

The
Blue Star
Navigator
Senior School

The Blue Star Navigator Senior School

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The Blue Star

O Light of the Church, teacher of truth...You freely poured forth the waters of wisdom, preacher of grace, unite us..."

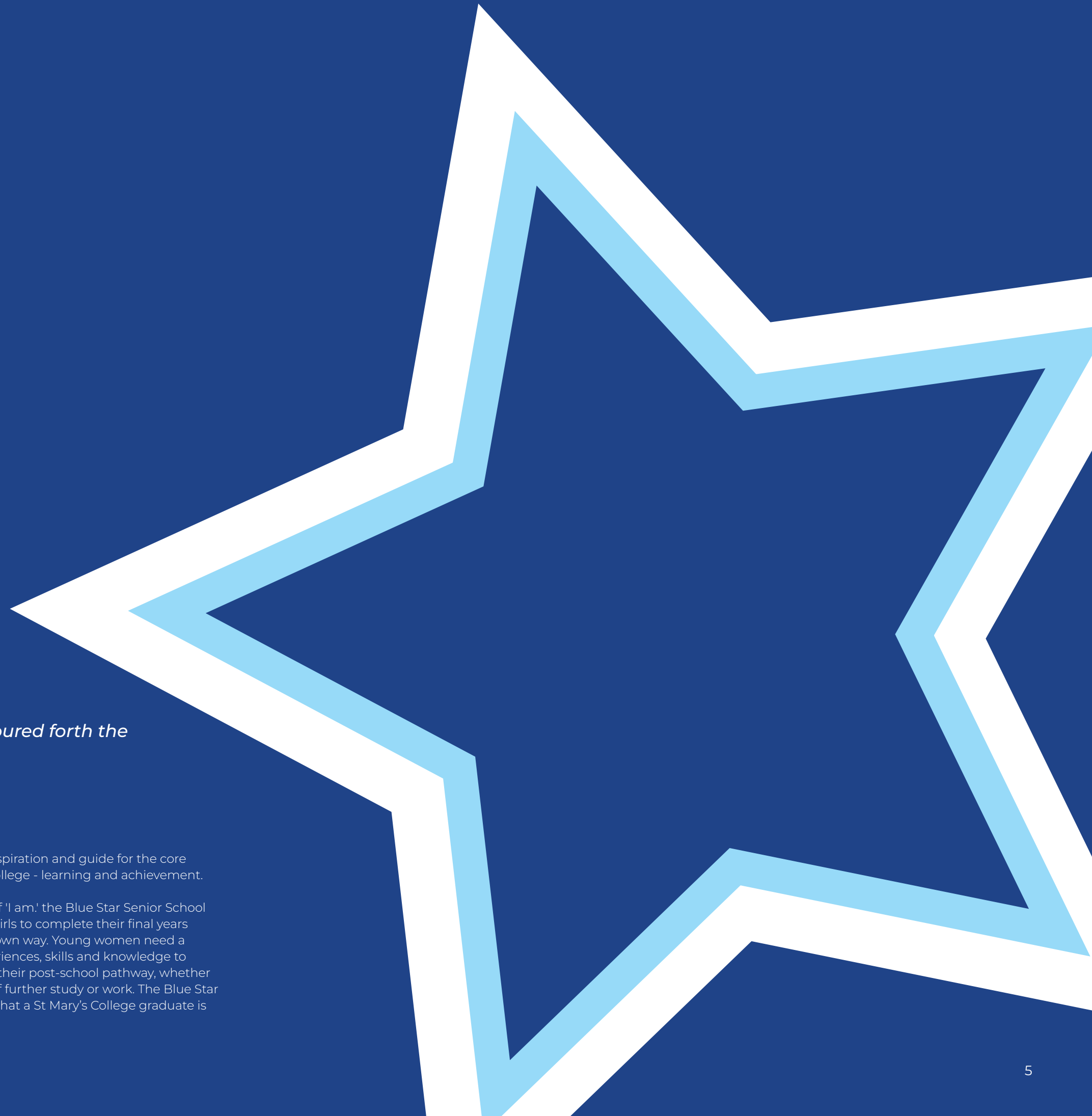
O Lumen Ecclesiae, 14th Century Dominican antiphon

At St Dominic's baptism, a star was seen shining on his forehead which has been interpreted as a sign that he was destined to be a light for the world. Through his life and work, St Dominic was an illuminator and champion of truth. More broadly in Dominican tradition, the star symbolises the light of truth and offers guidance to all who learn and seek understanding.

The blue star sits at the top of the St Mary's College Veritas Crest, reminding us of our agency and responsibility to be learners and seekers of truth. The

Blue Star is our inspiration and guide for the core business of our College - learning and achievement.

In the true spirit of 'I am,' the Blue Star Senior School Program guides girls to complete their final years of school in their own way. Young women need a collection of experiences, skills and knowledge to prepare them for their post-school pathway, whether it is to the world of further study or work. The Blue Star Program assures that a St Mary's College graduate is future-ready.



From the Principal

At St Mary's, we are privileged to work in partnership with students and their families in an educational experience that seeks to recognise each young person, identify their strengths, and build the skills and knowledge required to grow and realise their future vision.

Your daughter's journey of learning starts well before we meet her and will continue well beyond. For the years that she is enrolled at the College, it is our privilege to design experiences and opportunities that help and drive her to try new things, test her skills, discover new talents and demonstrate understanding. We are committed to providing age-appropriate programs at every stage of learning, that meet girls where they are, provide the support and stretch that is required, and open up possibilities for the future.

In the spirit of Veritas, a St Mary's education is significantly more than curriculum and assessment. Truth unfolds and reveals itself to us as we explore what it means to be fully human, and so the education of the whole person - intellect, heart, spirit, body, imagination and belief - defines our approach.



Heidi Senior
Principal



The Senior Years at St Mary's

Vision

Young women who are confident, just, capable, kind and future-ready graduates.

A St Mary's College graduate is:

- Academically capable (SACE achieved)
- Pathway ready (university, VET or employment)
- Compassionate in relationships, service and community
- Self-directed and resilient

Purpose

The Senior School is where young women transition with confidence from education into life beyond school, equipped with the knowledge and character to contribute meaningfully in a complex and ever-changing world. It cultivates purposeful learners who make informed choices, act with integrity and compassion, and embrace responsibility for their future pathways, within a community that supports both individual growth and collective flourishing.

Commitment

We ensure:

- Access: Every student can succeed through differentiated pathways
- Support: Intervention is timely, targeted and responsive
- Growth: Development academically, personally and spiritually

Learning in the Senior School

Teaching | Personalised Pathways

Learning is intentionally designed to ensure access, challenge and success for every learner.

Vertical Structure (Year 10 to 12):

- Fostering connection, mentoring and leadership across year levels

Diverse Pathways:

- The timetable design enables access to:
 - SACE completion
 - VET programs and school-based apprenticeships
 - University and industry pathways and partnerships
 - Flexible and alternative learning options

Individually Responsive Support:

- High-quality teaching through direct teaching, tutorials and practical experiences
- Targeted pathway planning and intervention
- Individualised programs where required

Every student graduates with SACE and a post-school pathway or qualification.

Learning | Student Agency

Students are active agents in their learning, demonstrating:

- Ownership of goals, progress and pathways
- Independence, resilience and self-regulation
- Consistent engagement through strong attendance
- Effective use of flexible learning time

This reflects the expectations of a Senior School Learner preparing for life beyond the College.

Formation | Learning in Community

Grounded in Catholic Dominican identity, students grow through service, leadership and connection.

- Service and Outreach: Values in action through community engagement, immersions, service learning and work experience
- Peer Learning: Tutoring, mentoring and academic support
- Wellbeing, Relationships, Agency and Personal Responsibility (WRAP)
- Leadership: Big Sister programs, coaching and student leadership
- Co-curricular Engagement: Sport, Arts, STEM and cultural participation
- Faith Formation: Retreats, liturgies and spiritual development

St Mary's College graduates are compassionate, confident and socially responsible.

Environment | Designed for Independence

The structure of the Senior School reflects the transition to post-school pathways.

- Keynotes: Deep learning and subject expertise
- Mentoring: Targeted support, feedback and intervention
- Flexible Learning Time: Independent, self-directed study
- Blended and Asynchronous Learning: Building autonomy and time management

This environment enables:

- Timely intervention and support
- Extension and enrichment

The Blue Star Experience

Over the course of the three Senior Years, student complete a full time program that is designed to achieve the Senior School Vision. The components of a full-time Blue Star Program are as follows:

Year 10

Seven Compulsory Subjects | Stage 1 Spiritualities, Religion and Meaning, English, Mathematics, Humanities and Social Sciences (HASS), Health and Physical Education, Stage 1 Exploring Identities and Futures (EIF)

Blue Star Line Selection

Up to Two Elective Subjects

WRAP

Year 10 Retreat

Work Experience

Year 11

Four Compulsory Subjects | Stage 2 Spiritualities, Religion and Meaning, English, Mathematics, Stage 2 Activating Identities and Futures (AIF)

Blue Star Line Selection

Up to Five Subjects

WRAP

Year 11 Retreat

Year 11 Service Learning

Year 12

Up to Three Subjects

Blue Star Line Selection

WRAP

Year 12 Retreat

Year 12 Service Learning



The Blue Star Line

The Blue Star Line is the hero feature of the Senior School Program. This line recognises that learning is both personal and a partnership. The Blue Star Line provides dedicated, prioritised time within the timetable for every student to pursue a targeted pathway option that suits her needs and aspirations.

The College offers four fully subsidised Blue Star Line courses that can provide students with one or more highly valuable Certificate III qualifications.

Key Features

The Blue Star Line is dedicated to flexible learning in the timetable. At this time, students can:

- Complete VET qualifications
- Access University courses
- Plan and achieve stackable skill sets
- Link community connections, through work experience and service learning, to qualifications

Key Benefits

Students from Year 10, 11 and 12 choose a combination of traditional subjects and their Blue Star Line option.

There are many benefits for students who undertake a Vocational Education and Training (VET) course. These benefits include:

- Obtaining a nationally recognised qualification (such as a Certificate II, Partial Certificate III or Full Certificate III)
- Gaining credit toward their SACE (some fully completed VET courses, at Certificate III level, can contribute to an Australian Tertiary Rank (ATAR) calculation, which is required for entry into University)
- Developing a renewed sense of purpose and motivation for senior schooling
- Gaining skills, knowledge and confidence that enhance employability
- Developing a network and knowledge of possible industry employers
- Discovering whether their vocation is a possible future career pathway

Vocational Education and Training (VET) Courses | Funding Models and Eligibility Requirements

VET Courses must be considered under two key funding

models: Subsidised Training or fee-for-service. The funding model relevant to the VET Course will determine both the eligibility criteria and delivery mode of a Course.

- Blue Star VET Courses are fully subsidised
- External VET Courses are fee-for-service and partially subsidised

VET Courses can be delivered in a range of modes spanning on-campus, external, online, day, afternoon and evening options. Students should check the individual mode of delivery for any VET Course prior to enrolment. All Senior Students are able to access a number of 'On Campus' VET Courses as well as a range of 'External' VET Courses.

Blue Star VET

All on-campus Blue Star VET courses are timetabled and can be selected via Edval subject selections. All Blue Star VET lessons are supported by a St Mary's College teacher who facilitates, coaches or delivers the program working in partnership with the Registered Training Providers.

- Certificate III Business (Year 10, 11 or 12) is timetabled on campus, subsidised by the College (Pivot Training 46089)
- Certificate III Sport Coaching (Year 10, 11 or 12) is timetabled on campus, subsidised by the College (Australian College of Sport 40254)
- Certificate III Business Medical Administration (Year 10, 11 or 12) is timetabled on campus, subsidised by the College (Sutherland Training 31956)
- Certificate III Active Volunteering (Year 10 and 11) is timetabled on campus, subsidised by the College (Australian College of Volunteering 6020)

External VET

Please be aware that St Mary's College will only endorse students to enrol in External VET Courses with Registered Training Organisations that have been approved by Catholic Education South Australia as "Preferred Providers." The external courses below have a range of online, day, afternoon, evening and school holiday delivery options. These courses are not delivered as timetabled lessons at St Mary's College and are fee-for-service courses.

Students undertaking a VET course outside of the College will have a supervised study line on their timetable to compensate for their external load. During these lessons, they will have access to a St Mary's College teacher as a mentor to support them.

External VET courses could include:

- Certificate I Workplace Skills
- Certificate II Retail and Cosmetics
- Certificate II Kitchen Operations
- Certificate II Hospitality
- Certificate II Salon Assistance
- Certificate II Plumbing
- Certificate II Construction
- Certificate II Engineering
- Certificate II Workplace Skills
- Certificate III In Make-up
- Certificate III Individual Support Ageing and Disability
- Certificate III Retails
- Certificate III Health Services
- Certificate III Allied Health Assistance
- Certificate III Screen and Media

Costs of External VET Courses

Although most VET courses are partly subsidised by the College, VET courses attract additional charges and students undertaking such a course may be required to financially contribute. Parents will be invoiced for the full amount prior to the commencement of the course, with payment required before the course begins.

Upon successful completion of the VET course (when the certificate is received by St Mary's College), the college will reimburse families up to \$1000.

Should a student withdraw from a VET course, fail to complete the requirements of the course within the prescribed timeframe or terminate enrolment at the College, they will not be eligible to be reimbursed for any part of their VET course. This does not apply if a VET student commences an apprenticeship or if there are extenuating circumstances.

Blue Star University Courses

High-achieving students may want to undertake a university course as their Blue Star Line in Year 12. Students must apply to the university directly at the end of Year 11 and have a recommended endorsement by the College. Selection for these courses is based on the individual student's Year 11 academic achievement.

Key Benefits of University Courses

- Students may become eligible for guaranteed entry to a wide variety of degrees
- The grades achieved in these topics can be converted by SATAC towards an ATAR, potentially making students more competitive for their preferred course
- Students may be eligible for credit for their topics. This could mean a lighter study load in their first year or finishing the degree faster
- Students can challenge themselves and explore their passions

Available University Courses

- Extension Studies - Flinders University. See the website for course offerings: <https://www.flinders.edu.au/study/schools-teachers/extension-studies>
- Activate - Adelaide University. See the website for course offerings: <https://adelaide.edu.au/study/how-to-apply/entry-pathways/activate/>

Costs of University Courses

Depending on the university campus and the topics undertaken, there can be a fee-for-service for these university courses. There are university scholarships for some courses and a College rebate valued up to \$1,000 upon successful completion.

The South Australian Certificate of Education (SACE)

The South Australian Certificate of Education (SACE)

The South Australian Certificate of Education (SACE) is awarded to students who successfully complete their senior secondary education. The SACE is a qualification that paves the way for young people to move from school to work or further training and study.

The certificate is based on two stages of achievement:

- Stage 1 (mostly undertaken in Year 10 and 11)
- Stage 2 (mostly undertaken in Year 11 and 12)

Each subject or course completed earns 'Credits' towards the SACE, with a minimum of 200 Credits required for students to gain the certificate.

SACE Compulsory Requirements

In addition to earning the 200 Credits, all students must complete the following compulsory subjects:

- Stage 1 English (20 Credits)
- Stage 1 Mathematics (10 Credits)
- Stage 1 Exploring Identity Futures (10 Credits)
 - compulsory course component in Year 10
- Stage 2 Activating Identities and Futures (10 Credits)
 - compulsory course component in Year 11
- Minimum three Stage 2 subjects (20 Credits each)

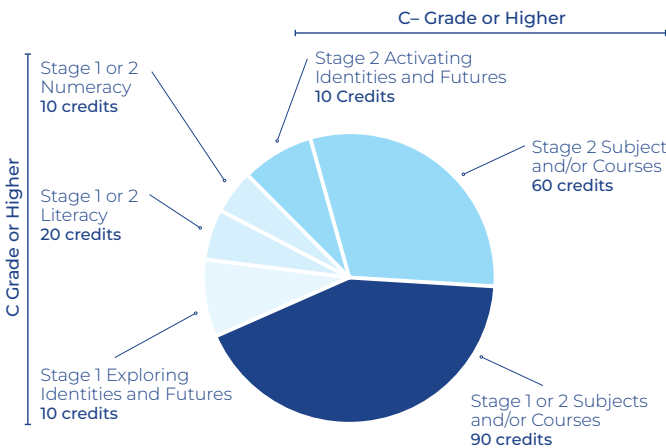
Each of these compulsory aspects of the SACE have minimum achievement requirements as follows:

- Stage 1: 'C' grade minimum
- Stage 2: 'C-' grade minimum

SACE Assessment

SACE courses are graded as follows:

- Stage 1 SACE subjects: A to E grades
- Stage 2 SACE subjects: A+ to E- grades with plus and minus values for each grade



SACE = 200 Credits

- Requirements of Stage 1 = 10 Credits
- Requirements of Stage 1 or 2 = 30 Credits
- Requirements of Stage 2 = 70 Credits
- Additional Choices = 90 Credits

SACE at St Mary's College

Learning at St Mary's goes well beyond the minimum requirement. In pursuit of deep learning and strong pathways, St Mary's students may, and often do, study more than the 200 credits required to achieve the SACE.

Religious Education is an important and compulsory element in Catholic Schools and forms part of the Blue Star Program in the Senior School.

The table below illustrates how SACE credits are achieved for most students at St Mary's College:

Year 10	
Full Year (Semester 1 and 2)	
Stage 1 Exploring Identities and Futures (EIF) (10 Credits) Stage 1 Spiritualities, Religion and Meaning (10 Credits) Blue Star Line	
Stage 1 (Year 11)	
Semester 1	Semester 2
Stage 2 Spiritualities, Religion and Meaning (10 Credits)	Stage 2 Activating Identities and Futures (10 Credits)
English (10 Credits)	English (10 Credits)
Maths (10 Credits)	Subject (10 Credits)
Subject (10 Credits)	Subject (10 Credits)
Subject (10 Credits)	Subject (10 Credits)
Blue Star Line	Blue Star Line
Stage 2 (Year 12)	
Full Year (Semester 1 and 2)	
Religious Education	
Subject (20 Credits)	
Subject (20 Credits)	
Subject (20 Credits)	
Blue Star Line (20 Credits)	

Australian Tertiary Admissions Rank (ATAR)

Student eligibility to university is competitive in relation to other applicants. Student competitiveness is based on a rank (ATAR). Gaining an ATAR is essentially a two-step process, beginning with the calculation from the student's university aggregate, the process for obtaining which is summarised below:

1. Gaining a University Aggregate

60	Subject 1 20 Credits	Your scaled scores from three 20 Credit Tertiary Admissions Subjects (TAS) are used. • Usually 10 Credit subjects cannot count, except for Valid Pairs. At St Mary's, this usually applies to 10 Credit Music subjects. • Almost all subjects at St Mary's are classified as TAS except for Community Studies and additional Flexible Learning subjects.
	Subject 2 20 Credits	
	Subject 3 20 Credits	
30	Flexible Option	Your score for the 30 Credits of study comes from your best combination of scores. This could include a combination of any of the following: • Another 20 Credit full TAS subject (which can include a completed Certificate III). • Half the score of a 20 Credit TAS. • The score of one or more 10 Credit TAS (e.g. Religious Education). • The score of Activating Identities and Futures (AIF).

2. Converting a University Aggregate to an ATAR

The university aggregate is converted to a rank (ATAR) which ranges from 0 to 99.95. The ATAR is an indicator of how well a student has performed relative to other students. It is important to remember that a rank is not a score and an ATAR cannot be calculated arithmetically from a university aggregate. An explanation of the process can be found on the SATAC website: <https://www.satac.edu.au/atar>

Reporting the University Aggregate and ATAR

The university aggregate is reported to students on a score range of 0-90. The ATAR is reported to students on a percentile scale, which is on a range 0-99.95 with intervals of 0.05. The university aggregate and ATAR are reported only to students who qualify for the SACE.

Qualifying for Entrance to University under SACE

Students who complete the SACE are eligible

for university entry, provided they meet certain requirements. For university entry, students need to achieve 90 Credits at Stage 2, including three 20 Credit Stage 2 subjects required for SACE completion. Student eligibility to a university course/program is competitive in relation to other applicants. Universities also specify required subjects for some of their courses. Prerequisite subjects are used to determine eligibility and must be studied. Students must achieve a minimum C- grade in prerequisite subjects. Subjects designated as 'Assumed Knowledge' are not compulsory but are recommended as beneficial to the student's tertiary study. Each of the South Australian universities operate the same bonus point schemes. Students should never rely or depend on bonus schemes for university entry. More information is available here: <https://www.satac.edu.au/adjustment-factors>



Australian Curriculum Subject Selection

Curriculum for students in Australia from Reception to Year 10 is provided by the Australian Curriculum Version 9.0. In line with all Catholic schools in South Australia, St Mary's College uses this as the basis of our teaching and learning program. The Australian Curriculum informs both what we teach and how we approach curriculum in English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, Arts, Languages, and Technologies.

“The Australian Curriculum sets out the essential knowledge, understanding and skills students need to learn, and the quality of learning that is expected of the students as they progress through the first 11 years of schooling.

The Australian Curriculum is designed to prepare young people for the future world in which they will learn, and prepares them to respond to the challenges that will continue to shape their world. It sets out the priorities and aspirations we hold for all our young people. The curriculum represents what the Australian community values as the knowledge, understanding and skills that young people should attain.”

- Australian Curriculum Website

The core of the Year 10 courses offered at St Mary's College is drawn from the Australian Curriculum along with some additional SACE subjects.

Religious Education

Our Religious Education program from Reception to Year 12 is based on the Crossways Framework, which has been developed by Catholic Education South Australia (CESA). Our cross-curriculum teaching practices, including the WRAP program, are mapped to the South Australian Keeping Safe: Child Protection Curriculum (KS:CPC) and the Made in the Image of God (MITIOG) Framework provided by CESA, as well as being informed by the Australian Curriculum general capabilities and cross-curriculum priorities.

In the spirit of our values of Community, Justice and Growth, St Mary's College commits to valuing more than just specific rules and grades as the only reference point in the subject selection process. Staying true to 'I am,' we work with each student, along with their family, so she can assess her options and make informed choices. Within our Restorative Framework and our Catholic ethos, we journey and work closely with students, both in class and during subject selection processes, to get the best options for their future.

Subject selection in the Senior School is based on the following basic principles:

- Student academic achievement
- Student interest and enjoyment
- Student pathway

We value the integrity of our subject selection process for Stage 1 and Stage 2 students by providing the following supports:

- SACE presentations
- Learning Review meetings with subject teachers
- Informal conversations with teachers
- Subject Selection Expo with Learning Area Leaders and student representatives
- Prospective recommendations from subject teachers on suitability for potential subjects
- Individual subject counselling meetings with key Leadership Staff, students and families
- Final subject selection forms through Web Choice
- Follow up discussions with the Director of Senior School, Deputy Principal: Learning, Practice and Achievement or Principal where appropriate

The subject selection process is a partnership between students, families and the College. We pride ourselves on achieving excellence, whether this is reflected in academic results, SACE completion, tertiary entrance or individual pathways.

Learner Hub

In the spirit of inclusion, flexibility, support and stretch, the Learner Hub at St Mary's College plays a central role in leading the design and delivery of personalised and responsive learning for students whose needs are not fully met within mainstream classroom settings.

Working in close partnership with students and families, the Learner Hub provides a space for the co-construction of learning experiences that prioritise student voice, agency and wellbeing.

High-quality curriculum design, facilitated in the Learner Hub, ensures that all St Mary's College students can access the following:

- Flexible, student-centred learning programs that provide personalised support and growth
- Pathways to achieve meaningful learning and goals
- Coordinated holistic, individualised support through collaboration with staff, families and allied professionals
- SACE completion, VET qualifications, apprenticeship and traineeship programs

With flexible entry and exit points, the Learner Hub embodies the College's commitment to ensuring every student experiences success, belonging and growth through learning.

The following pages are designed to support navigation of the range of subjects available from which students can build out their Senior School Learning Journey.

Subjects are grouped by learning area, and include a diagram that outlines the possible navigation paths from Year 10 to 12 and beyond.

The subject information provided is correct at the time of printing, and any changes are updated regularly in the online version of the Blue Star Navigator.

'Prerequisites' indicate if there are recommended subjects as background for any courses.

Many subjects can be undertaken without any specific previous experience.

Students are encouraged to plan their course choices over the full three Senior School period.



The Blue Star Line

Certificate III Business

Certificate III Sport Coaching

Certificate III Business Medical Administration

Certificate III Active Volunteering



Certificate III
Business



Certificate III
Sport Coaching



Course Description

This qualification is considered as a full subject for ATAR calculation purposes and attracts approximately 70 SACE Stage 2 Credits. You will gain the skills to:

- Use office technology and business software designed for word processing, spreadsheets, electronic presentations and publications
- Engage with customers
- Resolve customer complaints
- Communicate in the workplace with a range of stakeholders

- Develop professional and accurate business documentation
- Understand workplace health and safety requirements

Pathways

This qualification can lead to a variety of entry-level roles, including: Administrative Customer Service Support, Business and Marketing, Data Entry, Account Management, Sales Support.



Course Description

This qualification is considered as a full subject for ATAR calculation purposes and attracts approximately 70 SACE Stage 2 Credits. You will gain the skills to:

- Understanding athletes
- Coaching in competitions
- Coaching safely
- Community sport
- Physical conditioning and nutrition

Pathways

This qualification can lead to a variety of entry-level roles in the Australian Sport Sector, including: Community Coach, Junior Development Coach, Assistant Coach, Local, Regional and School Sporting Associations, Specialised Instructor.



Certificate III

Business Medical Administration



Certificate III

Active Volunteering

Business Medical Administration

Year 10
Full Year

Year 11
Full Year

Year 12
Full Year

Certificate III Business
Medical Administration

or

Certificate III Business
Medical Administration

or

Certificate III Business
Medical Administration

Course Description

This qualification is considered as a full subject for ATAR calculation purposes and attracts approximately 70 SACE Stage 2 Credits. This qualification is a specialised stream of the Certificate III in Business. The course has a strong focus on:

- Medical administration competencies
- Medical terminology
- Finance

Pathways

This qualification can lead to a variety of entry-level roles, including: Office Administrator in a medical environment, Clerk in a medical environment, Personal Assistant in a medical environment, Medical Receptionist at a General Practice, Medical Records Clerk at a Hospital, Medical Secretary in Specialist Rooms, Medical Receptionist at an Allied Health facility (Physio, Dietician).

Active Volunteering

Year 10
Full Year

Year 11
Full Year

Year 12
Full Year

Certificate III
Active Volunteering

or

Certificate III
Active Volunteering

or

Certificate III
Active Volunteering

Course Description

This qualification is considered as a full subject for ATAR calculation purposes and attracts approximately 60 to 65 SACE Stage 2 Credits. You will gain the skills to:

- Develop foundational skills that are recognised in both volunteer settings and the wider workforce
- Communicate in workplace and community settings
- Work with diverse people
- Collaborate and work in a team
- Understand ethical and legal responsibilities in volunteering

- Take initiative and lead volunteer projects
- Understand workplace health and safety
- Build community capacity and inclusion

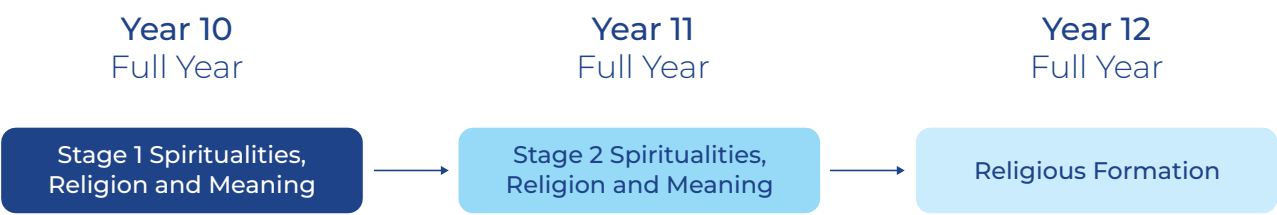
Pathways

This qualification can lead to a variety of entry-level roles, including: Community Support Worker, Aged Care and Disability Support, Youth Program Volunteer, Wellness Program Assistant and/or Health Program Volunteer, Emergency Relief Volunteer, Environmental and/or Conversation Project Volunteer.



Religious Education

Religious Education



Religious Education is a Compulsory Subject for Year 10, 11 and 12

Religious Education is central to all learning that occurs at St Mary's College. In our ever-changing world, Religious Education provides opportunities for students to explore questions of meaning, purpose and identity while developing the knowledge, skills and values needed to engage thoughtfully with the world around them. Through the study of different religions, faith traditions, ethics and world views, students develop a deeper understanding of their own beliefs and of others.

Religious Education moves beyond teaching about religion. Our Dominican charism guides our students in their search for truth, and the ongoing development of the whole person. Students engage critically with scripture, theology, philosophy and contemporary issues developing the capacity to analyse diverse perspectives, evaluate evidence, and construct well-reasoned

arguments to communicate their thinking effectively. Religious Education requires inquiry, research, critical analysis and reflection, equipping students with the necessary skills to be a successful learner.

Following in the footsteps of St Dominic, students learn the importance of their role in promoting justice, compassion, and the dignity of every person. Being a part of a Dominican community, students are encouraged not only to understand the world, but shape it through action, service and a commitment to justice. Religious Education supports students as they develop into informed and compassionate citizens who contribute positively to our world.

Karina Baker
Religious Education Learning Area Leader

Stage 1
Spiritualities, Religion and Meaning

Prerequisites	Nil
Course Length	2 Semesters
Requirement	Compulsory
Credits	10 Credits
Pathways	Stage 2 Spiritualities, Religion and Meaning

Course Description

This course centres around two big ideas:

- Spiritualities, Religions, and Ultimate Questions
- Community, Justice and Diversity

Throughout the course, students engage with interfaith art and dialogue through the Golden Rule Interfaith Exhibition, examining shared values across faiths.

Students work collaboratively to design advocacy projects to support social justice issues and individually consider how faith communities promote inclusion, justice, and respect for all people.

Assessments

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

For Further Information

For further information about this subject, contact:
Religious Education Learning Area Leader
Karina.Baker@stmarys.sa.edu.au

Stage 2
Spiritualities, Religion and Meaning

Prerequisites	Stage 1 Spiritualities, Religion and Meaning
Course Length	1 Semester
Requirement	Compulsory
Credits	10 Credits
Pathways	Year 12 Religious Formation

Course Description

This course centres around two big ideas:

- Spiritualities, Religions, and Ultimate Questions
- Community, Justice and Diversity

Throughout the course, students experience and analyse a variety of contemplation and meditation practices, from different spiritualities and religions. They evaluate the principles of social justice, and how they can make a difference to their community. Students also engage in discussion about a current issue of their choice and an organisation that support the issue.

Assessments

Assessment Type 1: Reflective Analysis (40%)
Assessment Type 2: Connections (30%)
Assessment Type 3: Transformative Action (30%)

For Further Information

For further information about this subject, contact:
Religious Education Learning Area Leader
Karina.Baker@stmarys.sa.edu.au

Year 12
Religious Formation

Prerequisites	Stage 2 Spiritualities, Religion and Meaning
Course Length	2 Semesters
Requirement	Compulsory
Credits	Nil
Pathways	Social Work, Psychology, Law, Politics, Arts

Course Description

Year 12 Religious Formation is a formation program designed to be an epilogue of our students’ Dominican education. Throughout Religious Education, St Mary’s students are exposed to ideas from many great thinkers in the Catholic Church and other religious traditions, on theology, social justice, ecological conversion, history, and scripture.

This program asks students: What will you do with your Dominican education? How will you be a change for the world?

Centring on St Mary’s College’s three values, Community, Justice and Growth, and our motto, Veritas, students work with their peers to explore these values, and what they will take with them into the future.

Areas of learning may include: interreligious dialogue, community action, morals and ethics, truth, living into values, and service in the St Mary’s community.

Assessments

This subject is not assessed.

For Further Information

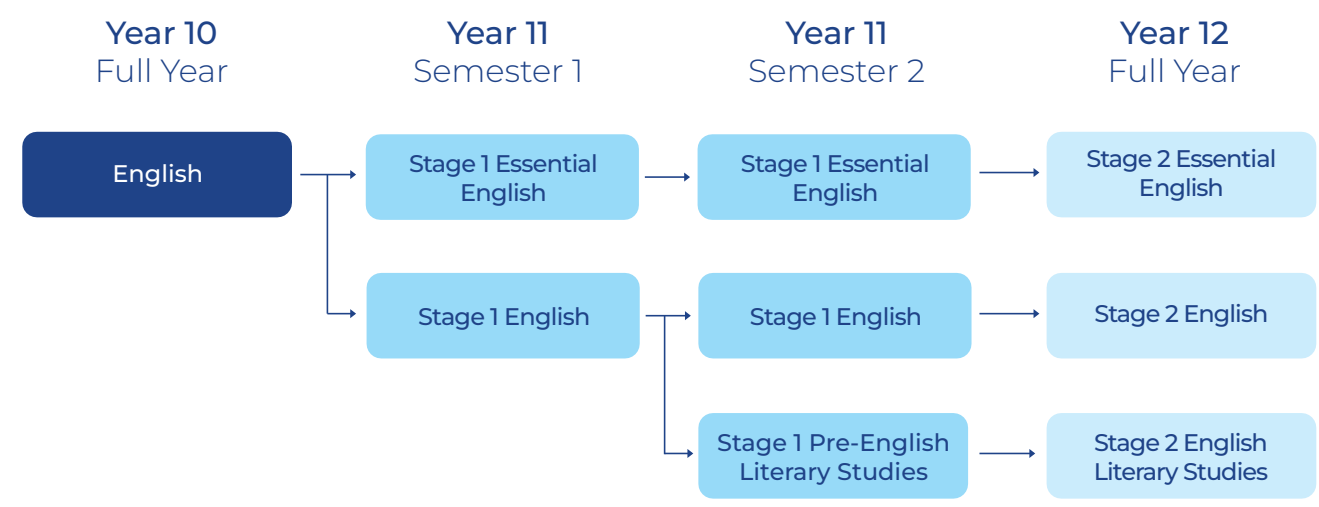
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English

English



In Year 10 and 11, English is a Compulsory Subject (Full Year)

The English Learning Area provides students with opportunities to develop the literacy, communication, and critical thinking skills needed to succeed in education, employment, and everyday life. Learning is designed to be purposeful and engaging, encouraging students to explore a wide range of texts while developing their ability to interpret, analyse, create, and communicate ideas effectively. Through reading, writing, speaking, listening, and viewing, students learn to think critically about language and how it shapes meaning, perspectives, and understanding.

Students are encouraged to become thoughtful and independent communicators by responding to authentic audiences and purposes across a variety of contexts. They develop confidence in expressing their ideas clearly and creatively while refining their ability to adapt language, structure, and style to suit different text forms. Through drafting, feedback, and reflection, students strengthen their writing and communication skills while building resilience and confidence as learners.

Across the Learning Area, students develop important transferable skills including communication, critical

and creative thinking, collaboration, organisation, and digital literacy. They learn to evaluate information, construct arguments, appreciate different perspectives, and communicate effectively in both individual and collaborative settings. These skills are highly valued across all industries and further study pathways, reflecting the strong literacy and communication skills required in an increasingly complex and interconnected world.

The English Learning Area encourages students to become reflective, empathetic, and confident communicators who can engage thoughtfully with a range of ideas, cultures, and perspectives. It provides strong foundations for further study, training, and employment while preparing students to participate actively and responsibly in their communities and an evolving global society.

Ceri-Ann Williams
English Learning Area Leader

Year 10
English

Prerequisites	Year 9 English
Course Length	2 Semesters
Requirement	Compulsory
Credits	Nil
Pathways	Stage 1 Essential English, Stage 1 English, Stage 1 Pre-English Literary Studies

Course Description

Year 10 English aims to build the creative and analytical skills that support the work students undertake during their SACE. Students develop critical literacy skills through the study of a range of different texts including prose, poetry, drama, film and other media. Students also have opportunities to create a range of texts for a variety of audiences, purposes and forms.

Exams will be undertaken in both Semester 1 and 2. These aim to build students' capacity in their English knowledge and how they can apply their skills to texts that are unknown.

Assessments

Assessment Type 1: Responding to Texts (30%)
Assessment Type 2: Creating Texts (40%)
Assessment Type 3: Intertextual Study (30%)
Assessment Type 4: Exam (Formative)

For Further Information

For further information about this subject, contact:
English Learning Area Leader
Ceri-Ann.Williams@stmarys.sa.edu.au

Stage 1
Essential English

Prerequisites	Year 10 English
Course Length	2 Semesters
Requirement	Compulsory
Credits	20 Credits
Pathways	Stage 2 Essential English

Course Description

Stage 1 Essential English is designed for a range of students, including those who are seeking to meet the SACE literacy requirement, students planning to pursue a career in a range of trades or vocational pathways, and those intending to continue their study of English at Stage 2. There is an emphasis on communication, comprehension, analysis, and text creation. This subject leads to Stage 2 Essential English.

Assessments

Assessment Type 1: Responding to Texts (30%)
Assessment Type 2: Creating Texts (40%)
Assessment Type 3: Intertextual Study (30%)

For Further Information

For further information about this subject, contact:
English Learning Area Leader
Ceri-Ann.Williams@stmarys.sa.edu.au

Stage 1
English

Prerequisites	Year 10 English
Course Length	2 Semesters
Requirement	Compulsory
Credits	20 Credits
Pathways	Stage 2 English, Stage 2 Essential English

Course Description

In English, students analyse the interrelationship of author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

Students explore how the purpose of a text is achieved through the application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience, and context is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

Assessments

Assessment Type 1: Responding to Texts (20%)
Assessment Type 2: Creating Texts (50%)
Assessment Type 3: Intertextual Study (30%)

For Further Information

For further information about this subject, contact:
English Learning Area Leader
Ceri-Ann.Williams@stmarys.sa.edu.au

Stage 1
Pre-English Literary Studies

Prerequisites	Year 10 English
Course Length	1 Semester (Semester 2 only)
Requirement	Compulsory
Credits	10 Credits
Pathways	Stage 2 English Literary Studies, Stage 2 English

Course Description

This course is offered in Semester 2 only for students who want to pursue Stage 2 English Literary Studies. Pre-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.

Pre-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 how texts challenge or support cultural perceptions.

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

Assessments

Assessment Type 1: Responding to Texts (30%)
Assessment Type 2: Creating Texts (40%)
Assessment Type 3: Intertextual Study (30%)
Assessment Type 4: Exam (Formative)

For Further Information

For further information about this subject, contact:
English Learning Area Leader
Ceri-Ann.Williams@stmarys.sa.edu.au

Stage 2
Essential English

Prerequisites	Stage 1 Essential English, Stage 1 English
Course Length	2 Semesters
Requirement	Optional
Credits	20 Credits
Pathways	Workplace and Trades (Customer Service, Retail, Hospitality) Community Services (Aged Care, Disability Support), Vocational and Further Training (TAFE, Workplace Pathways)

Course Description
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.

Assessments
Assessment Type 1: Responding to Texts (3) (30%)
Assessment Type 2: Creating Texts (3) (40%)
Assessment Type 3: External Assessment (30%)

For Further Information
For further information about this subject, contact:
English Learning Area Leader
Ceri-Ann.Williams@stmarys.sa.edu.au

Stage 2
English

Prerequisites	Stage 1 English, Stage 1 Pre-English Literary
Course Length	2 Semesters
Requirement	Optional
Credits	20 Credits
Pathways	Education and Teaching, Business and Communications (Marketing, Public Relations, Human Resources), Media and Creative Industries (Journalism, Content Creation, Media, Advertising) Arts and Publishing (Writing, Editing, Screenwriting)

Course Description
In Stage 2 English, students analyse the inter-relationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. 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.

Assessments
Assessment Type 1: Responding to Texts (30%)
· Texts include prose, film, articles, poetry and short-form content
Assessment Type 2: Creating Texts (40%)
· One of which is a writer's statement analysing the choices made in their own work
Assessment Type 3: Comparative Analysis (30%)
· Independently selected texts

For Further Information
For further information about this subject, contact:
English Learning Area Leader
Ceri-Ann.Williams@stmarys.sa.edu.au

Stage 2
English Literary Studies

Prerequisites	Stage 1 Pre-English Literary Studies
Course Length	2 Semesters
Requirement	Optional
Credits	20 Credits
Pathways	Arts, Media and Publishing (Writing, Editing, Screenwriting), Law and Government (Criminology, Public Policy, Corporate Affairs), Education and Academia (Teaching, Lecturing, Educational Research)

Course Description
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.

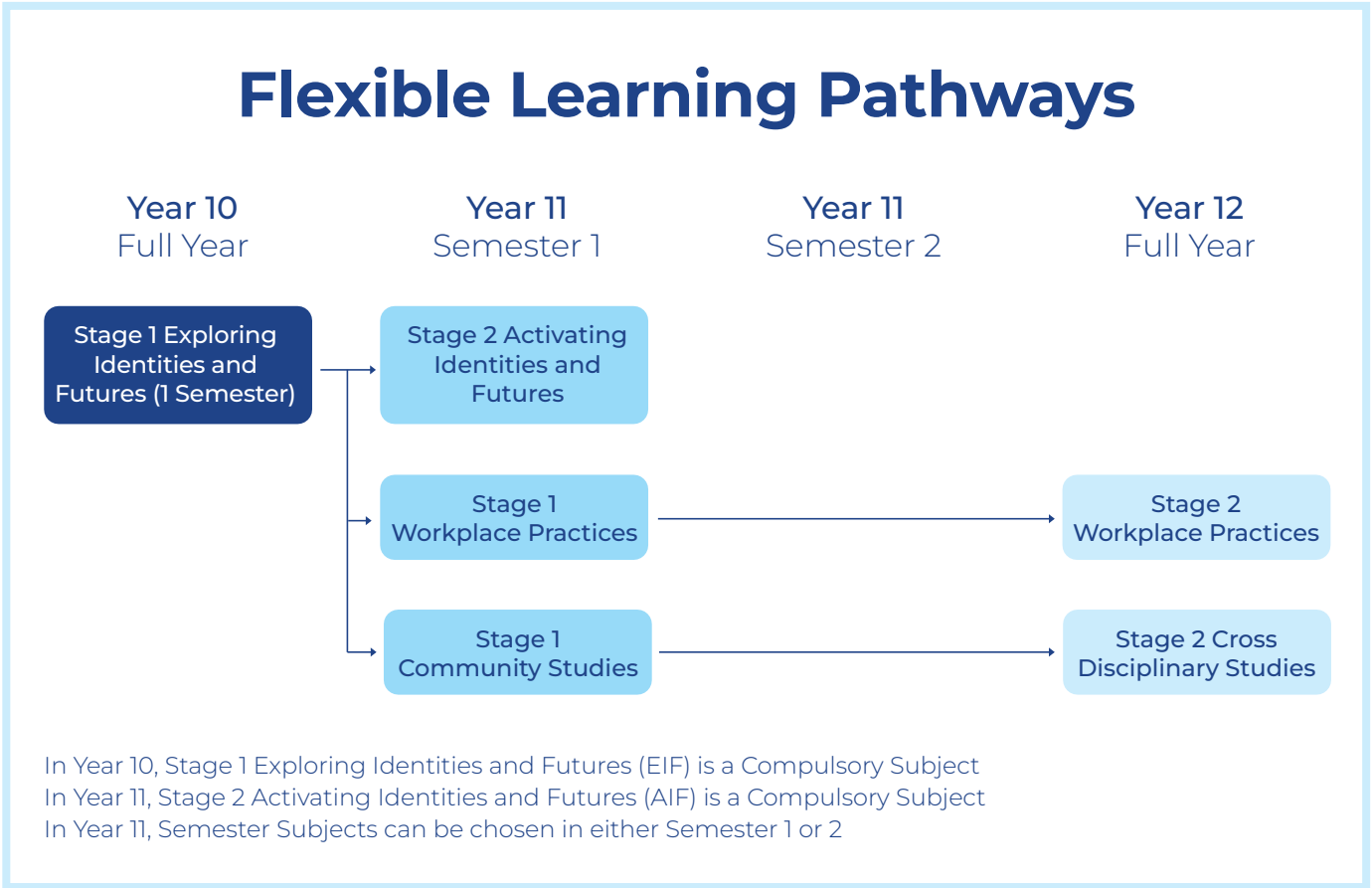
Assessments
Assessment Type 1: Responding to Texts (50%)
· Up to five Responses to Texts (including prose, film, poetry and drama studies, and one Critical Perspectives response
Assessment Type 2: Creating Texts (20%)
· Two responses, including one Transformative Text
Assessment Type 3: Text Study (30%)
· Part A: Comparative Text Study - Essay (15%)
· Part B: Critical Reading - Exam (15%)

For Further Information
For further information about this subject, contact:
English Learning Area Leader
Ceri-Ann.Williams@stmarys.sa.edu.au





Flexible Learning Pathways



Flexible Learning provides students with opportunities to personalise their learning journey, build confidence, and develop a deeper understanding of themselves as learners. Through a range of subjects and learning experiences, students are encouraged to explore their interests, strengths, values and aspirations while gaining credits towards their SACE. Flexible Learning recognises that valuable learning can take place both within and beyond the classroom, supporting diverse pathways into further study, training, employment and community engagement.

At Year 10, students complete Exploring Identities and Futures (EIF), a compulsory Stage 1 SACE subject that supports students to investigate who they are, how they learn, and the opportunities available to them. Through research, reflection and goal setting, students develop the skills needed to make informed decisions about their future pathways.

In Year 11, students undertake Stage 2 Activating Identities and Futures (AIF), where they apply

their learning to real-world contexts, take greater ownership of their education, and refine plans for life beyond school. Students may also choose Stage 1 or 2 Workplace Practices, which develop employability skills and workplace readiness through practical experiences and reflection on learning in professional settings, or Community Studies, which allows students to design and manage projects connected to personal interests, community involvement, leadership or service.

Together, these subjects foster independence, self-awareness, resilience and confidence, empowering students to become lifelong learners who can successfully navigate future study, training, employment and community opportunities.

Tracey Thursby
Deputy Principal: Learning, Practice and Achievement

Stage 1
Exploring Identities and Futures (EIF)

Prerequisites	Nil
Course Length	1 Semester
Requirement	Compulsory
Credits	10 Credits
Pathways	Stage 2 Activating Identities and Futures (AIF), Stage 1 Workplace Practices, Stage 1 Community Studies

Course Description

Stage 1 Exploring Identities and Futures (EIF) allows students to develop a pathway to thrive by exploring who they are and who they want to be. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity and connections to the world around them.

This subject represents a shift away from viewing the student in isolation, with an increased focus on exploring and building connection with their peers, culture, community and work.

Stage 1 EIF is foundational in initiating and preparing students for their SACE and the knowledge, skills and capabilities required to be lifelong learners.

Assessments

Assessment Type 1: Exploring your past, present and future (50%)
Assessment Type 2: Putting your capabilities into action (50%)

For Further Information

For further information about this subject, contact:
SACE Coordinator
Anna.Fontanelli@stmarys.sa.edu.au

Stage 1
Workplace Practices

Prerequisites	Stage 1 Exploring Identities and Futures (EIF)
Course Length	1 Semester
Requirement	Optional
Credits	10 Credits
Pathways	Stage 2 Workplace Practices

Course Description

Stage 1 Workplace Practices gives students the opportunity to explore and understand the world of work. Students investigate processes and issues related to the workplace. They review, reflect and report on their experiences, interests and aspirations in relation to planning for work and future pathways. Students document their learning from their part time job or VET work placement as part of the performance assessment.

Assessments

Assessment Type 1: Folio (40%)
Assessment Type 2: Performance (30%)
Assessment Type 3: Reflection (30%)

For Further Information

For further information about this subject, contact:
SACE Coordinator
Anna.Fontanelli@stmarys.sa.edu.au

Stage 1
Community Studies

Prerequisites	Stage 1 Exploring Identities and Futures (EIF)
Course Length	1 Semester
Requirement	Optional
Credits	10 Credits
Pathways	Stage 2 Community Studies

Course Description

Stage 1 Community Studies provides students with insights into the ways in which communities are shaped and operate. It offers students the opportunity to learn in a community context, both within and beyond the school environment. The community provides the framework in which students develop capabilities that enable them to contribute actively and successfully to community activities. In interacting with teachers, peers, and community members, students use their experiences as a means of achieving personal growth and gaining an awareness of social identity.

By reflecting on their learning and their success in achieving their goals, students gain insights into how they can be active and responsible participants in their communities, and how they can make valuable contributions to them.

Assessments

Assessment Type 1: Contract of Work (70%)
Assessment Type 2: Reflection (30%)

For Further Information

For further information about this subject, contact:
SACE Coordinator
Anna.Fontanelli@stmarys.sa.edu.au

Stage 2
Activating Identities and Futures (AIF)

Prerequisites	Stage 1 Exploring Identities and Futures (EIF)
Course Length	1 Semester
Requirement	Compulsory
Credits	10 Credits
Pathways	University Study, VET, Apprenticeships and Traineeships, Employment, Community Engagement, Entrepreneurship and Innovation Pathway

Course Description

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

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

Assessments

Assessment Type 1: Folio (35%)
Assessment Type 2: Progress Checks (35%)
Assessment Type 3: Appraisal (30%)

For Further Information

For further information about this subject, contact:
SACE Coordinator
Anna.Fontanelli@stmarys.sa.edu.au

Stage 2
Workplace Practices

Prerequisites	Stage 1 Workplace Practices
Course Length	2 Semesters
Requirement	Optional
Credits	20 Credits
Pathways	Apprenticeships and Traineeships, Employment (Industry-specific Career Pathways), VET, Diplomas and TAFE.

Course Description

This course requires students to investigate the dynamic nature of work-related and workplace issues. Students learn about concepts, issues and practices in workplaces on a local, national and global scale. The course requires students to be actively involved in work, through either a part time job, VET work placement or work experience. They will document their performance and reflect on their learning and workplace experiences.

Assessments

- Assessment Type 1: Folio (25%)
- Assessment Type 2: Performance (25%)
- Assessment Type 3: Reflection (20%)
- Assessment Type 4: Investigation (30%)

For Further Information

For further information about this subject, contact:
SACE Coordinator
Anna.Fontanelli@stmarys.sa.edu.au

Stage 2
Community Studies

Prerequisites	Stage 1 Community Studies
Course Length	2 Semesters
Requirement	Optional
Credits	20 Credits
Pathways	Higher Education Study, Community Service, Volunteering, VET, Employment

Course Description

Stage 2 Community Studies provides students with insights into the ways in which communities are shaped and operate. It offers students the opportunity to learn in a community context, both within and beyond the school environment. The community provides the framework in which students develop capabilities that enable them to contribute actively and successfully to community activities. In interacting with teachers, peers, and community members, students use their experiences as a means of achieving personal growth and gaining an awareness of social identity.

By reflecting on their learning and their success in achieving their goals, students gain insights into how they can be active and responsible participants in their communities, and how they can make valuable contributions to them.

An identifying feature of this subject is the autonomy it gives students in deciding the focus and direction of their community activity/community application activity. Students expand and enhance their skills and understanding in a guided and supported learning program by beginning from a point of personal interest, skill, or knowledge, and setting challenging and achievable goals. Students develop their ability to work independently and to apply their knowledge and skills in practical ways in their communities.

Assessments

- Assessment Type 1: Contract of Work (70%)
- Assessment Type 2: Reflection (30%)

For Further Information

For further information about this subject, contact:
SACE Coordinator
Anna.Fontanelli@stmarys.sa.edu.au

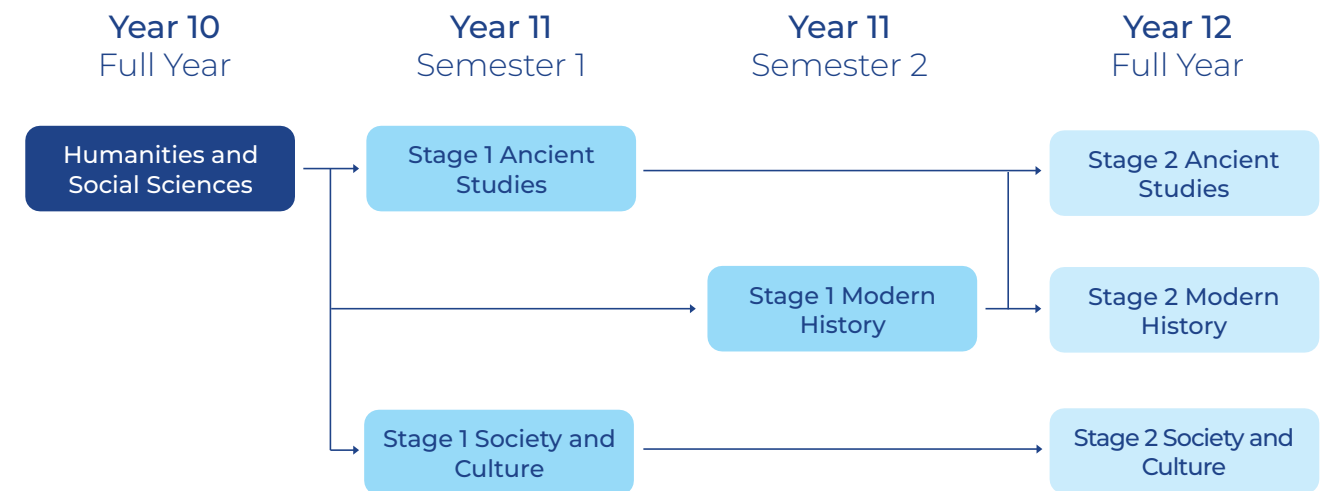
Anna.Fontanelli@stmarys.sa.edu.au





Humanities and Social Sciences

Humanities and Social Sciences



In Year 10, Humanities and Social Sciences (HASS) is a Compulsory Subject
In Year 11, Semester Subjects can be chosen in either Semester 1 or 2

The Humanities and Social Sciences (HASS) Learning Area enables students to develop an understanding of the people, events, places, and systems that have shaped societies throughout history and continue to influence the contemporary world. Through their studies of the Humanities, students investigate significant issues, examine evidence, and explore how individuals and communities respond to challenges and opportunities across different times and places.

Central to HASS learning is the development of inquiry and research skills. Students learn to formulate questions, locate and evaluate information, interpret a range of sources, and draw evidence-based conclusions. By engaging with diverse perspectives and experiences, they develop the capacity to think critically, communicate effectively, and make informed decisions about issues that affect individuals and communities.

Learning experiences within the HASS foster a broad range of transferable skills that support success both within and beyond the classroom. Students strengthen

their abilities of analysis, problem-solving, collaboration, communication, and digital literacy while developing confidence in presenting ideas and justifying viewpoints. These capabilities are highly valued in further study, employment, and active participation in society.

An important outcome of the HASS Learning Area is the development of informed, reflective, and active citizens who understand their role within local, national, and global communities. By examining the relationships between people, places, economies, governments, and environments, students gain a deeper appreciation of the complexities of the modern world, equipping them to contribute thoughtfully, responsibly, and positively to society.

Kathryn Pill
Humanities and Social Sciences Learning Area Leader

Year 10
Humanities and Social Sciences (HASS)

Prerequisites	Year 9 Humanities and Social Sciences
Course Length	2 Semesters
Requirement	Compulsory
Credits	Nil
Pathways	Stage 1 Ancient Studies, Stage 1 Society and Culture, Stage 1 Modern History

Course Description
In Year 10 Humanities and Social Sciences (HASS), students explore 20th century Australia, with a focus on World War II and the movement for the civil rights of First Nations Australians. Students also investigate geographies of human wellbeing, with a focus on measuring, comparing, and analysing global, national and local differences in human wellbeing.

- Assessments**
Assessment Type 1: Source Analysis (25%)
Assessment Type 2: Oral Presentation (25%)
Assessment Type 3: Essay (25%)
Assessment Type 4: Creative Response (25%)
Assessment Type 5: Exam (Formative)

For Further Information
For further information about this subject, contact:
Humanities and Social Science Learning Area Leader
Kathryn.Pill@stmarys.sa.edu.au

Stage 1
Ancient Studies

Prerequisites	Year 10 Humanities and Social Sciences
Course Length	1 Semester
Requirement	Optional
Credits	10 Credits
Pathways	Stage 2 Ancient Studies, Stage 2 Modern History

Course Description
Ancient Studies at Stage 1 takes students on a captivating journey through the world of ancient civilisations, exploring the mysteries of Neolithic World Heritage Sites, intriguing artefacts, and diverse cultures from across the world. Students will uncover how ancient sites and artefacts are preserved and reconstructed, question who owns cultural heritage, and examine the complex role of museums. They will delve into the everyday lives of people in the past, exploring how they lived, worked, worshipped, and told stories. Through these investigations, students will discover how ancient cultures continue to shape our modern world, making meaningful connections between past and present.

- Assessments**
Assessment Type 1: Skills and Applications (75%)
Assessment Type 2: Inquiry (25%)

For Further Information
For further information about this subject, contact:
Humanities and Social Science Learning Area Leader
Kathryn.Pill@stmarys.sa.edu.au

Stage 1
Society and Culture

Prerequisites	Year 10 Humanities and Social Sciences
Course Length	1 Semester
Requirement	Optional
Credits	10 Credits
Pathways	Stage 2 Society and Culture

Course Description
Stage 1 Society and Culture examines and explores social issues from a range of different perspectives. In addition to research and writing skills, students work in groups to investigate aspects of society which affect their lives. The various roles of government, media, technology and groups are investigated and the way in which human beings behave as individuals and in groups also provides a focus for research.

- Assessments**
Assessment Type 1: Source Analysis (50%)
Assessment Type 2: Group Activity (25%)
Assessment Type 3: Investigation (25%)

For Further Information
For further information about this subject, contact:
Humanities and Social Science Learning Area Leader
Kathryn.Pill@stmarys.sa.edu.au

Stage 1
Modern History

Prerequisites	Year 10 Humanities and Social Sciences
Course Length	1 Semester
Requirement	Optional
Credits	10 Credits
Pathways	Stage 2 Ancient Studies, Stage 2 Modern History

Course Description
This course provides students with an opportunity to explore changes within the world since 1750. Students examine movements for change, revolution and liberation: their significance and the ideas that inspired them. They investigate the ways in which people, groups, and institutions have challenged political structures, social organisation and economic models to transform societies. Students also explore the short and long term consequences that these movements for change have had on ideas, perspectives, and circumstances.

- Assessments**
Assessment Type 1: Historical Skills (70%)
Assessment Type 2: Historical Study (30%)
Assessment Type 3: Exam (Formative)

For Further Information
For further information about this subject, contact:
Humanities and Social Science Learning Area Leader
Kathryn.Pill@stmarys.sa.edu.au

Stage 2
Ancient Studies

Prerequisites	Stage 1 Ancient Studies (preferable)
Course Length	2 Semesters
Requirement	Optional
Credits	20 Credits
Pathways	Archaeologist, Museum Curator or Collections Officer, Heritage and Cultural Site Officer, Historian specialising in the Ancient World, Educator (History, Classics or Humanities), Tourism and Heritage Guide, Academic Researcher, University Lecturer, Museum Education Officer, Journalist

Course Description

This course invites students to explore the people, societies, ideas and events that shaped the ancient world and continue to influence life today. Through the study of civilisations, students investigate historical sources, archaeological evidence, literature and material culture to develop an understanding of the achievements, beliefs and challenges of the ancient past.

Students learn to think critically about evidence, analyse differing interpretations of history, and communicate well-reasoned arguments. The subject develops valuable skills in research, source analysis, problem-solving, critical thinking and written communication. By examining themes such as power, leadership, conflict, religion, identity and cultural change, students gain insights into both ancient societies and the contemporary world.

Ancient Studies is well suited to students with an interest in history, literature, archaeology, politics, law, philosophy and culture, and provides a strong foundation for further study in the humanities and social sciences.

Assessments

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

For Further Information

For further information about this subject, contact: Humanities and Social Science Learning Area Leader Kathryn.Pill@stmarys.sa.edu.au

Stage 2
Society and Culture

Prerequisites	Stage 1 Society and Culture (preferable)
Course Length	2 Semesters
Requirement	Optional
Credits	20 Credits
Pathways	Social Researcher, Community Development Officer, Youth Worker, Human Services Worker, Policy Advisor, Community Engagement Officer, Non-Government-Organisation Worker, Human Resources Officer, Diversity and Inclusion Coordinator, Marketing and Consumer Research Roles, Educator (History, Classics or Humanities), Politician, Journalist, Police Officer, Defence Force, Legal Pathway

Course Description

Stage 2 Society and Culture examines and explores social issues from a range of different perspectives. In addition to research and writing skills, students work in groups to investigate aspects of society which affect their lives. The various roles of government, media, technology and groups are investigated and the way in which human beings behave as individuals and in groups also provides a focus for research.

Assessments

- Assessment Type 1: Folio (50%)
- Assessment Type 2: Interaction (20%)
- Assessment Type 3: Investigation (30%)

For Further Information

For further information about this subject, contact: Humanities and Social Science Learning Area Leader Kathryn.Pill@stmarys.sa.edu.au

Stage 2
Modern History

Prerequisites	Stage 1 Modern History (preferable)
Course Length	2 Semesters
Requirement	Optional
Credits	20 Credits
Pathways	Historian or Researcher, Museum or Heritage Officer, Archivist, Educator (History or Humanities), Journalist or Political Analyst, Public Policy Advisor, Legal Pathway, International Relations and Diplomacy, Defence or Intelligence Services, Journalist

Course Description

Throughout this course, students investigate the growth of modern nations. They engage in a study of one nation, and of interactions between or among nations. 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 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 also explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945, and consider their impact on the contemporary world. They consider how some nations, including some emerging nations, have sought to impose their influence and power, and how others have sought to forge their own destiny.

Assessments

- Assessment Type 1: Historical Skills (50%)
- Assessment Type 2: Historical Study (20%)
- Assessment Type 3: Exam (30%)

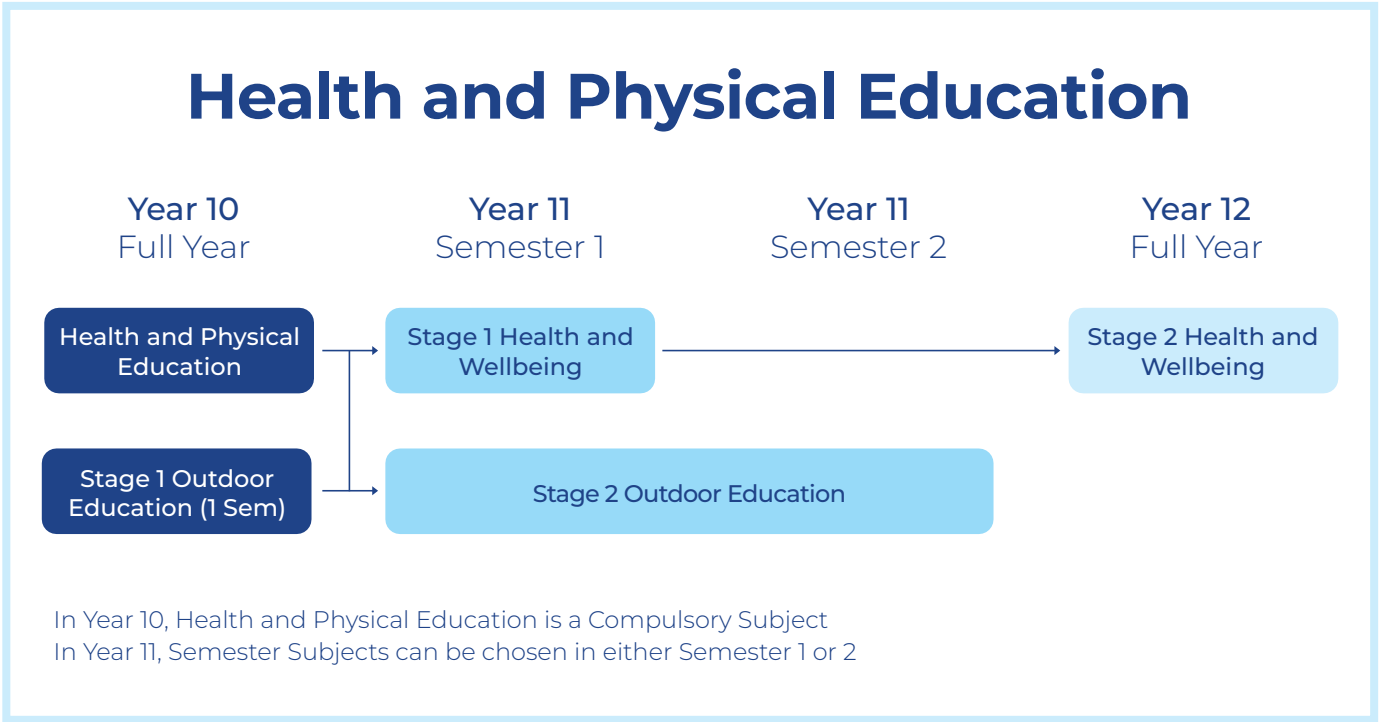
For Further Information

For further information about this subject, contact: Humanities and Social Science Learning Area Leader Kathryn.Pill@stmarys.sa.edu.au





Health and Physical Education



The Health and Physical Education Learning Area equips students with the knowledge, understanding and skills to make informed decisions about their own and others' health, safety, and wellbeing. Learning experiences integrate practical participation with theoretical concepts, enabling students to engage in authentic, real-world contexts.

Students explore a range of topics including personal and community health, movement and performance, leadership, collaboration, risk management, and decision-making. Through inquiry-based learning, they analyse, interpret, and evaluate data to develop meaning from their experiences and identify strategies for improvement.

Students develop critical and creative thinking by analysing situations, evaluating evidence, solving problems, and generating innovative strategies for improving health and performance outcomes. Personal and social capabilities are strengthened through opportunities to work both independently and collaboratively, demonstrating resilience, empathy, self-management, and effective communication in a

variety of group and performance settings. Students explore topics with ethical understanding examining issues related to fairness, inclusion, respect, safety, and responsibility in both individual and team contexts. They learn to consider diverse perspectives, reflect on moral and ethical dimensions of health-related decisions, and apply this understanding to real-world scenarios.

Students build their literacy skills by communicating effectively using subject-specific terminology, engaging in self-reflection, and identifying areas for growth. Leadership is developed through opportunities to work both independently and collaboratively with others.

The Health and Physical Education Learning Area supports students to develop the knowledge, skills, and confidence to lead active, healthy, and balanced lives, while providing a strong foundation for further study and career pathways in the health, fitness, and wellbeing industries.

Letisha Thomas
Health and Physical Education Learning Area Leader

Year 10
Health and Physical Education

Prerequisites	Nil
Course Length	2 Semesters
Requirement	Compulsory
Credits	Nil
Pathways	Stage 1 Outdoor Education, Stage 1 Health and Wellbeing, Stage 1 Physical Education

Course Description

This subject includes participation in recreational, competitive and wellbeing related physical activities to support students to develop an interest and enjoyment in physical activity to develop healthy habits for life. They develop an understanding of the benefits of regular exercise with regard to health, wellbeing and fitness. Students also apply leadership skills and work collaboratively to understand and apply fundamental movement skills.

Sports may include: Volleyball, Racquet Sports, Games Making, Pilates and Lifestyle Games.

Theory concepts include healthy relationships, help-seeking behaviours and understanding emotional responses to improve and maintain wellbeing. Students analyse external influences that impact body image and develop strategies and initiatives to improve health and confidence.

Assessments

Assessment Type 1: Skill Development (60%)
Assessment Type 2: Participation and Effort (20%)
Assessment Type 3: Organisation (20%)

For Further Information

For further information about this subject, contact:
Health and Physical Education Learning Area Leader
Letisha.Thomas@stmarys.sa.edu.au

Stage 1
Outdoor Education

Prerequisites	Year 10 Health and Physical Education
Course Length	1 or 2 Semesters
Requirement	Optional
Credits	10 Credits
Pathways	Stage 2 Outdoor Education

Course Description

Students take part in outdoor activities that include bushwalking, orienteering, camping skills and bouldering. The subject requires students to participate in a compulsory journey, which is often a four-day bushwalking camp in Mount Remarkable National Park.

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

Assessments

Assessment Type 1: About Natural Environments (40%)
Assessment Type 2: Experiences in Natural Environments (2) (60%)

For Further Information

For further information about this subject, contact:
Health and Physical Education Learning Area Leader
Letisha.Thomas@stmarys.sa.edu.au

Stage 1
Health and Wellbeing

Prerequisites	Year 10 Health and Physical Education
Course Length	1 Semester
Requirement	Optional
Credits	10 Credits
Pathways	Stage 2 Health and Wellbeing

Course Description

In Stage 1 Health and Wellbeing, students investigate contemporary health issues by analysing health determinants, social equity and health promotion initiative. Health literacy is developed by examining information, advice, advertising and apps used to promote wellbeing. Student agency is promoted by providing opportunities to explore and develop skills with the creation of a personalised lifestyle contract.

Assessments

Assessment Type 1: Practical Action (60%)
Assessment Type 2: Issues Inquiry (40%)

For Further Information

For further information about this subject, contact:
Health and Physical Education Learning Area Leader
Letisha.Thomas@stmarys.sa.edu.au

Stage 2
Outdoor Education

Prerequisites	Stage 1 Outdoor Education (preferable)
Course Length	2 Semesters
Requirement	Optional
Credits	20 Credits
Pathways	Environmental Sciences, Park Ranger, Outdoor Education Instructor, Tourism Management, Education (Teaching), Environmental Management

Course Description

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

Students participate in a minimum of nine days of outdoor activities and journeys, a compulsory part of the course. Outdoor activities include two trips of at least three days each. These trips may consist of a kayaking camp and a bushwalking expedition.

Assessments

Assessment Type 1: About Natural Environments (20%)
Assessment Type 2: Experiences in Natural Environments (50%)
Assessment Type 3: Connections with Natural Environments (30%)

For Further Information

For further information about this subject, contact:
Health and Physical Education Learning Area Leader
Letisha.Thomas@stmarys.sa.edu.au

Stage 2
Health and Wellbeing

Prerequisites	Stage 1 Health and Wellbeing (preferable)
Course Length	2 Semesters
Requirement	Optional
Credits	20 Credits
Pathways	Healthcare (Nursing, Allied Health), Education (Teaching), Social Work, Health Promotion, Health Sciences, Community Development Officer

Course Description

In Stage 2 Health and Wellbeing, students are encouraged to develop empathetic and ethical understanding of health and wellbeing issues. Students learn to apply knowledge and understanding of health and wellbeing concepts to contemporary issues and make informed decisions. Health trends and issues will be examined and analysed. Students plan, create, and undertake action to improve health and wellbeing outcomes individually and collaboratively.

Assessments

- Assessment Type 1: Initiative (40%)
- Assessment Type 2: Folio (30%)
- Assessment Type 3: Inquiry (30%)

For Further Information

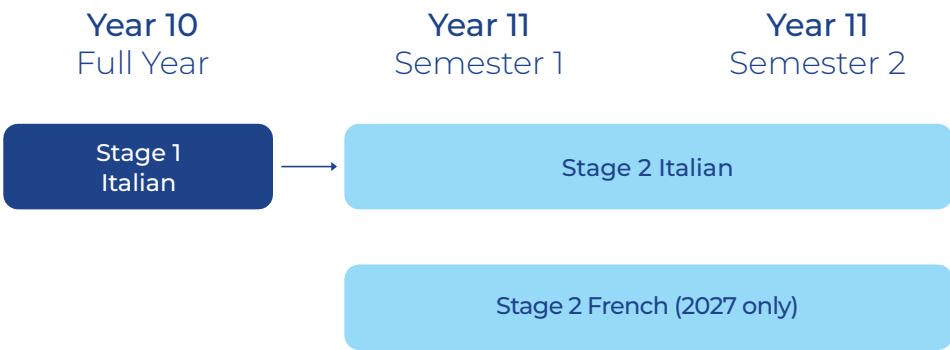
For further information about this subject, contact:
Health and Physical Education Learning Area Leader
Letisha.Thomas@stmarys.sa.edu.au





Languages

Languages



Studying Italian or French does not only provide the ability to communicate in another language but it also develops valuable skills that benefit learners throughout their education and future careers. Learning Italian or French enhances communication, listening, reading, writing, and problem-solving abilities while strengthening memory, critical thinking, and an understanding of, and respect for, diversity and difference. It also encourages resilience, confidence, and adaptability as students learn to express themselves in new and challenging ways. Exploring Italian or French language and culture promotes a deeper understanding and appreciation of history, art, literature, music, fashion and global perspectives, extending their understanding of themselves, their own heritage, values, culture and identity and the world around them.

The study of Italian or French opens a wide range of educational opportunities. Students may continue their language studies at university, combine Italian or

French with subjects such as business, law, engineering, international relations, tourism, science or the arts, or participate in exchange programs that provide immersive cultural experiences.

Career pathways linked to language study are diverse. Italian or French can support careers in translating, interpreting, teaching, diplomacy, international business, tourism, hospitality, journalism, marketing, fashion, aviation, medicine, music and cultural heritage. Employers increasingly value multilingual candidates because they demonstrate strong communication, collaboration, and intercultural skills and studying Italian or French equips learners with transferable skills and global opportunities that remain valuable throughout their personal, academic, and professional lives.

Catrina Tridente
Languages Learning Area Leader

Stage 1
Italian

Prerequisites	Year 9 Italian
Course Length	2 Semesters
Requirement	Optional
Credits	20 Credits
Pathways	Stage 2 Italian

Course Description

In Year 10, students undertake Stage 1 Italian, where they continue to develop their oral, aural and written skills along with the study of the Italian language and Italian speaking communities. They participate in imaginative and creative experiences, interpret, analyse and create a range of texts and activities, using their knowledge of grammar and associated systems. They explore intercultural experiences and the influence of technology, media and globalisation on language use and communication.

Assessments

- Assessment Type 1: Folio (40%)
- Assessment Type 2: In-depth Study (30%)
- Assessment Type 3: Oral (30%)
- Assessment Type 4: Exam (Formative)

For Further Information

For further information about this subject, contact:
Languages Learning Area Leader
Catrina.Tridente@stmarys.sa.edu.au

Stage 2
Italian

Prerequisites	Stage 1 Italian
Course Length	2 Semesters
Requirement	Optional
Credits	20 Credits
Pathways	Translating and Interpreting, Educator, Diplomacy, International Business, Tourism, Hospitality, Journalism, Marketing, Fashion, Aviation, Medicine, Music, Cultural Heritage

Course Description

In Year 11, students undertake Stage 2 Italian, where they develop communicative skills in both written and spoken Italian. This course is designed to enable students to:

- exchange information, opinions, and experiences in Italian
- express ideas through the production of original texts in Italian
- analyse, process, and respond to texts that are in Italian
- understand aspects of the language and culture of Italian speaking communities

In addition, students develop their understanding of language as a system. Students study a number of different themes which deal with important personal, social and cultural issues. This is done by reading a wide range of texts, watching films and providing opportunities for students to discuss and write about these important issues.

Assessments

- Assessment Type 1: Folio (40%)
- Assessment Type 2: In-depth Study (30%)
- Assessment Type 3: Oral and Written Exam (30%)

For Further Information

For further information about this subject, contact:
Languages Learning Area Leader
Catrina.Tridente@stmarys.sa.edu.au

Stage 2
French (2027 only)

Prerequisites	Stage 1 French (2026)
Course Length	2 Semesters
Requirement	Optional
Credits	20 Credits
Pathways	Translating and Interpreting, Educator, Diplomacy, International Business, Tourism, Hospitality, Journalism, Marketing, Fashion, Aviation, Medicine, Music, Cultural Heritage

Course Description

In Year 11, students undertake Stage 2 French, where they develop communicative skills in both written and spoken French. This course is designed to enable students to:

- exchange information, opinions, and experiences in French
- express ideas through the production of original texts in French
- analyse, process, and respond to texts that are in French
- understand aspects of the language and culture of French speaking communities

In addition, students develop their understanding of language as a system. Students study a number of different themes which deal with important personal, social and cultural issues. This is done by reading a wide range of texts, watching films and providing opportunities for students to discuss and write about these important issues.

Assessments

- Assessment Type 1: Folio (40%)
- Assessment Type 2: In-depth Study (30%)
- Assessment Type 3: Oral and Written Exam (30%)

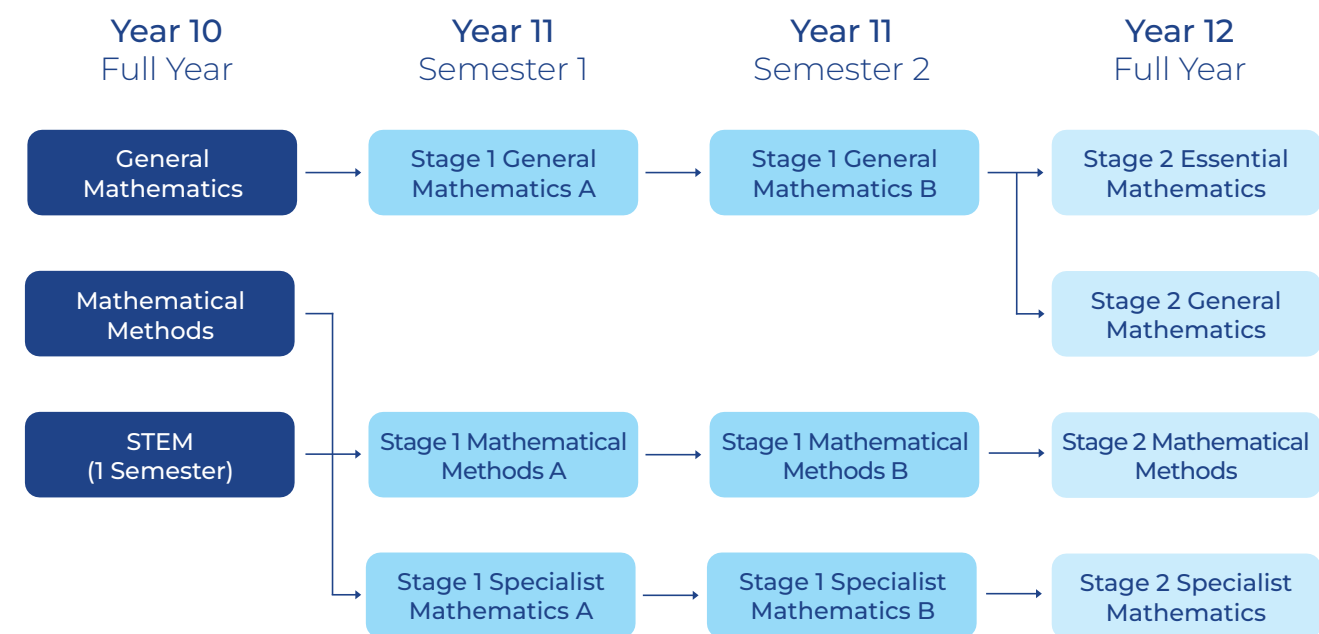
For Further Information

For further information about this subject, contact:
Languages Learning Area Leader
Catrina.Tridente@stmarys.sa.edu.au





Mathematics



Mathematics is a Compulsory Subject for Year 10 (Semester 1 and 2) and Year 11 (Semester 1)

Mathematics at St Mary's College provides students with opportunities to develop the knowledge, skills and confidence needed to succeed in further study, employment and everyday life. Mathematics is a compulsory component of the SACE, and students can select pathways that best align with their interests, strengths and future aspirations. At Stage 1 and 2, students may study General Mathematics, Mathematical Methods and Specialist Mathematics. At Stage 2, students may also choose Essential Mathematics, depending on their goals and academic interests.

Essential Mathematics focuses on practical problem-solving and real-world applications, supporting everyday financial, workplace and life skills. General Mathematics develops mathematical understanding through statistics, modelling and the analysis of real-world data. Mathematical Methods explores algebra, functions, calculus and statistical reasoning, providing a strong foundation for university study in many fields. Specialist Mathematics extends students' learning through advanced mathematical concepts and prepares those considering careers requiring a high level of mathematical thinking.

Through the study of Mathematics, students develop valuable transferable skills, including critical and creative thinking, logical reasoning, problem-solving, data analysis, communication, collaboration and the effective use of digital technologies. Students learn to interpret information, test ideas, evaluate solutions and make evidence-based decisions.

Mathematics equips students to be future-ready in a rapidly changing world. Employers and universities increasingly value analytical thinking, adaptability and quantitative reasoning. Whether pursuing careers in health, science, engineering, business, technology, education or the trades, mathematical literacy enables students to understand complex information, solve authentic problems and confidently engage with emerging technologies. Mathematics in the Senior School empowers students with the skills and mindset needed to navigate future opportunities and contribute meaningfully to an increasingly data-driven society.

John Absolon
Mathematics Learning Area Leader

Mathematics

Year 10
General Mathematics

Prerequisites	Year 9 Mathematics
Course Length	2 Semesters
Requirement	Compulsory
Credits	Nil
Pathways	Stage 1 General Mathematics

Course Description

The Year 10 General Mathematics course is designed to develop students’ confidence and positive attitudes towards the study of Mathematics, with a strong emphasis on practical applications in everyday and real-world contexts. Content is organised under six interrelated strands: Number, Algebra, Measurement, Space, Statistics, and Probability. Integrated within these strands are the four proficiencies - understanding, fluency, problem-solving, and reasoning - which support students to think and work mathematically.

Students communicate their mathematical understanding in a variety of ways and develop the capacity to use mathematics to solve problems, both individually and collaboratively. Through engaging with relevant, practical contexts and mathematical modelling, they extend their knowledge, skills and experience to build strong foundations for Stage 1 General Mathematics and for informed decision-making in their personal, work, and civic lives.

Assessments

Assessment Type 1: Skills and Applications Tasks (60%)
Assessment Type 2: Mathematical Investigations (40%)
Assessment Type 3: Exam (Formative)

For Further Information

For further information about this subject, contact:
Mathematics Learning Area Leader
John.Absolon@stmarys.sa.edu.au

Year 10
Mathematical Methods

Prerequisites	Year 9 Mathematics (minimum B grade)
Course Length	2 Semesters
Requirement	Compulsory
Credits	Nil
Pathways	Stage 1 General Mathematics, Stage 1 Mathematical Methods, Stage 1 Specialist Mathematics

Course Description

Year 10 Mathematics Methods is designed to develop students’ confidence and positive attitudes towards the study of Mathematics, with a focus on increasing complexity and sophistication in both abstract and real-world concepts. Content is organised under six interrelated strands: Number, Algebra, Measurement, Space, Statistics, and Probability. Integrated within these strands are the four proficiencies - understanding, fluency, problem-solving, and reasoning - which support students to think and work mathematically at a higher level.

Students communicate their mathematical understanding in a variety of ways and develop the capacity to use mathematics to solve problems, both individually and collaboratively. Through engaging with challenging contexts and mathematical modelling, they extend their knowledge, skills and experience to build strong foundations for Stage 1 Mathematical Methods and Specialist Mathematics, as well as for informed decision-making in their personal, work, and civic lives.

Assessments

Assessment Type 1: Skills and Applications Tasks (60%)
Assessment Type 2: Mathematical Investigations (40%)
Assessment Type 3: Exam (Formative)

For Further Information

For further information about this subject, contact:
Mathematics Learning Area Leader
John.Absolon@stmarys.sa.edu.au

Year 10
STEM

Prerequisites	Nil
Course Length	1 Semester
Requirement	Optional
Credits	Nil
Pathways	Stage 1 General Mathematics, Stage 1 Mathematical Methods, Stage 1 Specialist Mathematics

Course Description

The subject of STEM integrates Science, Technologies, Engineering and Mathematics. It focuses on further developing skills in critical thinking, problem-solving and creativity.

Using the design-thinking process, students explore, develop, and produce solutions to a range of challenges. It is anticipated that students will display originality and creativity while working within the constraints of a design brief. Projects are designed to develop creative problem-solving skills and practical skills that may involve traditional or emerging technologies and techniques. Theory relates to the practical work undertaken by the students and will include material investigations and issues analysis. Students will also learn how to pitch and market their ideas.

Assessments

Assessment Type 1: Practical Activity (50%)
Assessment Type 2: Product and Documentation (30%)
Assessment Type 3: Issues Analysis (20%)

For Further Information

For further information about this subject, contact:
Mathematics Learning Area Leader
John.Absolon@stmarys.sa.edu.au

Stage 1
General Mathematics A

Prerequisites	Year 10 General Mathematics
Course Length	1 Semester
Requirement	Compulsory
Credits	10 Credits
Pathways	Stage 1 General Mathematics B

Course Description

This course extends students’ mathematical skills in ways that apply to practical problem-solving and mathematical modelling in everyday contexts. Topics cover a diverse range of applications of mathematics including:

- Investing and Borrowing
- Measurement
- Statistical Investigation

Emphasis is placed not only on the understanding and application of skills and concepts, but also on the communication and presentation of these processes and their results, and on reasoning and problem-solving.

Assessments

Assessment Type 1: Skills and Applications Tasks (60%)
Assessment Type 2: Mathematical Investigations (40%)
Assessment Type 3: Exam (Formative)

For Further Information

For further information about this subject, contact:
Mathematics Learning Area Leader
John.Absolon@stmarys.sa.edu.au

Stage 1
General Mathematics B

Prerequisites	Stage 1 General Mathematics A (minimum C Grade)
Course Length	1 Semester
Requirement	Optional
Credits	10 Credits
Pathways	Stage 2 Essential Mathematics, Stage 2 General Mathematics (minimum B Grade)

Course Description

This course extends students' mathematical skills in ways that apply to practical problem-solving and mathematical modelling in everyday contexts. Topics cover a diverse range of applications of mathematics including:

- Applications of Trigonometry
- Linear and Exponential Functions and their Graphs
- Matrices and Networks

Emphasis is placed not only on the understanding and application of skills and concepts, but also on the communication and presentation of these processes and their results, and on reasoning and problem-solving.

Assessments

Assessment Type 1: Skills and Applications Tasks (60%)
Assessment Type 2: Mathematical Investigations (40%)
Assessment Type 3: Exam (Formative)

For Further Information

For further information about this subject, contact:
Mathematics Learning Area Leader
John.Absolon@stmarys.sa.edu.au

Stage 1
Mathematical Methods A

Prerequisites	Year 10 Mathematical Methods, Year 10 STEM (minimum B Grade)
Course Length	1 Semester
Requirement	Compulsory
Credits	10 Credits
Pathways	Stage 1 Mathematical Methods B

Course Description

This course aims to develop increasingly sophisticated abstract concepts in the following topics:

- Polynomials
- Functions and Graphs
- Trigonometry

Critical and creative thinking is developed through problem-solving, making and testing conjectures, interpreting results, reflecting on effectiveness, limitations and assumptions. Electronic technology will be used throughout this course.

Assessments

Assessment Type 1: Skills and Applications Tasks (60%)
Assessment Type 2: Mathematical Investigations (40%)
Assessment Type 3: Exam (Formative)

For Further Information

For further information about this subject, contact:
Mathematics Learning Area Leader
John.Absolon@stmarys.sa.edu.au

Stage 1
Mathematical Methods B

Prerequisites	Stage 1 Mathematical Methods A (minimum C Grade)
Course Length	1 Semester
Requirement	Optional
Credits	10 Credits
Pathways	Stage 2 Essential Mathematics, Stage 2 General Mathematics, Stage 2 Mathematical Methods (minimum B Grade)

Course Description

This course provides opportunities for students to develop skills in the following topics:

- Growth and Decay
- Counting and Statistics
- Introduction to Calculus

Critical and creative thinking is developed through problem-solving, making and testing conjectures, interpreting results, reflecting on effectiveness, limitations and assumptions. Electronic technology will be used throughout this course.

Assessments

Assessment Type 1: Skills and Applications Tasks (60%)
Assessment Type 2: Mathematical Investigations (40%)
Assessment Type 3: Exam (Formative)

For Further Information

For further information about this subject, contact:
Mathematics Learning Area Leader
John.Absolon@stmarys.sa.edu.au

Stage 1
Specialist Mathematics A

Prerequisites	Year 10 Mathematical Methods, Year 10 STEM (minimum B Grade)
Course Length	1 Semester
Requirement	Optional. Must be studied alongside Stage 1 Mathematical Methods A (minimum B Grade)
Credits	10 Credits
Pathways	Stage 1 Specialist Mathematics B (minimum B Grade)

Course Description

This course aims to develop increasingly sophisticated abstract concepts in the following topics:

- Arithmetic and Geometric Sequences and Series
- Matrices
- Vectors in the plane

Critical and creative thinking is developed through problem-solving, making and testing conjectures, interpreting results, reflecting on effectiveness, limitations and assumptions. Electronic technology will be used throughout this course.

Assessments

Assessment Type 1: Skills and Applications Tasks (60%)
Assessment Type 2: Mathematical Investigations (40%)
Assessment Type 3: Exam (Formative)

For Further Information

For further information about this subject, contact:
Mathematics Learning Area Leader
John.Absolon@stmarys.sa.edu.au

Stage 1
Specialist Mathematics B

Prerequisites	Stage 1 Mathematical Methods A (minimum B Grade), Stage 1 Specialist Mathematics A (minimum B Grade)
Course Length	1 Semester
Requirement	Optional. Must be studied alongside Stage 1 Mathematical Methods B (minimum B Grade)
Credits	10 Credits
Pathways	Stage 2 Essential Mathematics, Stage 2 General Mathematics, Stage 2 Mathematical Methods Stage 2 Specialist Mathematics (minimum B Grade)

Course Description
This course provides opportunities for students to develop skills in using rigorous mathematical arguments and proofs in the following topics:

- Further Trigonometry
- Real and Complex Numbers
- Geometry
- Mathematical Induction

Critical and creative thinking is developed through problem-solving, making and testing conjectures, interpreting results, reflecting on effectiveness, limitations and assumptions. Electronic technology will be used throughout this course.

Assessments
Assessment Type 1: Skills and Applications Tasks (60%)
Assessment Type 2: Mathematical Investigations (40%)
Assessment Type 3: Exam (Formative)

For Further Information
For further information about this subject, contact:
Mathematics Learning Area Leader
John.Absolon@stmarys.sa.edu.au

Stage 2
Essential Mathematics

Prerequisites	Stage 1 General Mathematics (A and B) (minimum B Grade)
Course Length	2 Semesters
Requirement	Optional
Credits	20 Credits
Pathways	Business and Small Business Management, Nursing and Allied Health, Trade-based Apprenticeships and Vocational Training, Government and Public Sector Roles, Sole Traders and Entrepreneurship, Defence Force Careers

Course Description
Stage 2 Essential Mathematics offers 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.

Assessments
Assessment Type 1: Skills and Applications Tasks (30%)
Assessment Type 2: Folio (40%)
Assessment Type 3: Exam (30%)

For Further Information
For further information about this subject, contact:
Mathematics Learning Area Leader
John.Absolon@stmarys.sa.edu.au

Stage 2
General Mathematics

Prerequisites	Stage 1 General Mathematics (A and B) (minimum B Grade)
Course Length	2 Semesters
Requirement	Optional
Credits	20 Credits
Pathways	Health Sciences and Administration, Government and Public Sector Roles, Finance and Banking, Accounting and Commerce, Economics, Data Analysis and Treasury Roles, Business Management and Marketing, Defence, Mining and Resources Industries

Course Description
Stage 2 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 associated key concepts in the topics. These topics cover a diverse range of applications of mathematics. This includes examinable modelling topics - financial, statistical, discrete (networks), and non-examinable topics of linear/non-linear functions, and either matrices or the share market.

Assessments
Assessment Type 1: Skills and Applications Tasks (40%)
Assessment Type 2: Mathematical Investigations (30%)
Assessment Type 3: Exam (30%)

For Further Information
For further information about this subject, contact:
Mathematics Learning Area Leader
John.Absolon@stmarys.sa.edu.au

Stage 2
Mathematical Methods

Prerequisites	Stage 1 Mathematical Methods (A and B) (minimum B Grade)
Course Length	2 Semesters
Requirement	Optional
Credits	20 Credits
Pathways	Engineering, Science and Research, Pharmaceutical Sciences, Bio-Engineering, Medicine and Health Professions, Government and Public Sector Roles, Defence and Advanced Technology Roles, Artificial Intelligence, Data Science and Analytics

Course Description
Stage 2 Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions, their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation. Further topics include logarithms and discrete random variables.

Assessments
Assessment Type 1: Skills and Applications Tasks (50%)
Assessment Type 2: Mathematical Investigations (20%)
Assessment Type 3: Exam (30%)

For Further Information
For further information about this subject, contact:
Mathematics Learning Area Leader
John.Absolon@stmarys.sa.edu.au

Stage 2
Specialist Mathematics

Prerequisites	Stage 1 Mathematical Methods (A and B) (minimum B Grade), Stage 1 Specialist Mathematics (A and B) (minimum B Grade)
Course Length	2 Semesters
Requirement	Optional. Must be studied alongside Stage 2 Mathematical Methods
Credits	20 Credits
Pathways	Engineering, Advanced Mathematics, Physics and Quantitative Sciences, Computer Science, Artificial Intelligence and Emerging Technologies, Actuarial studies and Quantitative Finance, Government and Public Sector Roles, Defence Research and Strategic Roles

Course Description

Stage 2 Specialist Mathematics draws on and deepens students' mathematical knowledge and understanding while providing 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, induction, complex numbers, vectors, and rates of change. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods at Stage 2.

Assessments

Assessment Type 1: Skills and Applications Task (50%)
Assessment Type 2: Mathematical Investigation (20%)
Assessment Type 3: Exam (30%)

For Further Information

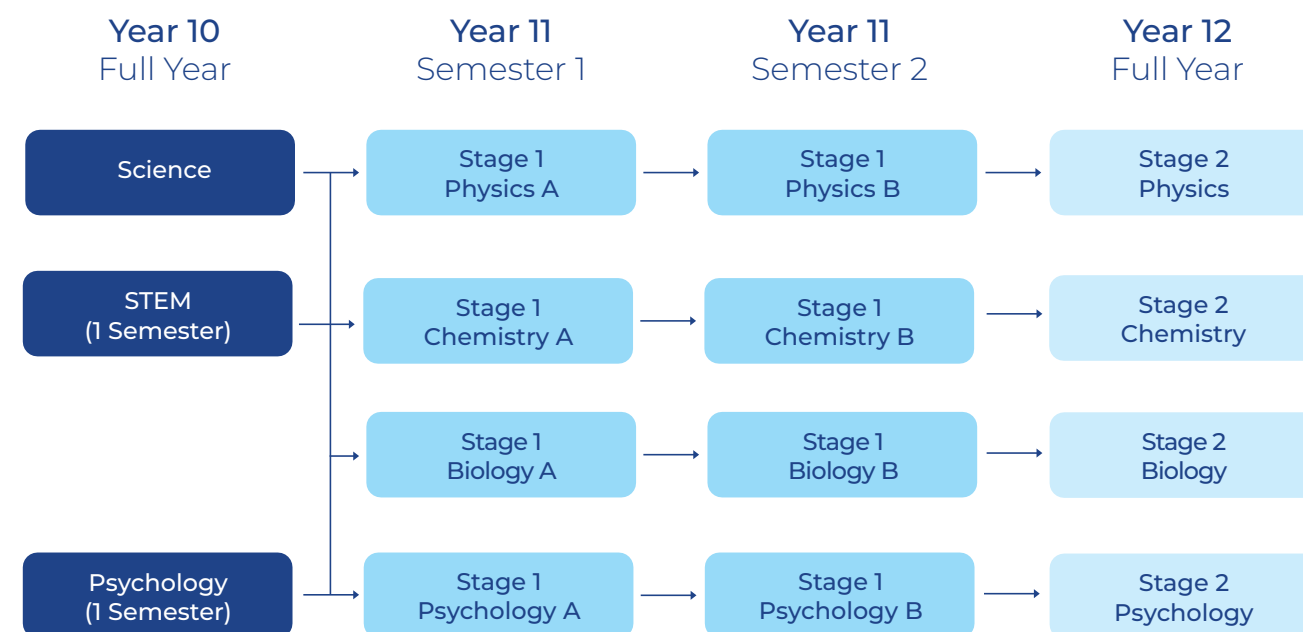
For further information about this subject, contact:
Mathematics Learning Area Leader
John.Absolon@stmarys.sa.edu.au





Science

Science



In Year 10, Science is a Compulsory Subject

In Year 11, Semester Subjects can be chosen in either Semester 1 or 2

Science is the systematic pursuit of knowledge about the physical and natural world. It is driven by curiosity and the excitement of discovery via observation, research, and experimentation. Science empowers students to make informed decisions and build a better future.

Within all subjects in the Science Learning Area, students experience science as both a body of knowledge and a process through which that knowledge is developed and refined. Learning in science is designed to be fun, as it provides students with the thrill of discovering how the world works and the satisfaction of solving real-world problems.

The study of science sharpens students' critical thinking, logical reasoning, and problem-solving abilities; skills which are vital in all aspects of life. Students develop an understanding of scientific concepts by

making observations, forming hypotheses, collecting and interpreting data, and drawing evidence-based conclusions. Students are provided with opportunities to express creativity and innovation by designing investigations, generating solutions, and applying scientific understanding to real-world challenges. These opportunities also foster their ability to collaborate, communicate effectively, and make informed decisions.

Students have the opportunity to study subjects from a range of scientific disciplines, including both the natural and social sciences. The natural sciences explore life, organisms, matter, and energy through the subjects of Biology, Chemistry, and Physics. The social sciences investigate human behaviour and the relationships between individuals through the study of Psychology.

Emma Beukema
Science Learning Area Leader

Year 10
Science

Prerequisites	Year 9 Science
Course Length	2 Semesters
Requirement	Compulsory
Credits	Nil
Pathways	Stage 1 Physics, Stage 1 Chemistry, Stage 1 Biology, Stage 1 Psychology

Course Description

In Year 10 Science, students deepen their understanding of the biological, chemical, physical and Earth and space sciences. They investigate genetics and the role of DNA in inheritance and variation. They explain the processes of natural selection and evolution and their impact on species survival. Students examine chemical reactions, including how they are represented using equations, and explore patterns in the periodic table to predict properties of elements. In physics, they describe motion and apply the laws of physics to analyse the movement of objects. They explore evidence about the universe and changes in Earth’s atmosphere over time.

Students extend their skills in designing and conducting investigations, handling apparatus safely, gathering and interpreting data, and using scientific language and representations to communicate their findings.

Assessments

Assessment Type 1: Investigation Portfolio (50%)
Assessment Type 2: Skills and Application Tasks (50%)
Assessment Type 3: Semester Exams (Formative)

For Further Information

For further information about this subject, contact:
Science Learning Area Leader
Emma.Beukema@stmarys.sa.edu.au

Year 10
STEM

Prerequisites	Year 9 Science
Course Length	1 Semester
Requirement	Optional
Credits	Nil
Pathways	Stage 1 Physics, Stage 1 Chemistry, Stage 1 Biology, Stage 1 Psychology

Course Description

The subject of STEM integrates Science, Technologies, Engineering and Mathematics. It focuses on further developing skills in critical thinking, problem-solving and creativity.

Using the design-thinking process, students explore, develop, and produce solutions to a range of challenges. It is anticipated that students will display originality and creativity while working within the constraints of a design brief. Projects are designed to develop creative problem-solving skills and practical skills that may involve traditional or emerging technologies and techniques. Theory relates to the practical work undertaken by the students and will include material investigations and issues analysis. Students will also learn how to pitch and market their ideas.

Assessments

Assessment Type 1: Practical Activity (50%)
Assessment Type 2: Product and Documentation (30%)
Assessment Type 3: Issues Analysis (20%)

For Further Information

For further information about this subject, contact:
Science Learning Area Leader
Emma.Beukema@stmarys.sa.edu.au

Year 10
Psychology

Prerequisites	Year 9 Science
Course Length	1 Semester
Requirement	Optional
Credits	Nil
Pathways	Stage 1 Psychology (A and B)

Course Description

Year 10 Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It also addresses the ways in which behaviour can be changed. Psychology involves using scientific inquiry methods to deconstruct and design research, analyse data and critique findings. The ethics of research and psychological interventions as well as concepts relating to science as a human endeavour, are also integral parts of the subject.

Studying psychology equips students with a range of skills including how to be a critical consumer of information; how to identify psychological processes at work in everyday experiences; how to apply psychological knowledge to real-world situations; how to make informed decisions about issues, events, and situations in society by applying relevant psychological principles and ethics; and how to be an effective communicator.

Course content includes:

- Introduction to Psychology
- Emotion
- Sports Psychology

Assessments

Assessment Type 1: Psychological Investigation (50%)
Assessment Type 2: Skills and Applications Tasks (2) (50%)
Assessment Type 3: Exam (Formative)

For Further Information

For further information about this subject, contact:
Science Learning Area Leader
Emma.Beukema@stmarys.sa.edu.au

Stage 1
Physics A

Prerequisites	Year 10 Science
Course Length	1 Semester
Requirement	Optional
Credits	10 Credits
Pathways	Stage 1 Physics B, Stage 2 Physics

Course Description

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. The three topics covered include:

- Linear Motion
- Forces
- Waves

The three strands of science - inquiry skills, science as a human endeavour, and science understanding - are integrated throughout student learning in this subject.

Assessments

Assessment Type 1: Investigations Folio (50%)
Assessment Type 2: Skills and Applications Tasks (50%)
Assessment Type 3: Exam (Formative)

For Further Information

For further information about this subject, contact:
Science Learning Area Leader
Emma.Beukema@stmarys.sa.edu.au

Stage 1
Physics B

Prerequisites	Stage 1 Physics A (minimum B Grade)
Course Length	1 Semester
Requirement	Optional
Credits	10 Credits
Pathways	Stage 2 Physics

Course Description

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.

The three topics covered include:

- Electricity, Energy and Momentum,
- Nuclear Models
- Radioactivity

The three strands of science - inquiry skills, science as a human endeavour, and science understanding - are integrated throughout student learning in this subject.

Assessments
Assessment Type 1: Investigations Folio (50%)
Assessment Type 2: Skills and Applications Tasks (50%)
Assessment Type 3: Exam (Formative)

For Further Information
For further information about this subject, contact:
Science Learning Area Leader
Emma.Beukema@stmarys.sa.edu.au

Stage 1
Chemistry A

Prerequisites	Year 10 Science
Course Length	1 Semester
Requirement	Optional
Credits	10 Credits
Pathways	Stage 1 Chemistry B, Stage 2 Chemistry

Course Description

The three strands of science - inquiry skills, science as a human endeavour, and science understanding - are integrated throughout student learning in this subject.

The following topics provide the framework for learning in Chemistry A:

- Materials and their Atoms
- Combining of Atoms and Molecules

Assessments
Assessment Type 1: Investigations Folio (50%)
Assessment Type 2: Skills and Applications Tasks (50%)
Assessment Type 3: Exam (Formative)

For Further Information
For further information about this subject, contact:
Science Learning Area Leader
Emma.Beukema@stmarys.sa.edu.au

Stage 1
Chemistry B

Prerequisites	Stage 1 Chemistry A (minimum B Grade)
Course Length	1 Semester
Requirement	Optional
Credits	10 Credits
Pathways	Stage 2 Chemistry

Course Description

Chemistry B provides the framework for students to extend their skills, knowledge and understanding of the three strands of science.

Topics covered include:

- Mixtures and Solutions
- Acids and Bases
- Redox Reactions

Assessments
Assessment Type 1: Investigations Folio (50%)
Assessment Type 2: Skills and Applications Tasks (50%)
Assessment Type 3: Exam (Formative)

For Further Information
For further information about this subject, contact:
Science Learning Area Leader
Emma.Beukema@stmarys.sa.edu.au

Stage 1
Biology A

Prerequisites	Year 10 Science
Course Length	1 Semester
Requirement	Optional
Credits	10 Credits
Pathways	Stage 1 Biology B, Stage 2 Biology

Course Description

In Stage 1 Biology A, the units covered include:

- Cells
- Multicellular Organisms

In Unit 1, students examine the development of the cell theory, the exchange of materials, and processes required for cell survival. In Unit 2, students examine how infectious disease agents spread, enter hosts, and cause immune responses. Students examine the structure and function of the main components of the immune system: physical barriers, the innate (non-specific) system, and the specific responses of the adaptive or acquired system.

Assessments
Assessment Type 1: Investigations Folio (50%)
Assessment Type 2: Skills and Applications Tasks (50%)
Assessment Type 3: Exam (Formative)

For Further Information
For further information about this subject, contact:
Science Learning Area Leader
Emma.Beukema@stmarys.sa.edu.au

Stage 1
Biology B

Prerequisites	Stage 1 Biology A
Course Length	1 Semester
Requirement	Optional
Credits	10 Credits
Pathways	Stage 2 Biology

Course Description

In Stage 1 Biology B, the units covered include:

- Multicellular Organisms
- Ecosystem and Biodiversity

Unit 1 focuses on the structure and function of various multicellular organisms, the structure and function of various organ systems that facilitate the exchange of materials in human beings and other species, including specific attributes of the circulatory, respiratory, excretory, digestive systems in animals. In Unit 2, students investigate diverse ecosystems, exploring the range of biotic and abiotic components to understand the dynamics, diversity and underlying unity of these systems.

Assessments

Assessment Type 1: Investigations Folio (50%)

Assessment Type 2: Skills and Applications Tasks (50%)

Assessment Type 3: Exam (Formative)

For Further Information

For further information about this subject, contact:

Science Learning Area Leader

Emma.Beukema@stmarys.sa.edu.au

Stage 1
Psychology A

Prerequisites	Year 10 Science
Course Length	1 Semester
Requirement	Optional
Credits	10 Credits
Pathways	Stage 1 Psychology B, Stage 2 Psychology

Course Description

Psychology explores both the universality of human experience and the diversity of individual and cultural behaviour. It examines ways behaviour can be understood and changed. Students use scientific inquiry to design and critique research, analyse data, and consider the ethics of research and psychological interventions.

Students investigate Cognitive Psychology, including memory and forgetting, and Forensic Psychology, exploring how psychology informs criminal justice contexts. The biopsychosocial model is used throughout to examine how biological, psychological and social factors interact to influence behaviour.

Through their studies, students develop skills in critical thinking, evaluating information, recognising psychological processes in everyday life, applying knowledge to real-world situations, and communicating effectively.

Assessments

Assessment Type 1: Investigations Folio (50%)

Assessment Type 2: Skills and Applications Tasks (50%)

Assessment Type 3: Exam (Formative)

For Further Information

For further information about this subject, contact:

Science Learning Area Leader

Emma.Beukema@stmarys.sa.edu.au

Stage 1
Psychology B

Prerequisites	Stage 1 Psychology A
Course Length	1 Semester
Requirement	Optional
Credits	10 Credits
Pathways	Stage 2 Psychology

Course Description

Psychology explores both the universality of human experience and the diversity of individual and cultural behaviour. It examines ways behaviour can be understood and changed. Students use scientific inquiry to design and critique research, analyse data, and consider the ethics of research and psychological interventions.

Students investigate Neuropsychology, exploring the structure and function of the brain and nervous system in relation to behaviour. In Lifespan Psychology, examining human development across the lifespan, including key stages of cognitive, emotional and social growth. The biopsychosocial model is applied throughout to understand how biological, psychological and social factors interact to influence behaviour.

Through their studies, students develop skills in critical thinking, evaluating information, recognising psychological processes in everyday life, applying knowledge to real-world situations, and communicating effectively.

Assessments

Assessment Type 1: Investigations Folio (50%)

Assessment Type 2: Skills and Applications Tasks (50%)

Assessment Type 3: Exam (Formative)

For Further Information

For further information about this subject, contact:

Science Learning Area Leader

Emma.Beukema@stmarys.sa.edu.au

Stage 2
Physics

Prerequisites	Stage 1 Physics (A and B)
Course Length	2 Semesters
Requirement	Optional
Credits	20 Credits
Pathways	Engineer, Astrophysicist, Medical Physicist, Data Scientist, Software Engineer, Pilot, Defence Scientist

Course Description

Stage 2 Physics is constructed around using qualitative and quantitative models, laws and theories to better understand matter, forces, energy and the interaction among them.

The three topics covered include:

- Motion and Relativity
- Electricity and Magnetism
- Light and Atoms

The three strands of science - inquiry skills, science as a human endeavour and science understanding - are integrated throughout student learning in this subject.

Assessments

Assessment Type 1: Investigations Portfolio (30%)

Assessment Type 2: Skills and Applications Tasks (40%)

Assessment Type 3: Exam (30%)

For Further Information

For further information about this subject, contact:

Science Learning Area Leader

Emma.Beukema@stmarys.sa.edu.au

Stage 2
Chemistry

Prerequisites	Stage 1 Chemistry (A and B)
Course Length	2 Semesters
Requirement	Optional
Credits	20 Credits
Pathways	Pharmacist, Food Science and Nutrition, Environmental Chemist, Dentistry, Chemical Engineer, Toxicologist, Forensic Scientist

Course Description

In Stage 2 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 humans make of the planet's resources.

Topics covered in this course include:

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

Assessments

Assessment Type 1: Investigations Portfolio (30%)
Assessment Type 2: Skills and Applications Tasks (40%)
Assessment Type 3: Exam (30%)

For Further Information

For further information about this subject, contact:
Science Learning Area Leader
Emma.Beukema@stmarys.sa.edu.au

Stage 2
Biology

Prerequisites	Stage 1 Biology (A or B)
Course Length	2 Semesters
Requirement	Optional
Credits	20 Credits
Pathways	Medical or Environmental Scientist, Healthcare Professional, Veterinarian, Genetic Counsellor, Wildlife Conservation Officer

Course Description

Stage 2 Biology is organised into four topics:

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

Students investigate biological systems and their interactions through the concepts of energy, control, structure and function, change and exchange. They explore these concepts at multiple levels, from microscopic cellular structures and processes to macroscopic ecosystem dynamics.

Assessments

Assessment Type 1: Investigations Portfolio (30%)
Assessment Type 2: Skills and Applications Tasks (40%)
Assessment Type 3: Exam (30%)

For Further Information

For further information about this subject, contact:
Science Learning Area Leader
Emma.Beukema@stmarys.sa.edu.au

Stage 2
Psychology

Prerequisites	Stage 1 Psychology (A or B)
Course Length	2 Semesters
Requirement	Optional
Credits	20 Credits
Pathways	Clinical Psychologist, Social Worker, Sports Psychologist, Behavioural Scientist, Forensic Psychologist, Neuroscientist

Course Description

Stage 2 Psychology explores both the universality of human experience and the diversity of individual and cultural behaviour. It examines ways behaviour can be understood and changed, using the biopsychosocial model to consider biological, psychological, and social influences. Students use scientific inquiry to design and critique research, analyse data, and consider the ethics of research and psychological interventions.

Students build skills in critical thinking, evaluating information, recognising psychological processes in everyday life, applying knowledge to real-world situations, and communicating effectively.

Topics covered in this course include:

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

The external examination assesses:

- Social Influence
- The Psychology of Learning
- Science Inquiry Skills (including Science as a Human Endeavour)

Assessments

Assessment Type 1: Investigations Portfolio (30%)
Assessment Type 2: Skills and Applications Tasks (40%)
Assessment Type 3: Exam (30%)

For Further Information

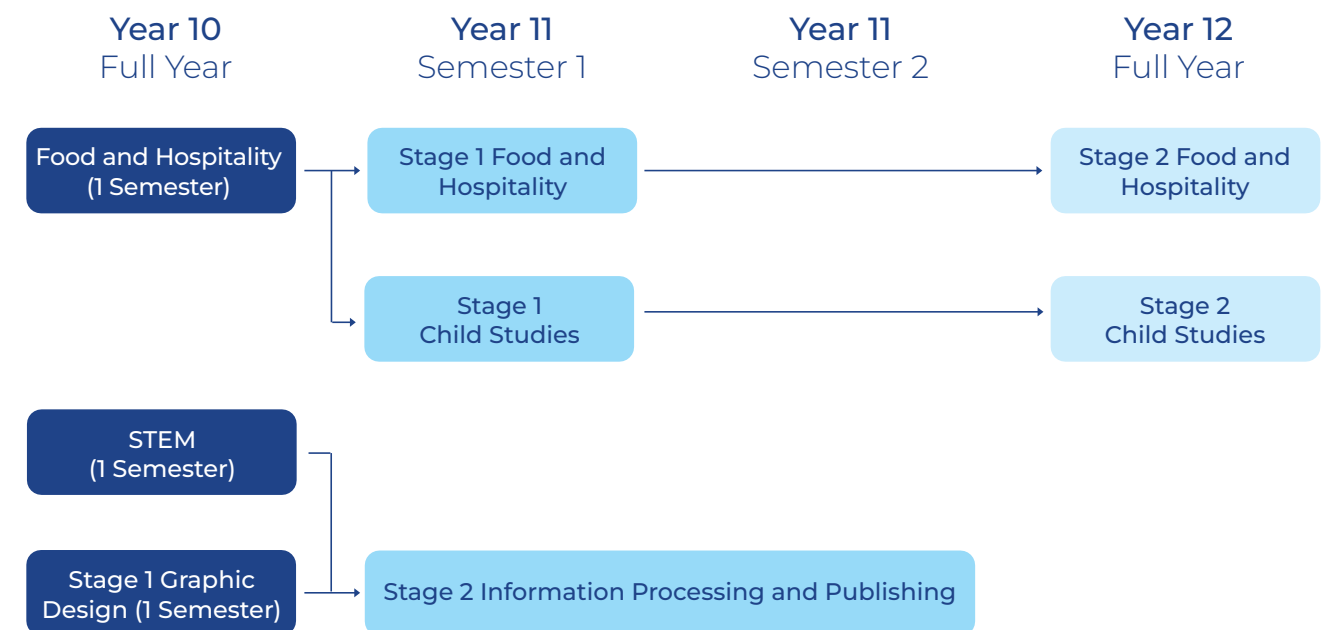
For further information about this subject, contact:
Science Learning Area Leader
Emma.Beukema@stmarys.sa.edu.au





Technologies

Technologies



In Year 11, Semester Subjects can be chosen in either Semester 1 or 2

The Technologies Learning Area provides students with practical, real-world learning experiences that develop creativity, problem-solving, communication, and technical skills. Learning is designed to be applied and purposeful, allowing students to engage with authentic contexts that mirror industry practices, workplace expectations, and community needs. Through inquiry, design thinking, and project-based tasks, students learn how to identify problems, generate and test solutions, and refine their work based on feedback and evaluation.

Students are encouraged to take an active role in their learning by planning, producing, and reviewing outcomes that have genuine purpose and audience. This process helps them develop confidence in using a range of tools, technologies, and processes while building an understanding of quality standards and professional expectations. Emphasis is placed on creativity and innovation, as students are challenged to think critically and adapt their ideas to meet specific needs or constraints.

Across the learning area, students build important transferable capabilities including collaboration, critical

thinking, organisation, time management, and digital competence. They learn how to work effectively both independently and as part of a team, communicate ideas clearly, and manage tasks from concept through to completion. These skills are highly valued across a wide range of industries and further study pathways, as they reflect the abilities required in modern, rapidly changing workplaces.

The Technologies Learning Area encourages students to be innovative, resilient, and independent learners who can apply their skills in further study, training, or employment. It provides strong foundations for a wide range of career pathways in both local and global industries, supporting students to become adaptable individuals who can contribute meaningfully to society and respond to future opportunities and challenges.

Giovanna Iannicelli
Technologies Learning Area Leader

Year 10
Food and Hospitality

Prerequisites	Year 9 Food and Hospitality (preferable)
Course Length	1 Semester
Requirement	Optional
Credits	Nil
Pathways	Stage 1 Food and Hospitality, Stage 1 Child Studies

Course Description

This course allows students to master foundation skills in hospitality. This includes food preparation skills, learning safe food protocols, modifying, and costing recipes, marketing, food styling and presentation. Students will have the opportunity to extend their skills by using contemporary technology, developing their own menu ideas to display creativity and time management. Topics include safe food handling, researching multicultural foods, menu planning and marketing food for sale. Students prepare a wide range of foods both individually and in group tasks, the emphasis being on sound management of resources, acquiring practical techniques and using appropriate technology to enhance the process.

Assessments

Assessment Type 1: Practical Activity/Design Task 1 (40%)
Assessment Type 2: Practical Activity/Design Task 2 (40%)
Assessment Type 3: Investigation (20%)

For Further Information

For further information about this subject, contact:
Technologies Learning Area Leader
Giovanna.lannicelli@stmarys.sa.edu.au

Year 10
STEM

Prerequisites	Nil
Course Length	1 Semester
Requirement	Optional
Credits	Nil
Pathways	Stage 2 Information Processing and Publishing

Course Description

The subject of STEM integrates Science, Technologies, Engineering and Mathematics. It focuses on further developing skills in critical thinking, problem-solving and creativity.

Using the design-thinking process, students explore, develop, and produce solutions to a range of challenges. It is anticipated that students will display originality and creativity while working within the constraints of a design brief. Projects are designed to develop creative problem-solving skills and practical skills that may involve traditional or emerging technologies and techniques. Theory relates to the practical work undertaken by the students and will include material investigations and issues analysis. Students will also learn how to pitch and market their ideas.

Assessments

Assessment Type 1: Practical Activity (50%)
Assessment Type 2: Product and Documentation (30%)
Assessment Type 3: Issues Analysis (20%)

For Further Information

For further information about this subject, contact:
Technologies Learning Area Leader
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Stage 1
Graphic Design

Prerequisites	Nil
Course Length	1 Semester
Requirement	Optional
Credits	10 Credits
Pathways	Stage 2 Information Processing and Publishing

Course Description

Stage 1 Graphic design focuses on the use and application of typography to print-based design. Students apply practical skills and design principles to provide creative solutions to text-based communication tasks. They use the design process to apply problem solving, critical thinking and decision-making skills. Students will develop proficiency in using and applying skills learnt using the Adobe Creative Cloud software.

Assessments

Assessment Type 1: Practical Skills (50%)
Assessment Type 2: Product and Documentation (30%)
Assessment Type 3: Issues Analysis (20%)

For Further Information

For further information about this subject, contact:
Technologies Learning Area Leader
Giovanna.lannicelli@stmarys.sa.edu.au

Stage 1
Food and Hospitality

Prerequisites	Year 10 Food and Hospitality (preferable)
Course Length	1 Semester
Requirement	Optional
Credits	10 Credits
Pathways	Stage 2 Food and Hospitality

Course Description

Students explore contemporary trends in food culture, the hospitality industry, food safety, and healthy eating through practical application, investigation, and research. Students work independently and collaboratively to investigate and design a range of practical tasks. This could include creating a fusion dish that showcases Australia's multicultural cuisine, designing and decorating a contemporary celebration cake, and a group task in which students re-design a fast food meal to reflect healthy eating principles for adolescents. Students also undertake an individual investigation into local and global issues in food and hospitality. Students may be involved in some out-of-hours catering events for one or two Summative Tasks.

Assessments

Assessment Type 1: Practical Activities (2) (50%)
Assessment Type 2: Group Activity (25%)
Assessment Type 3: Investigation (25%)

For Further Information

For further information about this subject, contact:
Technologies Learning Area Leader
Giovanna.lannicelli@stmarys.sa.edu.au

Stage 1
Child Studies

Prerequisites	Year 10 Food and Hospitality (preferable)
Course Length	1 Semester
Requirement	Optional
Credits	10 Credits
Pathways	Stage 2 Child Studies

Course Description

This course examines key aspects of caring for and educating young children from birth to eight years, with a focus on healthy eating, sensory and play-based learning, and child development. Students work independently and collaboratively to investigate and design a range of practical tasks. This could include investigating healthy canteen food options and redesign a snack as a healthier alternative for Junior School students, designing play activities that supports numeracy development, and working collaboratively to plan and run a Book Week learning activity with primary-aged students. Students also undertake an individual investigation into the implications of media or technology for childhood health and wellbeing.

Assessments

Assessment Type 1: Practical Activities (2) (50%)
Assessment Type 2: Group Activity (25%)
Assessment Type 3: Investigation (25%)

For Further Information

For further information about this subject, contact:
Technologies Learning Area Leader
Giovanna.lannicelli@stmarys.sa.edu.au

Stage 2
Information Processing and Publishing

Prerequisites	Stage 1 Graphic Design
Course Length	2 Semesters
Requirement	Optional
Credits	20 Credits
Pathways	Graphic Designer, Content Creator, Marketing (Digital and Print Media), Layout Artist for Print or Digital Media, Online Learning Design and Support

Course Description

Stage 2 Information Processing and Publishing focuses on the application of typography to both print and websites. Students will develop skills in the use and application of software from the Adobe Creative Cloud. In particular image manipulation, typography, animation, and web authoring. Students will examine components of hardware and software in relation to the design process. Social and ethical issues will be identified and examined in relation to the graphic design industry.

Assessments

Assessment Type 1: Practical Skills (40%)
Assessment Type 2: Issues Analysis (30%)
Assessment Type 3: Product and Documentation (30%)

For Further Information

For further information about this subject, contact:
Technologies Learning Area Leader
Giovanna.lannicelli@stmarys.sa.edu.au

Stage 2
Food and Hospitality

Prerequisites	Stage 1 Food and Hospitality
Course Length	2 Semesters
Requirement	Optional
Credits	20 Credits
Pathways	Chef (Commercial Cookery Pathway), Pastry Chef or Baker, Café or Restaurant Manager, Food and Beverage Attendant, Barista or Specialty Coffee Technician, Catering Assistant (events, functions, aged care), Event Planner

Course Description

The food and hospitality industry influences, and is influenced by, socio-cultural, technological, economic, environmental, political, and legal factors at local, national, and international levels. This subject develops students' knowledge and skills as consumers and future industry workers through a series of practical tasks connected to contemporary issues. Students work independently and collaboratively to investigate topics such as the influence of social media on menu design, safe food handling practices in hospitality contexts, contemporary plating trends, and the use of local and seasonal produce. The Group Activity involves students working collaboratively to develop a strategy to support healthy eating processes within the community. Students also complete an individual external investigation into a contemporary issue in the food and hospitality industry. Students may be involved in some out-of-hours catering events for one or two Summative Tasks.

Assessments

Assessment Type 1: Practical Activities (4) (50%)
Assessment Type 2: Group Activity (20%)
Assessment Type 3: External Investigation (30%)

For Further Information

For further information about this subject, contact:
Technologies Learning Area Leader
Giovanna.lannicelli@stmarys.sa.edu.au

Stage 2
Child Studies

Prerequisites	Stage 1 Child Studies
Course Length	2 Semesters
Requirement	Optional
Credits	20 Credits
Pathways	Early Childhood Educator, Family Day Care, Educator, Nanny or Private Childcare Provider

Course Description

This course deepens students' knowledge and skills in the development and care of children from birth to eight years, with a focus on political, economic, sociocultural, and technological influences on childhood. Students work independently and collaboratively to investigate, design and evaluate a range of activities that support the wellbeing, health and development of children. Topics students investigate may include: examining the impact of children's television, designing a learning activity for a child with special needs, preparing a nutritionally appropriate meal for a child with specific dietary requirements, creating educational toys, and planning and running a play-based learning activity with a junior primary class. Students also complete an individual external investigation into a contemporary issue related to the health and wellbeing of children.

Assessments

Assessment Type 1: Practical Activities (4) (50%)
Assessment Type 2: Group Activity (20%)
Assessment Type 3: External Investigation (30%)

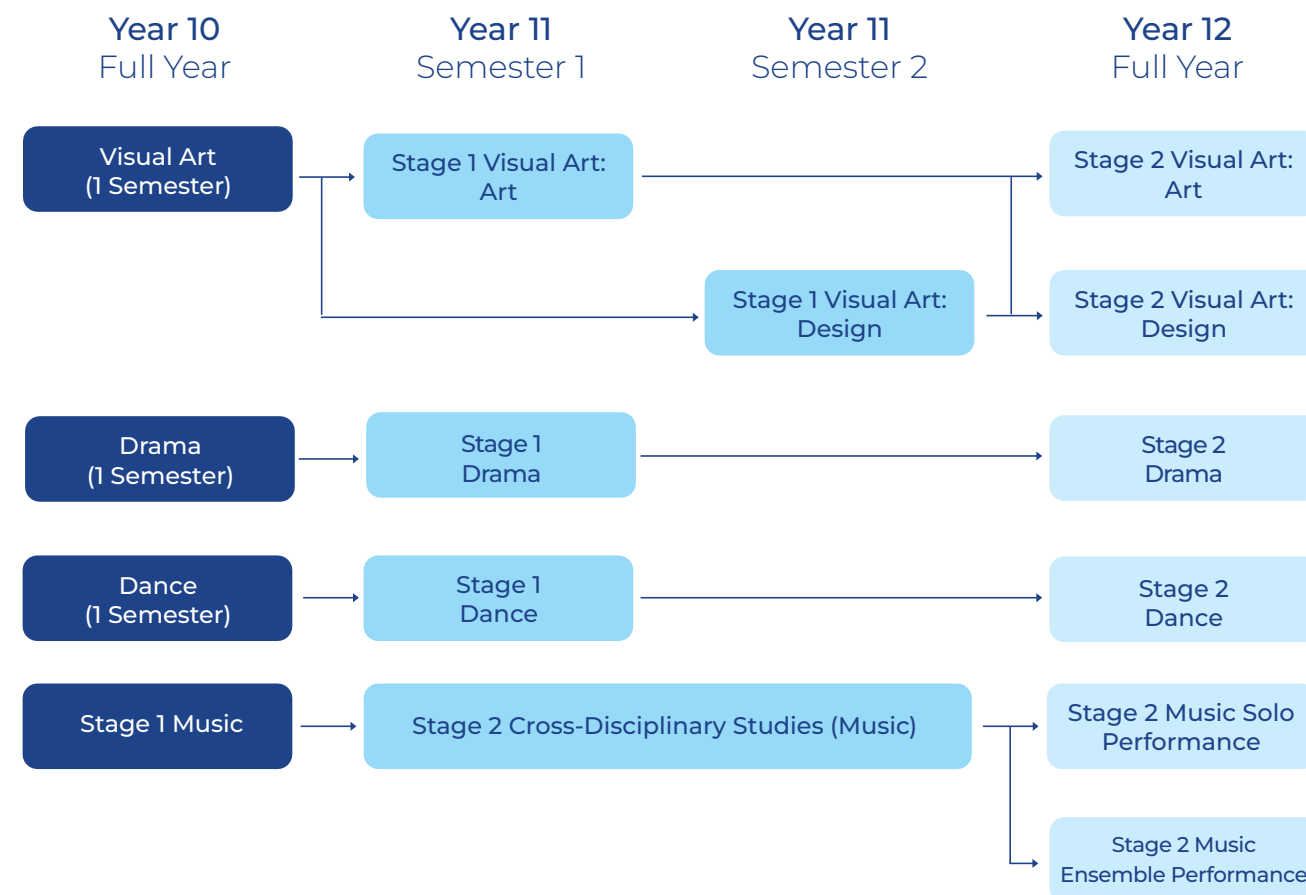
For Further Information

For further information about this subject, contact:
Technologies Learning Area Leader
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The Arts

The Arts



In Year 11, Semester Subjects can be chosen in either Semester 1 or 2

The Arts provides a dynamic learning environment where students develop creativity, confidence and artistic voice through authentic experiences across the performing and visual arts. As a city-based college, students benefit from strong connections with South Australia's creative industries, engaging with professional artists, companies, festivals and cultural organisations throughout their learning journey.

Across Dance, Drama, Music, Visual Art and Design, students develop critical thinking, collaboration, communication, resilience and creative problem-solving. Contemporary media practices are embedded throughout the curriculum, with students creating digital content and exploring photography, filmmaking, sound and multimedia communication. Through creating, performing, composing, designing, responding and reflecting, students build technical skills, creative confidence and an appreciation of diverse artistic practices while becoming adaptable, innovative thinkers.

Learning is enriched through workshops with industry professionals, live performances, exhibitions,

competitions, productions, excursions and community partnerships. Students regularly showcase their work to authentic audiences, applying professional creative processes and developing confidence through meaningful performance and exhibition opportunities.

The Arts develops transferable skills in leadership, teamwork, project management and creative problem-solving that support future study and employment. Students also explore pathways into performing arts, visual arts, design, digital media, film, education, creative technologies and cultural leadership.

At St Mary's College, students are encouraged to become advocates for the Arts - using creativity to tell stories, celebrate culture, challenge perspectives and make meaningful contributions to their community. Through the Arts, students discover not only what they can create, but who they can become.

Rhiannon Davis
The Arts Learning Area Leader

Year 10
Visual Art

Prerequisites	Year 9 Visual Art (preferred)
Course Length	1 Semester
Requirement	Optional
Credits	Nil
Pathways	Stage 1 Visual Art: Art, Stage 1 Visual Art: Design

Course Description

In Year 10 Visual Art, students continue in extending their skills to create artwork in both 2D and 3D forms. Emphasis is placed on the exploration and development of themes and providing documentation of ideas in their folios.

Students work with a variety of new mediums and techniques not previously explored in Year 8 and 9 Visual Art. They gain an understanding of the role of artists in history and in contemporary society through their written folio. Students have opportunities to engage with current exhibitions within the Adelaide CBD.

Assessments

- Assessment Type 1: Practical Works (30%)
- Assessment Type 2: Folio (40%)
- Assessment Type 3: Written Theory Tasks (30%)

For Further Information

For further information about this subject, contact:
The Arts Learning Area Leader
Rhiannon.Davis@stmarys.sa.edu.au

Year 10
Dance

Prerequisites	Year 9 Dance (preferred)
Course Length	1 or 2 Semesters
Requirement	Optional
Credits	Nil
Pathways	Stage 1 Dance

Course Description

Students study a range of dance performances and review writing skills to create their work for public presentation. Students work both individually and collaboratively to develop and reflect on work that considers the choreographic process, which demonstrates an understanding of the importance of this process across a variety of tasks.

Assessments

- Assessment Type 1: Skill Development (40%)
- Assessment Type 2: Creative Explorations (30%)
- Assessment Type 3: Dance Contexts (30%)

For Further Information

For further information about this subject, contact:
The Arts Learning Area Leader
Rhiannon.Davis@stmarys.sa.edu.au

Year 10
Drama

Prerequisites	Year 9 Drama (preferred)
Course Length	1 Semester
Requirement	Optional
Credits	Nil
Pathways	Stage 1 Drama

Course Description

Students study a range of theatre and film genres and practitioners in preparation for creating public performance work. Students have the freedom to pursue roles of particular interest to them and their developing skill set. These include but are not limited to acting, directing, sound/lighting design and operation, costume/make-up/set design, screen/playwriting, film making, editing, marketing and promotions, production management and related areas. Students have access to industry professionals and view professional works as they further develop their ability to work in company, reflect on the dramatic process and their own development as emerging artists.

Assessments

- Assessment Type 1: Performance (on/off stage role, theatre/film) (40%)
- Assessment Type 2: Digital Process Journal (30%)
- Assessment Type 3: Genre/Practitioner Study (30%)

For Further Information

For further information about this subject, contact:
The Arts Learning Area Leader
Rhiannon.Davis@stmarys.sa.edu.au

Stage 1
Music

Prerequisites	Year 9 Music (or equivalent)
Course Length	2 Semesters
Requirement	Optional
Credits	20 Credits
Pathways	Stage 2 Cross-Disciplinary Studies (Music)

Course Description

In Year 10, students undertake Stage 1 Music, where they are involved in a wide range of musical studies including ensemble performance, live performance reviewing, musical score analysis, and composition/arranging. Students present performances as a member of a vocal or instrumental ensemble and have the opportunity to attend live performances, analyse, discuss and reflect on music and develop their own composition/arrangement.

Students are required to participate in regular rehearsals and performances, some of which may be outside school hours. Participation in individual instrumental or vocal lessons is strongly advised.

Assessments

- Assessment Type 1: Creative Works (60%)
 - Ensemble Performance (two performances of 2-5 minutes)
 - Composition/Arrangement (one composition/ arrangement of 1-3 minutes)
- Assessment Type 2: Musical Literacy (40%)
 - Two Skills Development Tasks

For Further Information

For further information about this subject, contact:
The Arts Learning Area Leader
Rhiannon.Davis@stmarys.sa.edu.au

Stage 1
Visual Art: Art

Prerequisites	Year 10 Visual Art (preferable)
Course Length	1 Semester
Requirement	Optional
Credits	10 Credits
Pathways	Stage 2 Visual Art: Art, Stage 2 Visual Art: Design

Course Description

Stage 1 Visual Art: Art focuses on the ways, means, and ends of skilled creative, visual expression. Students complete a Visual Study, exploring and experimenting with a style, concept or technique based on the work of other practitioners. They also produce a folio documenting their visual learning, in support of their one major resolved visual artwork. All written tasks take the form of annotations and a Practitioner Statement. Students have opportunities to engage with current exhibitions within the Adelaide CBD in support of their Practical and Folio work.

Assessments

Assessment Type 1: Folio (40%)
Assessment Type 2: Practical Works (30%)
Assessment Type 3: Visual Study (30%)

For Further Information

For further information about this subject, contact:
The Arts Learning Area Leader
Rhiannon.Davis@stmarys.sa.edu.au

Stage 1
Visual Art: Design

Prerequisites	Year 10 Visual Art (preferable)
Course Length	1 Semester
Requirement	Optional
Credits	10 Credits
Pathways	Stage 2 Visual Art: Art, Stage 2 Visual Art: Design

Course Description

The broad area of Design encompasses communication and graphic design, environmental design, and product design. It emphasizes a problem-solving approach to the generation of ideas or concepts, and the development of visual representation skills to communicate resolutions. Visual Arts engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasizes visual thinking, investigation, the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

Topics covered in this course include:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

Assessments

In this subject, all tasks will be assessed using the performance standards for Stage 1 Visual Arts: Design.

Assessment Type 1: Folio (40%)
Assessment Type 2: Practical Works (30%)
Assessment Type 3: Visual Study (30%)

For Further Information

For further information about this subject, contact:
The Arts Learning Area Leader
Rhiannon.Davis@stmarys.sa.edu.au

Stage 1
Drama

Prerequisites	Year 10 Drama (preferable)
Course Length	1 Semester
Requirement	Optional
Credits	10 Credits
Pathways	Stage 2 Drama

Course Description

Stage 1 Drama consists of three areas of dramatic study:

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

The three areas of dramatic study are integrated to provide students with opportunities to learn dramatic conventions and elements, and the dramatic process of conceiving, experimenting, developing, making, presenting, analysing and evaluating drama. Students explore, experiment with and respond to ideas, processes and viewpoints from a range of drama. Students learn and apply creative and analytical skills to produce their own dramatic outcomes, individually and in collaboration, with a focus on theatre or film.

Assessments

Assessment Type 1: Performance (40%)
Assessment Type 2: Responding to Drama (30%)
Assessment Type 3: Creative Synthesis (30%)

For Further Information

For further information about this subject, contact:
The Arts Learning Area Leader
Rhiannon.Davis@stmarys.sa.edu.au

Stage 1
Dance

Prerequisites	Year 10 Dance (preferable)
Course Length	1 Semester
Requirement	Optional
Credits	10 Credits
Pathways	Stage 2 Dance

Course Description

Stage 1 Dance consists of three areas of study:

- Understanding Dance
- Creating Dance
- Responding to Dance

The three areas are integrated to provide students with opportunities to develop understanding of:

- The body and dance skills
- Elements of dance
- Structural devices
- Production elements
- Safe dance practices
- Technical and expressive dance skills in performance
- Communicate choreographic intent to an audience through composition and performance
- Reflect on their own creative works as an artist and that of others as an audience member
- Investigate dance in diverse contexts

Assessments

Assessment Type 1: Skills Development (40%)

- Individual performance focus
- Professional and self-devised choreography focus
- Technique focus

Assessment Type 2: Creative Explorations (30%)

- Choreography and performance

Assessment Type 3: Dance Contexts (30%)

For Further Information

For further information about this subject, contact:
The Arts Learning Area Leader
Rhiannon.Davis@stmarys.sa.edu.au

Stage 2
Cross-Disciplinary Studies (Music)

Prerequisites	Stage 1 Music
Course Length	2 Semesters
Requirement	Optional
Credits	20 Credits
Pathways	Stage 2 Music Solo Performance, Stage 2 Music Ensemble Performance

Course Description

In Year 11, students undertake Stage 2 Cross-Disciplinary Studies (Music), where they develop and extend their practical music-making skills through performing works in an ensemble and/or soloist. They apply their musical understanding, skills, and techniques in refining and performing music.

Students also gain insights into future work, education, and life opportunities in the music industry. Topics include event management, studio recordings, and future trends in music (e.g. AI and digital technologies).

Students are required to participate in regular rehearsals and performances, some of which may be outside school hours. Participation in individual instrumental or vocal lessons is strongly advised.

Assessments

Assessment Type 1: Commentary (30%)
Assessment Type 2: Group Project (20%)
Assessment Type 3: Presentation and Discussion (20%)
Assessment Type 3: Analysis (30%)

For Further Information

For further information about this subject, contact:
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Rhiannon.Davis@stmarys.sa.edu.au

Stage 2
Music Solo Performance

Prerequisites	Stage 2 Cross-Disciplinary Studies (Music)
Course Length	2 Semesters
Requirement	Optional
Credits	20 Credits
Pathways	Professional Musician or Performer, Music Educator or Instrumental Tutor, Composer or Songwriter, Sound Technician or Audio Engineer, Music Producer or Arts Administrator

Course Description

Students develop and extend their practical music-making skills through performing works as a soloist. They apply their musical understanding, skills, and techniques in refining and performing music.

Students have an individual instrumental or vocal lesson each week and prepare repertoire as a soloist. Solo Performance students attend rehearsals with an accompanist each week.

Students are required to participate in regular rehearsals and performances, some of which may be outside school hours. Participation in individual instrumental or vocal lessons is strongly advised.

Assessments

Assessment Type 1: Performance (30%)
Assessment Type 2: Presentation and Discussion (40%)
Assessment Type 3: Performance Portfolio (30%)

For Further Information

For further information about this subject, contact:
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Rhiannon.Davis@stmarys.sa.edu.au

Stage 2
Music Ensemble Performance

Prerequisites	Stage 2 Cross-Disciplinary Studies (Music)
Course Length	2 Semesters
Requirement	Optional
Credits	20 Credits
Pathways	Professional Musician or Performer, Music Educator or Instrumental Tutor, Composer or Songwriter, Sound Technician or Audio Engineer, Music Producer or Arts Administrator

Course Description

Students develop and extend their practical music-making skills through performing works in an ensemble. They apply their musical understanding, skills, and techniques in refining and performing music.

Students have an individual instrumental or vocal lesson each week and prepare repertoire as a member of an ensemble. Ensemble Performance students attend rehearsals with an ensemble director.

Students are required to participate in regular rehearsals and performances, some of which may be outside school hours. Participation in individual instrumental or vocal lessons is strongly advised.

Assessments

Assessment Type 1: Performance (30%)
Assessment Type 2: Presentation and Discussion (40%)
Assessment Type 3: Performance Portfolio (30%)

For Further Information

For further information about this subject, contact:
The Arts Learning Area Leader
Rhiannon.Davis@stmarys.sa.edu.au

Stage 2
Visual Art: Art

Prerequisites	Stage 1 Visual Art: Art, Stage 1 Visual Art: Design
Course Length	2 Semesters
Requirement	Optional
Credits	20 Credits
Pathways	Professional Visual Artist, Illustrator, Gallery or Museum Curator, Art Therapist, Arts Educator or Community Arts Worker

Course Description

Students work in the areas of:

- Art on Visual Thinking
- Practical Resolution in Visual Arts Context

Within this framework students can negotiate their practical studies to suit their area of interest. The nature of this course does require students to be highly motivated, focused and well organised. Emphasis is placed on the development and exploration of ideas documented in their folios and culminating in their final pieces.

Assessments

Assessment Type 1: Visual Study (30%)

- Independent study on art that includes theoretical and practical exploration

Assessment Type 2: Folio (40%)

Assessment Type 3: Practical (30%)

- Two pieces (or a body of work), supported by a Practitioner's Statement

For Further Information

For further information about this subject, contact:
The Arts Learning Area Leader
Rhiannon.Davis@stmarys.sa.edu.au

Stage 2
Visual Art: Design

Prerequisites	Stage 1 Visual Art: Art, Stage 1 Visual Art: Design
Course Length	2 Semesters
Requirement	Optional
Credits	20 Credits
Pathways	Graphic Designer, Interior Designer, Fashion Designer, Product or Industrial Designer, Exhibition or Spatial Designer

Course Description

Students work in the areas of:

- Design on Practical Application
- Knowledge and Understanding
- Analysis and Synthesis
- Inquiry and Exploration

Within this framework students can elect to work in the area of product design, environmental design, graphic design, or visual communication. Emphasis is placed on the development and exploration of ideas documented in their folios and culminating in their final pieces.

Assessments

Assessment Type 1: Visual Study (30%)

- Independent study on art that includes theoretical and practical exploration

Assessment Type 2: Folio (40%)

Assessment Type 3: Practical (30%)

- Two pieces, supported by a Practitioner’s Statement

For Further Information

For further information about this subject, contact:

The Arts Learning Area Leader

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Stage 2
Drama

Prerequisites	Stage 1 Drama
Course Length	2 Semesters
Requirement	Optional
Credits	20 Credits
Pathways	Actor (Stage, Film or Television), Theatre Director, Drama Educator, Stage Manager or Theatre Technician, Arts Administrator or Event Coordinator

Course Description

Stage 2 Drama consists of two areas of dramatic study:

- Company and Production
- Exploration and Vision

These two areas integrate exploring, analysing, conceiving, creating, making and evaluating drama. Students draw links between theory and practice through exploration, taking informed artistic risks, and practical experimentation. Students create drama from ideas and theoretical foundations, and by experimenting with concepts, processes, aesthetics and application of skills, styles and innovations. They reflect on their own and others’ dramatic ideas, products, and analyse and evaluate dramatic choices.

Assessments

Assessment Type 1: Group Production (40%)

Assessment Type 2: Evaluation and Creativity (30%)

Assessment Type 3: Creative Presentation (30%)

For Further Information

For further information about this subject, contact:

The Arts Learning Area Leader

Rhiannon.Davis@stmarys.sa.edu.au

Stage 2
Dance

Prerequisites	Stage 1 Dance (A or B)
Course Length	2 Semesters
Requirement	Optional
Credits	20 Credits
Pathways	Professional Dancer (Commercial, Contemporary or Classical), Choreographer, Dance Educator or Studio Owner, Arts Educator or Community Arts Facilitator, Fitness or Wellbeing Specialist

Course Description

Stage 2 Dance consists of three areas of study:

- Understanding Dance
- Creating Dance
- Responding to Dance

The three areas are integrated together to provide students with opportunities to develop knowledge and understanding of:

- The body and dance skills
- Elements of dance
- Structural devices
- Production elements
- Safe dance practices in choreography and performance
- Technical and expressive dance skills in performance
- Communicate choreographic intent to an audience through composition and performance
- Evaluate their own creative works as an artist and that of others as an audience member
- Research and analyse dance in diverse contexts

Assessments

Assessment Type 1: Performance Portfolio (30%)

Assessment Type 2: Dance Contexts (40%)

Assessment Type 3: Skill Development Portfolio (30%)

For Further Information

For further information about this subject, contact:

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