
**Stage 2 Biology**

**Length of course:** Full Year  
**Credit points and TAS status:** 20 Credit TAS

**Recommended Background:** Satisfactory completion of Stage 1 Biology A or B, Stage 1 Biochemistry, Stage 1 Chemistry, Stage 1 Psychology or Stage 1 Physics.

**Precluded combinations with current SACE subjects:**  
None

**Course Outline:**  
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.

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 everyday 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.

**Topics included:**

- Topic 1: DNA and Proteins
- Topic 2: Cells as the Basis of Life
- Topic 3: Homeostasis
- Topic 4: Evolution Students study all four topics.

**Assessment:**

School Assessment (70%)

- Assessment Type 1: Investigations Folio (30%)
- Assessment Type 2: Skills and Applications Tasks (40%).

External Assessment (30%)

- Assessment Type 3: Examination (30%).

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

Students complete:

- at least two practical investigations
• one investigation with a focus on science as a human endeavour (SHE task)
• at least three skills and applications tasks
• one examination.

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

Additional Costs:

• Nil
**Stage 2 Chemistry**

**Length of course:** Full year  
**Credit points and TAS status:** 20 Credit TAS

**Recommended Background:** Completion of [Stage 1 Chemistry](#) at High standard (A/B).

**Precluded combinations with current SACE subjects:**  
None

**Course Outline:**  
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.

**Topics Included:**

- Topic 1: Monitoring the Environment
- Topic 2: Managing Chemical Processes
- Topic 3: Organic and Biological Chemistry
- Topic 4: Managing Resources.

Students study all four topics

**Assessment:**

**School Assessment (70%)**

- Assessment Type 1: Investigations Folio (30%)
- Assessment Type 2: Skills and Applications Tasks (40%)

**External Assessment (30%)**

- Assessment Type 3: Examination (30%).

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

Students complete:
- at least two practical investigations
- one investigation with a focus on science as a human endeavour (SHE task)
- at least three skills and applications tasks • one examination.

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

Additional Costs:

- Nil
Stage 2 Nutrition

Length of course: Full year
Credit points and TAS Status: 20 Credit TAS

Precluded combinations with current MHS SACE subjects:
None

Course Outline:
Students investigate up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. They explore the links between food, health, and diet-related diseases, and have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous, and global concerns and associated issues.

Students investigate methods of food production and distribution that affect the quantity and quality of food, and consider the ways in which these methods and associated technologies influence the health of individuals and communities. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

Topics included:
The Stage 2 Nutrition subject outline is organised around the following four core topics and one option topic.

Core Topics
- Core Topic 1: The fundamentals of Human Nutrition
- Core Topic 2: Diet, Lifestyle, and Health
- Core Topic 3: Food Selection and Dietary Evaluation
- Core Topic 4: Food Nutrition and the Consumer

Option Topics
One of the following option topics will be selected in consultation with the students.

- Option Topic 1: Global Nutrition and Ecological Sustainability
- Option Topic 2: Global Hunger

Students will develop skills in working scientifically to acquire, understand and communicate knowledge in Nutrition. They will develop opinions on issues and an appreciation of the role of Nutrition in the world. Students will also develop skills in problem solving and critical thinking which are applicable in all tasks.

Assessment:

- School Based Assessment 70%
  - Investigation Folio 40%
  - Skills and Applications Tasks 30%
- External Assessment 30%
  - Examination

Additional Costs:
- Nil
Stage 2 Physics

Length of course: Full Year
Credit points and TAS Status: 20 Credit TAS

Recommended Background: Completion of Stage 1 Physics at High standard (A/B).
Precluded combinations with current MHS SACE subjects: None

Other Advice:
It is strongly recommended that students also study Stage 2 Mathematical Methods

Course Outline:
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.

Topics included:

- Topic 1: Motion and Relativity
- Topic 2: Electricity and Magnetism
- Topic 3: Light and Atoms

Students study all three topics.

Assessment:
School Assessment (70%)
Assessment Type 1: Investigations Folio (30%)

Assessment Type 2: Skills and Applications Tasks (40%) External Assessment (30%) Assessment Type 3: Examination (30%).
Students provide evidence of their learning through eight assessments, including the external assessment component. Students complete: at least two practical investigations one investigation with a focus on science as a human endeavour at least three skills and applications tasks one examination. At least one investigation or skills and applications task should involve collaborative work.

Additional Costs:

- Nil
**Stage 2 Psychology**

**Length of course:** Full Year  
**Credit points and TAS status:** 20 Credit TAS

**Recommended Background:** Satisfactory completion of [Stage 1 Psychology](#).

**Precluded combinations with current MHS SACE subjects:** None

**Course outline:**  
The study of psychology enables students to understand their own behaviours and the behaviours of others. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.  
Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data.

By emphasising evidence-based procedures (i.e. observation, experimentation and experience), the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences by employing evidence-based procedures.

**Topics included:**  
Students study topics which have been chosen to provide opportunities to examine different levels of explanation for human behaviour. As part of the course work students participate in two SACE Board Psychology Research Programs and write two detailed scientific reports on the results of the Investigations. These two reports make up 30% of the final grade for this subject. The following topics are studied: Introduction to Psychology, Social Cognition, Personality, Learning and Psychobiology of Altered States of Awareness and Healthy minds.

**Assessment:**

- School Based Assessment 70%  
  - Investigation Folio 30%  
  - Skills and Assessment Tasks 40%
- External Assessment 30%  
  - Examination

**Additional Costs:**

- Nil