



**ST MARY'S
COLLEGE**

EST. 1869

2025 CURRICULUM HANDBOOK



OUR SCHOOL

St Mary's College is an R-12 school, educating girls in the Catholic Dominican tradition since 1869. Our Dominican spirit inspires us to be seekers of truth, to be daring and courageous, open minded and to hold an unwavering commitment to inclusivity and welcome. Our approach to learning is contemporary and innovative, we challenge and support our students to achieve their personal best.

OUR PURPOSE

St Mary's College empowers young women to excel in learning and in life. We nurture relationships that challenge and support students to contribute to a more just and compassionate world.

OUR VALUES

As a Dominican community, St Mary's College values *Truth, Justice and Community*.

OUR POLICY ON LEARNING

St Mary's College is a hub of learning excellence. Grounded in our identity and values every student is respected, affirmed, and supported to thrive. Students are empowered to have agency in their own learning by pursuing flexible pathways designed to enable success for all learners. Our curriculum design is both innovative and creative. Positive relationships and our wrap around approach to learning ensures that each student has the structures and capacity to challenge themselves within a highly supportive environment.

**We nurture the
growth of strong
women equipped
to find their place
in the world.**

TABLE OF CONTENTS

Welcome	Page 4	SENIOR SCHOOL	
R-12 Subject Flow Chart	Page 5	Subject Flow Chart	Page 36
JUNIOR SCHOOL		10-12 Curriculum Organisation	Page 37
R-6 Curriculum Organisation	Page 9	Senior School Information	Page 38
MIDDLE SCHOOL		SACE	Page 39
7-9 Curriculum Organisation	Page 15	SACE at St Mary's College	Page 40
Year 7		ATAR	Page 42
• Overview	Page 16	Subject Eligibility and Suitability	Page 43
• Subjects	Page 17	Year 10	
Year 8		• Overview	Page 44
• Overview	Page 22	• Subjects	Page 45
• Subjects	Page 23	Stage 1 (Year 11)	
Year 9		• Overview	Page 52
• Overview	Page 28	• Subjects	Page 53
• Subjects	Page 29	Stage 2 (Year 12)	
		• Overview	Page 65
		• Subjects	Page 66

Welcome

R-12 Subject Flow Chart

JUNIOR SCHOOL

R-6 Curriculum Organisation

MIDDLE SCHOOL

7-9 Curriculum Organisation

Year 7

Overview

Subjects

Year 8

Overview

Subjects

Year 9

Overview

Subjects

SENIOR SCHOOL

Subject Flow Chart

10-12 Curriculum Organisation

Senior School Information

SACE

SACE at St Mary’s College

ATAR

Subject Eligibility and Suitability

Year 10

Overview

Subjects

Stage 1 (year 11)

Overview

Subjects

Stage 2 (year 12)

Overview

Subjects

WELCOME

As the first school in South Australia to offer education to girls, the College seeks to inspire young women to pursue individual pathways and challenge boundaries.

Three critical values of truth, justice and community shape all aspects of College life. Our teaching and learning program encompasses these values through innovative curriculum and creative lesson design.

CURRICULUM FOUNDATIONS AND UNDERPINNINGS

The educational landscape is continually changing at National, State and Sector levels. As such, St Mary’s College continues to embrace a wide variety of curriculum opportunities and re-imagine them in our dynamic teaching and learning environment in order to produce the best outcomes and opportunities for students. At the forefront of these changes is the Australian Curriculum:

“The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. The Australian Curriculum describes the entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Australian students.”
-Australian Curriculum Website

The **Australian Curriculum** informs both **what we teach** and **how we approach** curriculum from Reception to Year 10 in Arts, Health and Physical Education, History, Humanities and Social Sciences, English, Languages, Mathematics, Science and Technologies.

Our Religious Education program from R-12 is based on the **Crossways Framework**, which has been developed by Catholic Education South Australia. Our cross-curriculum, teaching and learning practices are also informed by The **Child Protection Curriculum** and the **Made in the Image of God (MITIOG)** Framework, initiatives at Federal and Sector levels respectively, which support students in learning about themselves and their world through a variety of subjects and approaches.

Teachers plan diverse learning experiences from these frameworks to develop creativity, collaboration and critical thinking. This learning journey is further developed as students transition into the **South Australian Certificate of Education (SACE)** in Years 11 and 12. Our aim is to prepare young women with the skills to make informed decisions about their learning pathway beyond school.

St Mary’s College is also committed to reviewing and renewing assessment practices in line with the opportunities inherent in the Australian Curriculum and SACE, while embracing the educational goals promoted by the **Alice Springs (Mparntwe) Education Declaration**. These goals underpin the development of students as:

“...successful learners, confident and creative individuals, and active and informed citizens.”

PRACTICAL USE OF CURRICULUM INFORMATION

Subject Flow Charts allow students to track possible options and pathways in Learning Areas across the three Sub-Schools.



Welcome
R-12 Subject Flow Chart
JUNIOR SCHOOL
R-6 Curriculum Organisation
MIDDLE SCHOOL
7-9 Curriculum Organisation
Year 7
Overview
Subjects
Year 8
Overview
Subjects
Year 9
Overview
Subjects
SENIOR SCHOOL
Subject Flow Chart
10-12 Curriculum Organisation
Senior School Information
SACE
SACE at St Mary’s College
ATAR
Subject Eligibility and Suitability
Year 10
Overview
Subjects
Stage 1 (year 11)
Overview
Subjects
Stage 2 (year 12)
Overview
Subjects

R-12 SUBJECT FLOW CHART

	Reception to Year 6	Year 7 to Year 9	Year 10	Stage 1 (Year 11)	Stage 2 (Year 12)
Religious Education	Religious Education	Religious Education	Religious Education: Stage 1	Religious Education: Stage 2	Religious Education Formation
English	English	English	English	Essential English	Essential English
				English	English
				Pre-English Literary Studies	English Literary Studies
Humanities and Social Science (HASS)	Humanities and Social Sciences	Humanities and Social Sciences	Humanities and Social Sciences	Ancient Studies A and B	Ancient Studies
				Modern History A and B	Modern History
				Society and Culture	Society and Culture
Science	Science	Science	Science	Psychology A and B	Psychology
				Physics A and B	Physics
			Psychology	Chemistry A and B	Chemistry
				Biology A and B	Biology
Health and Physical Education	Health and Physical Education	Outdoor Recreation	Outdoor Education: Stage 1	Outdoor Education: Stage 2	Outdoor Education
		Specialist Netball	Health and Physical Education	Health and Wellbeing	Health and Wellbeing
		Physical Education		Physical Education	Physical Education
Business, Design and Technology	Technologies	Food Technology	Food and Hospitality	Food and Hospitality	Food and Hospitality
		STEM	STEM	Child Studies	Child Studies
			Business Innovation	Business Innovation	Business Innovation
			Graphic Design: Stage 1	Graphic Design	Information Processing and Publishing
Arts	Visual Art	Visual Art	Visual Art	Visual Arts: Art/Design	Visual Arts: Art/Design
	Music	Music	Music: Stage 1	Music: Stage 2	Music Solo Performance and/or Ensemble Performance
		Drama	Drama	Drama A and B	Drama
	Performing Arts	Dance	Dance	Dance A and B	Dance
Flexible Learning			Exploring Identities and Futures	Activating Identities and Futures	Workplace Practices
				Workplace Practices	
			Vocational Education and Training (VET)	Community Studies	Cross Disciplinary Studies
Languages	Italian	Italian	Italian/French	Italian/French: Stage 2	Italian/French
Mathematics	Mathematics	Mathematics	General Mathematics	General Mathematics A and B	Essential Mathematics
					General Mathematics
			Mathematical Methods	Mathematical Methods A and B	Mathematical Methods
			Specialist Mathematics A and B	Specialist Mathematics	
WRAP	WRAP	WRAP	WRAP	WRAP	WRAP

JUNIOR SCHOOL

R-6 Curriculum Organisation

MIDDLE SCHOOL

7-9 Curriculum Organisation

Year 7

Overview

Subjects

Year 8

Overview

Subjects

Year 9

Overview

Subjects

SENIOR SCHOOL

Subject Flow Chart

10-12 Curriculum Organisation

Senior School Information

SACE

SACE at St Mary’s College

ATAR

Subject Eligibility and Suitability

Year 10

Overview

Subjects

Stage 1 (year 11)

Overview

Subjects

Stage 2 (year 12)

Overview

Subjects

GENERAL CAPABILITIES:

At St Mary’s College, the General Capabilities are addressed through the content of each learning area. They are developed and applied in the classroom to enrich student learning.

Literacy

- Develop knowledge and key skills to interpret and use language confidently for learning and communication.
- Involves listening, viewing, speaking, writing and creating oral, print and digital texts for a range of purposes.
- Literacy encompasses a student’s ability to understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in a range of activities.

Numeracy

- Develop knowledge and skills to use mathematics confidently.
- Recognising and understanding the role of mathematics in the world, in particular, the interconnectedness of mathematical knowledge with other learning areas and the wider world.

Information Communication and Technology (ICT)

- Learning to use ICT effectively and appropriately access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas.
- Using digital technologies to their full potential and adapting new ways of doing things as technology evolves.
- Transform the way students think and learn whilst giving them greater control over how, where and when they learn.

- Conducting research, creating multimodal information products, analysing data, designing solutions to problems, controlling processes and devices, and supporting computation while working in collaboration with others.

Critical and Creative Thinking

- Learning to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems.
- Using reason, logic, resourcefulness, imagination and innovation in all learning areas.
- Interpreting, refining, analysing, evaluating, explaining and sequencing ideas to discover possibilities and opportunities within challenges.



Personal and Social Capability

- Understanding themselves and others, managing relationships, and the interconnection between life and work.
- Recognising and regulating emotions, developing empathy for others and establishing positive relationships with others.
- Becoming creative and confident individuals with a sense of optimism about their lives and the future.

Ethical Understanding

- Recognising the complexity of many ethical issues.
- Developing a capacity to make reasoned ethical judgments through the investigation of issues.
- Engage in complex issues and learning to navigate a world of competing rights, values, interests and norms.

Intercultural Understanding

- Stimulate student’s interests in the lives of others whilst cultivating values central to curiosity, care, empathy, reciprocity, respect and responsibility.
- Make connection to their own world and others, whilst engaging with diverse cultures in ways which recognise commonalities, differences and create connections with others.

Welcome
R-12 Subject Flow Chart
JUNIOR SCHOOL
R-6 Curriculum Organisation
MIDDLE SCHOOL
7-9 Curriculum Organisation
Year 7
Overview
Subjects
Year 8
Overview
Subjects
Year 9
Overview
Subjects
SENIOR SCHOOL
Subject Flow Chart
10-12 Curriculum Organisation
Senior School Information
SACE
SACE at St Mary’s College
ATAR
Subject Eligibility and Suitability
Year 10
Overview
Subjects
Stage 1 (year 11)
Overview
Subjects
Stage 2 (year 12)
Overview
Subjects

R-12 Subject Flow Chart

WRAP – WELLBEING, RELATIONSHIPS, AGENCY AND PERSONAL RESPONSIBILITY

Our Reception to Year 12 WRAP program explicitly teaches social and emotional wellbeing. It has a solid focus on teaching personal and social capabilities, safety, social skills, empathy and building respectful relationships with others. WRAP covers complex topics in an age-appropriate way through weekly lessons.

Our program is enriched by a strong research base about the developmental needs of young women. Parent sessions and resources support families to reinforce this learning at home.

WRAP happens weekly on Wednesday afternoons from Reception to Year 12.

- WRAP is designed to meet the needs of girls and young women in a complex and changing world.
- WRAP is evidence informed, using data from our students to review and shape the program.
- WRAP is shaped by research. Firstly, about the skills young women need to navigate their world. Secondly, by contemporary wellbeing literature.
- WRAP nurtures and develops social and emotional wellbeing.
- WRAP strengthens our student’s capacity for learning in all areas.
- WRAP develops the social and emotional learning competencies: self-awareness, social awareness, self-management, relationship skills, responsible decision making.
- WRAP explicitly teaches skills such as personal safety, empathy, cyber safety, setting personal boundaries and building respectful relationships with others.
- WRAP incorporates the explicit teaching of the Child Protection Curriculum along with diverse, age appropriate Social-Emotional Learning Programs.
- WRAP is delivered through a collaborative approach utilising industry experts, professional guest speakers, and the expertise of our wellbeing team.

		Early Years	Primary Years	Middle Years	Senior Years
Wellbeing	Self-Awareness	Learn about themselves and their feelings.	Develop strategies to respond to their emotions.	Implement appropriate strategies when responding to emotions.	Reflect on their emotional responses and understand the impact on themselves and others.
	Confidence	Independently transition into school life.	Name their strengths and use them in a variety of settings.	Appreciate themselves and what they bring to the world.	Embrace their unique identity.
	Connection	See themselves as a member of their community.	Identify and connect with their peers and broader school community.	Actively involve themselves in their school community.	Role model participation and engagement in the community.
	Purpose	Belong and contribute to their world.	Explore who they are, what they like and where they fit in.	Explore who they are, what they like and where they fit in.	Articulate their goals and direction.
Relationship	Awareness of others	Learn about relationships and being a good friend.	Recognise how their emotions affect themselves and others.	Work collaboratively with others and value the contribution of others.	Engage in, and maintain strong, healthy and respectful relationships with others.
	Effective Communication	Learn to interact appropriately with others.	Express themselves in appropriate ways when engaging with others.	Engage positively with others.	Understand their audience and positively influence others.
	Empathy	Imagine and describe the feelings of others.	Understand the experience and perspective of others.	Respond to others without judgement.	Connect with the feelings and experiences of others.
	Conflict Competent	Develop the skills to name when things go wrong and work with adults to repair harm.	Develop the skills to work through relationship concerns with others and repair harm.	Identify aspects of conflict, the rights and responsibilities of those involved and develop skills to repair harm.	Take responsibility for their part in the conflict, see it from multiple perspectives, and work to repair the harm.
Agency	Critical Thinking	Ask questions about their world.	Observe and form opinions about the world around them.	Consider a range of perspectives and how this relates to their world.	Critically analyse complex issues from different perspectives.
	Voice	Use 'I' statements to express their thoughts and feelings.	Speak up about what matters to them.	Identify areas of concern and use their voice to activate change.	Positively use their voice to lead others and activate change.
	Power	Understand that we all have the power to make personal choices.	Learn about rights and responsibilities.	Know their rights and responsibilities, and participate in decisions that affect them.	Activate their right to participate in decisions that affect them.
	Self Determination	Learn about who they can be.	Know they have choices and can set boundaries.	Explore and exercise choice and control over thoughts feelings and behaviour.	Develop a sense of efficacy about their future possibilities.
Personal Responsibility	Accountability	Know that their words and actions can impact others.	Understand that their choices have consequences.	Take responsibility for their actions.	Critically evaluate their actions, words and decisions to inform future choices.
	Resilience	Try new things.	Understand how they feel when trying new things.	Know they can bounce back from challenges.	Take risks and find ways to navigate through challenges.
	Compassion	Recognise when someone may be hurt and show them care and kindness.	Show compassion across a range of situations within and beyond their immediate sphere.	Take action to support vulnerable people.	Advocate for the common good.
	Ethical Awareness	Understand the notions of fair and unfair.	Make careful choices about what is the right thing to do.	Understand their values and how they inform decisions.	Contribute to a more just and compassionate world.

[Welcome](#)

[R-12 Subject Flow Chart](#)

JUNIOR SCHOOL

[R-6 Curriculum Organisation](#)

MIDDLE SCHOOL

[7-9 Curriculum Organisation](#)

Year 7

[Overview](#)

[Subjects](#)

Year 8

[Overview](#)

[Subjects](#)

Year 9

[Overview](#)

[Subjects](#)

SENIOR SCHOOL

[Subject Flow Chart](#)

[10-12 Curriculum Organisation](#)

[Senior School Information](#)

[SACE](#)

[SACE at St Mary's College](#)

[ATAR](#)

[Subject Eligibility and Suitability](#)

Year 10

[Overview](#)

[Subjects](#)

Stage 1 (year 11)

[Overview](#)

[Subjects](#)

Stage 2 (year 12)

[Overview](#)

[Subjects](#)



JUNIOR SCHOOL

Welcome

R-12 Subject Flow Chart

JUNIOR SCHOOL

R-6 Curriculum Organisation

MIDDLE SCHOOL

7-9 Curriculum Organisation

Year 7

Overview

Subjects

Year 8

Overview

Subjects

Year 9

Overview

Subjects

SENIOR SCHOOL

Subject Flow Chart

10-12 Curriculum Organisation

Senior School Information

SACE

SACE at St Mary's College

ATAR

Subject Eligibility and Suitability

Year 10

Overview

Subjects

Stage 1 (year 11)

Overview

Subjects

Stage 2 (year 12)

Overview

Subjects

R-6 CURRICULUM ORGANISATION

Our Junior School teachers work closely with students by establishing positive relationships in a nurturing environment.

APPROACH TO LEARNING IN OUR JUNIOR SCHOOL

Our goal is to create solid foundations for learning. Building resilience through creative play is a strong focus during the early years to promote confidence while developing critical and creative thinking. As students move through the Junior School, they are encouraged to appreciate challenges and problem solving as moments of growth. Contemporary learning is designed around the Australian Curriculum 'General Capabilities' to ensure broad experiences and subject specific knowledge needed to live and work in the 21st Century. As a fully integrated R-12 school our junior students have the opportunity to use all on-campus facilities and the expertise of specialist teachers normally reserved for secondary schooling. Having a variety of specialist teachers enables students to make a smooth transition to the Middle School.

The purpose of this section is to outline the subjects offered to students in R-6. The subjects are grouped according to learning areas to ensure a balanced program of studies. All students will participate in each subject for the full year.

LEARNING AREAS

- Religious Education
- Arts
- English
- Health and Physical Education
- Languages
- Mathematics

- Science
- Humanities and Social Science
- Design
- Digital Technologies

INTEGRATION

The R-6 years are designed to meet the needs of students by delivering a relevant, individualised, contemporary and engaging curriculum that connects with the broader areas of Aboriginal and Torres Strait Islander history and culture, Asia and Australia's engagement with Asia and Sustainability. Learning area content is integrated in a meaningful way across several curriculum areas with a view to enriching and deepening student understanding. Inquiry units of work are underpinned by the 'General Capabilities' that aim to assist students to live and work successfully in the 21st Century. These capabilities are:

- Literacy
- Numeracy
- ICT
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding

For any individual questions:
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RELIGIOUS EDUCATION

Religious Education is central to all learning that takes place within our school community. Our rapidly changing world calls us to explore challenges and questions associated with issues such as justice, human rights, peace, conflict, the global community, ecology and human dignity.



R-6 Curriculum Organisation		
<div>Welcome</div> <div>R-12 Subject Flow Chart</div> <div>JUNIOR SCHOOL</div> <div>R-6 Curriculum Organisation</div> <div>MIDDLE SCHOOL</div> <div>7-9 Curriculum Organisation</div> <div>Year 7</div> <div>Overview</div> <div>Subjects</div> <div>Year 8</div> <div>Overview</div> <div>Subjects</div> <div>Year 9</div> <div>Overview</div> <div>Subjects</div> <div>SENIOR SCHOOL</div> <div>Subject Flow Chart</div> <div>10-12 Curriculum Organisation</div> <div>Senior School Information</div> <div>SACE</div> <div>SACE at St Mary’s College</div> <div>ATAR</div> <div>Subject Eligibility and Suitability</div> <div>Year 10</div> <div>Overview</div> <div>Subjects</div> <div>Stage 1 (year 11)</div> <div>Overview</div> <div>Subjects</div> <div>Stage 2 (year 12)</div> <div>Overview</div> <div>Subjects</div>	<p>The Religious Education curriculum incorporates the ideals of the Dominican philosophy which advocates a search for truth and the ongoing development of each individual according to particular needs and talents and the key ideas outlined in the <i>Crossways Framework</i>.</p> <p>Believing – This strand explores the Church as a believing community. It enables students to explore the rich heritage of the thoughts and beliefs of the Catholic Tradition and its meaning and significance for their lives.</p> <p>Living – This Strand examines the qualities of discipleship as an invitation to promote the Reign of God. It explores ethical issues, moral decision making and conscience formation in light of the ethical codes of the Gospels and Catholic Tradition.</p> <p>Celebrating – This Strand reflects on the Church as a celebrating community. It explores the nature of prayer, the liturgical and sacramental life of the Church, and its relationships with other religions and their traditions.</p> <p>Praying – This Strand is integrated across the three conceptual Strands and emphasises the importance of prayer across the life of the Church: in its beliefs about the nature of God and the human person, in its moral teachings, and in its liturgical life.</p> <p>Eucharist and Reconciliation liturgies are celebrated as R-6 and in class groups and the whole school community celebrates Eucharist together several times each year. Class liturgies encourage participation in both formal and informal prayer, with children very often planning and running their own celebrations.</p> <p>ARTS</p> <p>Through studies in the Arts students receive an aesthetic education where they learn to perceive, value and judge what they come to know through their senses. Arts curriculum encompasses the subjects Visual Art, Drama and Music.</p> <p>Visual Art – Creativity and problem solving are fostered. A variety of art, craft and design skills are introduced</p>	<p>and developed through the three basic processes of creating, presenting and appreciating works of Art, Craft and Design.</p> <p>Through the subject of Visual Art students will:</p> <div> <div>R-2</div> <ul style="list-style-type: none"> Become aware of art elements line, shape, colour and texture and how they are used in art. Explore different techniques and art making processes to create art. Learn about different artists and how they create their art. Learn to shape their own ideas and imagination to produce their own finished artwork. <div>Year 3-4</div> <ul style="list-style-type: none"> Extend their understanding of the art elements in artwork through recognition and practice. Develop skills in using different materials, techniques and art making processes in art. Learn to identify art from different cultures and develop art as a response to their discoveries. Explore meanings of artworks using visual arts terminology to compare and make artwork. <div>Year 5-6</div> <ul style="list-style-type: none"> Furthering their understanding of the art elements through recognition, practice and planning for art. Further develop skills in using different materials, techniques and art making processes in art. Explain how art communicates meaning by comparing artworks from different historical and cultural groups. Plan the display of finished artwork to enhance the meaning and engage an audience. </div> <p>By using and practising these skills the student comes closer to producing the works as she conceives them. Art, Craft and Design are linked to a part of the class curriculum so that students can learn to transfer information and skills across the curriculum.</p> <p>Drama – Students have the opportunity to develop empathy, build creativity, use their imagination,</p>
	<p>increase self-awareness, boost literacy and vocabulary skills, increase positivity and improve cognitive thinking. Participating in Drama will transport children into the hearts and minds of different characters and enable them to recognise and understand their own actions and feelings in the process. Students are able to explore ideas and situations through creative role plays and improvisations. They are also offered the opportunity to perform for different audiences and purposes.</p> <p>Through the subject of Drama students will:</p> <div> <div>R-2</div> <ul style="list-style-type: none"> Become aware of role and situation as they listen and respond as fictional characters. Explore voice and movement to create role. Learn about focus and identifying the main idea of the drama. Learn how their ideas can be expressed through role and story. <div>Year 3-4</div> <ul style="list-style-type: none"> Extend their understanding of role and situation as they offer, accept and extend their ideas in improvisation. Vary voice and movement to create role when devising drama. Learn about focus, tension, space and time in their own and others’ drama. Explore meaning and interpretation, forms and elements including voice, movement, situation, time and place, and tension as they make and respond to drama. Use language and ideas to shape dramatic action. Use story structures to shape drama for audiences. <div>Year 5-6</div> <ul style="list-style-type: none"> Develop understanding of character through voice and movement and extend their understanding and use of situation, focus, tension, space and time. Extend their understanding and use language and ideas to create dramatic action and consider mood and atmosphere in performance. Use conventions of story and other devices such as dramatic symbol to communicate meaning and shape and sustain drama for audiences. Explore meaning and interpretation, forms and elements including voice, movement, situation, space and time, and tension as they make and respond to drama. </div>	<div>St Mary’s College 2024 Curriculum Handbook</div> <div>10</div>

Welcome	
R-12 Subject Flow Chart	
JUNIOR SCHOOL	
R-6 Curriculum Organisation	
MIDDLE SCHOOL	
7-9 Curriculum Organisation	
Year 7	
Overview	
Subjects	
Year 8	
Overview	
Subjects	
Year 9	
Overview	
Subjects	
SENIOR SCHOOL	
Subject Flow Chart	
10-12 Curriculum Organisation	
Senior School Information	
SACE	
SACE at St Mary’s College	
ATAR	
Subject Eligibility and Suitability	
Year 10	
Overview	
Subjects	
Stage 1 (year 11)	
Overview	
Subjects	
Stage 2 (year 12)	
Overview	
Subjects	

R-6 Curriculum Organisation

MUSIC

In Music, students have the opportunity to develop their awareness of, and response to music in a variety of group and individual contexts. They participate actively in the creation, performance and analysis of music.

Through the subject of Music students will:

R-2
<ul style="list-style-type: none">• Become aware of rhythm, pitch, dynamics and expression, form and structure, timbre and texture.• Explore sounds as they learn to listen to and make music.• Learn to discriminate between sounds and silence, and loud and soft sounds.• Learn to move and perform with beat and tempo.• Learn to listen as performers and as audience.
Year 3-4
<ul style="list-style-type: none">• Extend their understanding of the elements of music as they develop their aural skills.• Match pitch and show the direction of a tune with gesture or drawings.• Recognise difference between notes moving by step and by leap.• Recognise and discriminate between rhythm and beat.• Explore meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture as they make and respond to music.• Learn to listen as performers and as audience, extending their awareness of themselves and others as performers and as audience.
Year 5-6
<ul style="list-style-type: none">• Further their understanding of rhythm, pitch, dynamics and expression, form and structure, timbre and texture in music.• Extend their understanding and use of aural skills as they sing and play independent parts against contrasting parts and recognise instrumental, vocal and digitally generated sounds.• Explore and use rhythm, pitch, dynamics and expression, form and structure, timbre and texture in music they perform and compose.• Explore meaning and interpretation, forms and elements of music as they make and respond to music.

ENGLISH

The Study of English is for students to become literate, that is, be able to read, write, listen and speak in order to think, reflect, question, solve problems and give meaning to their lives. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand and build relationships with others and with the world around them.

The three interrelated strands of English include:

Language
<ul style="list-style-type: none">• Language variation and change.• Language for interaction.• Text structure and organisation.• Expressing and developing ideas.• Sound and letter knowledge.
Literature
<ul style="list-style-type: none">• Literature and context.Responding to literature• Examining literature.• Creating literature.• Multimodal text.
Literacy
<ul style="list-style-type: none">• Text in context.• Interacting with others.• Interpreting, analysing and evaluating• Creating text.

HEALTH AND PHYSICAL EDUCATION

To enable students to develop effective social and decision making skills, the major emphasis in Health and Personal Development is to impart accurate health and lifestyle knowledge; to foster responsible health attitudes, and develop positive health practices so that students become aware of the role they can play, and the choices they can make in order to achieve optimum health for themselves and others.

This learning area encompasses the subjects Health and Physical Education. At each year level students explore two key areas of learning:

Health Education
<ul style="list-style-type: none">• Being healthy, safe and active.• Communicating and interacting for health and wellbeing.• Contributing to healthy and active communities.
Physical Education
<ul style="list-style-type: none">• Moving our body.• Understanding movement.• Learning through movement.

LANGUAGES (ITALIAN)

Italian is offered from Reception. Through this study students gain an insight into, and an appreciation of another culture and language system.

The curriculum at each level focuses on two strands: communicating meaning in Italian and understanding language and culture.

R-2
<p>The Italian curriculum builds on children’s interests, curiosity and enjoyment, with an emphasis on active learning and confidence building, using Italian for social interactions, asking and answering simple questions, responding to instructions, singing songs and taking turns in games and simple shared tasks. Italian is learned in parallel with and supports English language and literacy.</p>
Year 3-6
<p>Students will develop their knowledge of oral Italian by revising known language and acquiring further vocabulary and idioms through guided reading and audio visual texts. Italian culture in both Australia and Italy will be explored and students will produce texts in the language focusing on context, purpose and audience.</p>

Welcome	
R-12 Subject Flow Chart	
JUNIOR SCHOOL	
R-6 Curriculum Organisation	
MIDDLE SCHOOL	
7-9 Curriculum Organisation	
Year 7	
Overview	
Subjects	
Year 8	
Overview	
Subjects	
Year 9	
Overview	
Subjects	
SENIOR SCHOOL	
Subject Flow Chart	
10-12 Curriculum Organisation	
Senior School Information	
SACE	
SACE at St Mary's College	
ATAR	
Subject Eligibility and Suitability	
Year 10	
Overview	
Subjects	
Stage 1 (year 11)	
Overview	
Subjects	
Stage 2 (year 12)	
Overview	
Subjects	

R-6 Curriculum Organisation	
MATHEMATICS	
Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry and Statistics and Probability. In these significant years of nurturing each child's mathematical thinking, we aim to recognise the mathematical understanding they bring to the classroom and encourage them to experience the wonder of building new mathematical knowledge.	
The four proficiency strands which describe the process of working mathematically and enable students to develop confidence in employing mathematical strategies to make informed decisions and solve problems efficiently in both familiar and unfamiliar situations are: understanding, fluency, problem solving and reasoning.	
The areas covered across each year level include:	
Number and Algebra	
<ul style="list-style-type: none">• Number and Place Value• Fractions and Decimals• Money and Financial Mathematics• Patterns and Algebra	
Measurement and Geometry	
<ul style="list-style-type: none">• Units of Measurement• Shape• Location and Transformation• Geometric Reasoning	
Statistics and Probability	
<ul style="list-style-type: none">• Chance• Data Representation and Interpretation	

SCIENCE	
Science is a way of helping students make sense of their world based on their current knowledge and experiences. Building upon students' natural curiosity about their environment, the study of Science leads children to understand the essential role of science in an ever-changing society.	
Through Science, students learn a systematic approach to organising and structuring their understanding and observations of the world, which can then be applied to technological pursuits. Science provides opportunities for students to develop practical methods in order to solve problems, as well as developing knowledge and skills that form a basis for further specialisation.	
The curriculum is supported by the <i>Primary Connections</i> planning document. Students use their prior knowledge to develop explanations for their hands-on experiences of scientific phenomena. Students have opportunities to represent their developing understanding and are engaged actively in the learning process. Students develop investigations skills and an understanding of the nature of science.	
Teaching and learning progresses through five phases: Engage, Explore, Explain, Elaborate and Evaluate.	
The units of work include:	
Reception	
Biological Sciences	Watch it grow!
Chemical Sciences	All mixed up
Earth and Space Sciences	Water works
Physical Sciences	Push-pull
Year 1	
Biological Sciences	Feathers, fur or leaves?
Chemical Sciences	Melting moments
Earth and Space Sciences	Night and day
Physical Sciences	Heating up

Year 2	
Biological Sciences	Watch it grow!
Chemical Sciences	All mixed up
Earth and Space Sciences	Water works
Physical Sciences	Push-pull
Year 3	
Biological Sciences	Feathers, fur or leaves?
Chemical Sciences	Melting moments
Earth and Space Sciences	Night and day
Physical Sciences	Heating up
Year 4	
Biological Sciences	Plants in action
Chemical Sciences	Material world
Earth and Space Sciences	Beneath our feet
Physical Sciences	Smooth moves
Year 5	
Biological Sciences	Desert survivors
Chemical Sciences	What's the matter?
Earth and Space Sciences	Earth's place in space
Physical Sciences	Light shows
Year 6	
Biological Sciences	Marvelous micro-organisms
Chemical Sciences	Change detectives
Earth and Space Sciences	Earthquake explorers
Physical Sciences	It's electrifying

Welcome	
R-12 Subject Flow Chart	
JUNIOR SCHOOL	
R-6 Curriculum Organisation	
MIDDLE SCHOOL	
7-9 Curriculum Organisation	
Year 7	
Overview	
Subjects	
Year 8	
Overview	
Subjects	
Year 9	
Overview	
Subjects	
SENIOR SCHOOL	
Subject Flow Chart	
10-12 Curriculum Organisation	
Senior School Information	
SACE	
SACE at St Mary's College	
ATAR	
Subject Eligibility and Suitability	
Year 10	
Overview	
Subjects	
Stage 1 (year 11)	
Overview	
Subjects	
Stage 2 (year 12)	
Overview	
Subjects	

R-6 Curriculum Organisation

HISTORY – INQUIRY

History is organised into two interrelated strands: Historical Knowledge and Understanding and Historical Skills. The former includes personal, family, local, state or territory, national, regional and world history. This strand explores key concepts for developing historical understanding, such as: evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability. The second strand promotes skills used in the process of historical inquiry: chronology, terms and concepts; historical questions and research; the analysis and use of sources; perspectives and interpretations; explanation and communication.

Each year level from Reception to Year 6 includes key inquiry questions that provide a framework for developing students' historical knowledge, understanding and skills.

Reception	
Topic 1	Who am I, where do I live and who came before me?
Topic 2	Why are some places and events special and how do we know?
Year 1	
Topic 1	How has family life and the place we live in changed over time?
Topic 2	What events, activities and places do I care about? Why?
Year 2	
Topic 1	What does my place tell me about the past and present?
Topic 2	How are people connected to their place and other places, past or present?
Topic 3	How has technology affected daily life over time and the connections between people in different places?

Year 3	
Topic 1	How do symbols, events, individuals and places in my community make it unique?
Topic 2	How do people contribute to their communities, past and present?
Topic 3	What events do different people and groups celebrate and commemorate and what does this tell us about our communities?
Year 4	
Topic 1	How have laws affected the lives of people, past and present?
Topic 2	What were the short – and long-term effects of European settlement on the local environment and Indigenous land and water management practices?
Topic 3	What is the significance of the environment and what are different views on how it can be used and sustained, past and present?
Year 5	
Topic 1	How have individuals and groups in the past and present contributed to the development of Australia?
Topic 2	What is the relationship between environments and my roles as a consumer and citizen?
Topic 3	How have people enacted their values and perceptions about their community, other people and places, past and present?
Year 6	
Topic 1	How have key figures, events and values shaped Australian society, its system of government and citizenship?
Topic 2	How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?
Topic 3	How has Australia developed as a society with global connections, and what is my role as a global citizen?

DESIGN TECHNOLOGIES

Design within the R-6 curriculum is embedded within each Learning Area. Students implement the design process by critiquing, designing and the making of products within the R-6 curriculum.

Design knowledge and understanding:

- The use, development and impact of technologies in people’s lives.
- Design concepts across a range of technologies and contexts.

Design processes and production skills:

- Critiquing, exploring and investigating.
- Generating, developing and evaluating design ideas for designed solutions.
- Planning, producing (making) and evaluating designed solutions.

DIGITAL TECHNOLOGIES

Digital Technologies is the second compulsory subject in the ACARA Technologies curriculum. This subject is compulsory from Reception to Year 9. It aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- Design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs.
- Use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and implementation to create digital solutions.
- Confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings.
- Apply protocols and legal practices that support safe, ethical and respectful communication and collaboration with known and unknown audiences.
- Apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments.

[Welcome](#)

[R-12 Subject Flow Chart](#)

JUNIOR SCHOOL

[R-6 Curriculum Organisation](#)

MIDDLE SCHOOL

[7-9 Curriculum Organisation](#)

Year 7

[Overview](#)

[Subjects](#)

Year 8

[Overview](#)

[Subjects](#)

Year 9

[Overview](#)

[Subjects](#)

SENIOR SCHOOL

[Subject Flow Chart](#)

[10-12 Curriculum Organisation](#)

[Senior School Information](#)

[SACE](#)

[SACE at St Mary's College](#)

[ATAR](#)

[Subject Eligibility and Suitability](#)

Year 10

[Overview](#)

[Subjects](#)

Stage 1 (year 11)

[Overview](#)

[Subjects](#)

Stage 2 (year 12)

[Overview](#)

[Subjects](#)



MIDDLE SCHOOL

Welcome

R-12 Subject Flow Chart

JUNIOR SCHOOL

R-6 Curriculum Organisation

MIDDLE SCHOOL

7-9 Curriculum Organisation

Year 7

Overview

Subjects

Year 8

Overview

Subjects

Year 9

Overview

Subjects

SENIOR SCHOOL

Subject Flow Chart

10-12 Curriculum Organisation

Senior School Information

SACE

SACE at St Mary's College

ATAR

Subject Eligibility and Suitability

Year 10

Overview

Subjects

Stage 1 (year 11)

Overview

Subjects

Stage 2 (year 12)

Overview

Subjects

7-9 CURRICULUM ORGANISATION

In our Middle School, students are provided with opportunities to explore, build positive relationships, and develop resilience.

APPROACH TO LEARNING IN OUR MIDDLE SCHOOL

Our student centred differentiated curriculum aims to reach all learners through a variety of resources, teaching methodologies and innovative uses of technology. Allowing each student to develop a sense of achievement drives all learning design. St Mary's College understands that all students learn in different ways. Recognising that the middle years provides a space for developing confidence, learning is about inquiry, problem solving, experiencing collaboration, and seeing challenges as moments for growth. Building these interpersonal skills and strategies prepares our middle school students for their transition to the Senior School.

The Year 7-9 curriculum is comprised of learning activities and assessment items using the Achievement Standards in the Australian Curriculum, and planned and assessed using a mix of the Content Descriptors, General Capabilities and Cross Curriculum Priorities.

Year 7 students experience a full foundation curriculum, whilst students in Years 8 and 9 have some subject choices.

LEARNING AREAS

- Religious Education
- Arts
- English
- Health and Physical Education
- Languages

- Mathematics
- Science
- Humanities and Social Science
- Technology

For any individual questions:
Director of Teaching and Learning
Tracey.Thursby@stmarys.sa.edu.au



Welcome	
R-12 Subject Flow Chart	
JUNIOR SCHOOL	
R-6 Curriculum Organisation	
MIDDLE SCHOOL	
7-9 Curriculum Organisation	
Year 7	
Overview	
Subjects	
Year 8	
Overview	
Subjects	
Year 9	
Overview	
Subjects	
SENIOR SCHOOL	
Subject Flow Chart	
10-12 Curriculum Organisation	
Senior School Information	
SACE	
SACE at St Mary’s College	
ATAR	
Subject Eligibility and Suitability	
Year 10	
Overview	
Subjects	
Stage 1 (year 11)	
Overview	
Subjects	
Stage 2 (year 12)	
Overview	
Subjects	

YEAR 7 OVERVIEW

Learning Area	Subject
Religious Education	Religious Education
English	English
Humanities and Social Sciences	Humanities and Social Sciences
Science	Science
Health and Physical Education	Physical Education
	Specialist Netball
Business, Design and Technology	Food Technology
	STEM
Arts	Visual Art
	Music
	Drama
	Dance
Languages	Italian
Mathematics	Mathematics

Welcome

R-12 Subject Flow Chart

JUNIOR SCHOOL

R-6 Curriculum Organisation

MIDDLE SCHOOL

7-9 Curriculum Organisation

Year 7

Overview

Subjects

Year 8

Overview

Subjects

Year 9

Overview

Subjects

SENIOR SCHOOL

Subject Flow Chart

10-12 Curriculum Organisation

Senior School Information

SACE

SACE at St Mary’s College

ATAR

Subject Eligibility and Suitability

Year 10

Overview

Subjects

Stage 1 (year 11)

Overview

Subjects

Stage 2 (year 12)

Overview

Subjects

YEAR 7 SUBJECTS

RELIGIOUS EDUCATION

SUBJECT:

COMPULSORY/OPTIONAL:

PREREQUISITES:

COURSE LEADS TO:

Religious Education

Compulsory

Nil

Year 8 Religious Education

COURSE DESCRIPTION:

For many students Year 7 is their entry into St Mary’s College. In Religious Education, students study our St Mary’s College Dominican Story and Charism and explore the significance of being part of our community.

Other areas of learning are Spirituality, the Life of Jesus, the Liturgical Year, Discipleship, and Social Justice.

ASSESSMENT:

In the areas of Knowledge and Understanding, Dialogue and Interpretation, and Spiritual Awareness and Agency, assessments may include evaluations, reflections, research and inquiry tasks, and multimodal presentations.

FOR FURTHER INFORMATION:

Leader of Religious Education
Karina.Baker@stmarys.sa.edu.au

ENGLISH

SUBJECT:

COMPULSORY/OPTIONAL:

PREREQUISITES:

COURSE LEADS TO:

English

Compulsory

Nil

Year 8 English

COURSE DESCRIPTION:

English offers the opportunity for students to explore a range of different texts from prose, poetry, drama, film and other media. Their learning will focus on building both their creative and analytical skills as they respond to texts and create their own.

Students will also engage in regular literacy work. This will include independent reading and the key reading skills associated, grammar, punctuation and spelling.

ASSESSMENT:

A range of assessments will be undertaken throughout the year. Some of which are, extended written responses, creative writing, oral and multimodal presentations.

FOR FURTHER INFORMATION:

Leader of English
Erin.Doherty@stmarys.sa.edu.au

HUMANITIES AND SOCIAL SCIENCES

SUBJECT:

COMPULSORY/OPTIONAL:

PREREQUISITES:

COURSE LEADS TO:

Humanities and Social Sciences

Compulsory

Nil

Year 8 Humanities and Social Sciences

COURSE DESCRIPTION:

Students build skills of geographical and historical inquiry, developing critical questions to lead an investigation into the significance of individuals, groups, actions and events in Ancient and modern times. Students learn skills in communicating the depth of their understanding in a range of creative and structured formats. In addition, emphasis is placed upon the importance of citizenship, and knowledge of the different levels of government.

ASSESSMENT:

Source analysis, research and evidence based writing tasks, with some creative applications.

FOR FURTHER INFORMATION:

Leader of Humanities and Social Sciences
Alexandra.Gavriliadis@stmarys.sa.edu.au

Welcome	
R-12 Subject Flow Chart	
JUNIOR SCHOOL	
R-6 Curriculum Organisation	
MIDDLE SCHOOL	
7-9 Curriculum Organisation	
Year 7	
Overview	
Subjects	
Year 8	
Overview	
Subjects	
Year 9	
Overview	
Subjects	
SENIOR SCHOOL	
Subject Flow Chart	
10-12 Curriculum Organisation	
Senior School Information	
SACE	
SACE at St Mary’s College	
ATAR	
Subject Eligibility and Suitability	
Year 10	
Overview	
Subjects	
Stage 1 (year 11)	
Overview	
Subjects	
Stage 2 (year 12)	
Overview	
Subjects	

YEAR 7 SUBJECTS

SCIENCE	
SUBJECT:	Science
COMPULSORY/OPTIONAL:	Compulsory
PREREQUISITES:	Nil
COURSE LEADS TO:	Year 8 Science

COURSE DESCRIPTION:
The three strands of science – science understanding, science as a human endeavour and science inquiry skills – provide students with understanding and skills through which they can develop a scientific view of the world.

In Year 7 students explain how biological diversity is ordered and organised. They represent flows of matter and energy in ecosystems. They model cycles in the Earth-sun-moon system and explain the effects of these cycles on Earth phenomena. They use particle theory to explain the physical properties of substances. Students use robotics to enhance their learning of simple machines. They explain how scientific responses are developed and can impact society.

ASSESSMENT:
Skills and Applications Tasks, Research and Practical Investigations.

FOR FURTHER INFORMATION:
Leader of Science
Emma.Beukema@stmarys.sa.edu.au

HEALTH AND PHYSICAL EDUCATION	
SUBJECT:	Physical Education
COMPULSORY/OPTIONAL:	Compulsory
PREREQUISITES:	Nil
COURSE LEADS TO:	Year 8 Health and Physical Education

COURSE DESCRIPTION:
Through participation in major and non-traditional sports, games and recreational activities students are encouraged to lead a healthy and active lifestyle. Students undertake a variety of activities involving hitting, kicking, throwing and specialised movement skills.

Practical activities may include: Netball, Touch Football, Australian Rules Football, Volleyball, Softball, Athletics and Dance.

ASSESSMENT:
Participation, Skill Development, Application of Skills to Game Situations, Academic Engagement, Effort, Collaboration, Leadership, Initiative and Personal Responsibility.

FOR FURTHER INFORMATION:
Leader of Health and Physical Education
Letitia.Thomas@stmarys.sa.edu.au

HEALTH AND PHYSICAL EDUCATION	
SUBJECT:	Specialist Netball
COMPULSORY/OPTIONAL:	Optional (Try-out Selection)
PREREQUISITES:	Nil
COURSE LEADS TO:	Year 8 Specialist Netball

COURSE DESCRIPTION:
Specialist Netball aims to develop and refine the movement skills, positions, rules, and tactics relevant to Netball. This is a practical subject that will run for one semester and be incorporated into the Physical Education program.

Students will learn the specific movement skills needed in Netball and apply them in game-based activities. Students will develop critical thinking, teamwork, leadership, and problem-solving skills.

ASSESSMENT:
Participation, Skill Development, Application of Skills to Game Situations, Academic Engagement, Effort, Collaboration, Leadership, Initiative, and Personal Responsibility.

FOR FURTHER INFORMATION:
Leader of Health and Physical Education
Letitia.Thomas@stmarys.sa.edu.au

Welcome	
R-12 Subject Flow Chart	
JUNIOR SCHOOL	
R-6 Curriculum Organisation	
MIDDLE SCHOOL	
7-9 Curriculum Organisation	
Year 7	
Overview	
Subjects	
Year 8	
Overview	
Subjects	
Year 9	
Overview	
Subjects	
SENIOR SCHOOL	
Subject Flow Chart	
10-12 Curriculum Organisation	
Senior School Information	
SACE	
SACE at St Mary's College	
ATAR	
Subject Eligibility and Suitability	
Year 10	
Overview	
Subjects	
Stage 1 (year 11)	
Overview	
Subjects	
Stage 2 (year 12)	
Overview	
Subjects	

YEAR 7 SUBJECTS

TECHNOLOGY	
SUBJECT:	Food Technology
COMPULSORY/OPTIONAL:	Compulsory
PREREQUISITES:	Nil
COURSE LEADS TO:	Year 8 Food Technology
COURSE DESCRIPTION:	
Students will use design thinking and technologies to generate and produce designed solutions for the authentic needs of the individual and the community. Students will focus on the use, development and impact of technologies in people's lives, with a focus on developing and using sustainable food practices and their impact. In Year 7, students will have the opportunity to increase their independence and collaboration by creating designed solutions through food specialisation.	
ASSESSMENT:	
Assessment follows the design process: Investigate, generate, produce, evaluate. Both practical and theory lessons follow this process.	
FOR FURTHER INFORMATION:	
Leader of Technology Giovanna.lannicelli@stmarys.sa.edu.au	

TECHNOLOGY	
SUBJECT:	STEM
COMPULSORY/OPTIONAL:	Compulsory
PREREQUISITES:	Nil
COURSE LEADS TO:	Year 8 STEM
COURSE DESCRIPTION:	
The Design and Digital Technologies curriculum integrate to create a course that includes design thinking and project-based learning. Students will work independently and collaboratively to identify problems, generate and validate solutions using contemporary software and production techniques.	
Topics covered may include but will not be limited to:	
<ul style="list-style-type: none">RoboticsCAD3D PrintingLaser cuttingGraphic DesignCoding	
ASSESSMENT:	
Skills and Applications Tasks, Research and Practical Investigations.	
FOR FURTHER INFORMATION:	
Leader of Technology Giovanna.lannicelli@stmarys.sa.edu.au	

ARTS	
SUBJECT:	Visual Art
COMPULSORY/OPTIONAL:	Compulsory
PREREQUISITES:	Nil
COURSE LEADS TO:	Year 8 Visual Art
COURSE DESCRIPTION:	
Students are introduced to a variety of skills, media and materials through the study of art and the production of art works. Learning activities are designed to build on existing practices and encourages extension of skills and creativity. In the theoretical component, students are introduced to the roles of artists and the functions of artwork in historical and contemporary societies. Students will have opportunities to engage with current exhibitions within the Adelaide CBD.	
ASSESSMENT:	
A variety of practical and written tasks will be assessed. To a large extent these will be completed within the classroom.	
FOR FURTHER INFORMATION:	
Leader of Arts Rhiannon.Davis@stmarys.sa.edu.au	

Welcome	
R-12 Subject Flow Chart	
JUNIOR SCHOOL	
R-6 Curriculum Organisation	
MIDDLE SCHOOL	
7-9 Curriculum Organisation	
Year 7	
Overview	
Subjects	
Year 8	
Overview	
Subjects	
Year 9	
Overview	
Subjects	
SENIOR SCHOOL	
Subject Flow Chart	
10-12 Curriculum Organisation	
Senior School Information	
SACE	
SACE at St Mary’s College	
ATAR	
Subject Eligibility and Suitability	
Year 10	
Overview	
Subjects	
Stage 1 (year 11)	
Overview	
Subjects	
Stage 2 (year 12)	
Overview	
Subjects	

YEAR 7 SUBJECTS

ARTS

SUBJECT:	Music
COMPULSORY/OPTIONAL:	Compulsory
PREREQUISITES:	Nil
COURSE LEADS TO:	Year 8 Music

COURSE DESCRIPTION:

Students are introduced to a wide range of instruments and begin developing practical skills leading performing together as a class ensemble. Students experiment with music software, begin to develop the skills to compose their own music and are exposed to other avenues of music production such as live recording and loop pedals.

Students also have an opportunity to try a selection of woodwind and brass instruments and participate in an immersion instrumental program.

ASSESSMENT:

A range of assessment tasks are used and includes style exploration through critical listening, composition, practical activities/ensemble work and reflection.

FOR FURTHER INFORMATION:

Leader of Arts
Rhiannon.Davis@stmarys.sa.edu.au

ARTS

SUBJECT:	Drama
COMPULSORY/OPTIONAL:	Compulsory
PREREQUISITES:	Nil
COURSE LEADS TO:	Year 8 Drama

COURSE DESCRIPTION:

The Year 7 Drama course introduces students to the concepts and conventions of theatre making, as well as developing personal and intrapersonal skills. Topics covered include: Stage Craft, Performance Skills Development, Improvisation, Design, Review Writing, Film Making, Script Work, Public Speaking, Group Devised Plays and Dance Drama. Students are encouraged to be creative, participate in all activities, use their imaginations, express themselves, develop their confidence and work in a team environment. Lessons are designed for students of all abilities to be met with individual success.

ASSESSMENT:

A variety of practical and written tasks will be assessed.

FOR FURTHER INFORMATION:

Leader of Arts
Rhiannon.Davis@stmarys.sa.edu.au

ARTS

SUBJECT:	Dance
COMPULSORY/OPTIONAL:	Compulsory
PREREQUISITES:	Nil
COURSE LEADS TO:	Year 8 Dance

COURSE DESCRIPTION:

The Year 7 Dance course introduces students to concepts in composition and choreography, performance opportunities, reflection on their processes and development of personal and social skills. Topics include the importance of safe dance practices, including warm-up and cool-down techniques, the beginnings of choreography and participation in various dance styles through technique classes. Students are encouraged to be creative, participate in all activities, use their imaginations, express themselves, develop their confidence and work in a team environment—lessons designed for students of all abilities to aim for individual success.

ASSESSMENT:

A variety of making and responding to dance tasks assessments:

- Safe Dance: The importance of warm-up and cool down
- Participation in technique classes and group routines
- Creation of their warm-up and dance choreographies
- Review and reflect on their own and others work.

FOR FURTHER INFORMATION:

Leader of Arts
Rhiannon.Davis@stmarys.sa.edu.au

Welcome	
R-12 Subject Flow Chart	
JUNIOR SCHOOL	
R-6 Curriculum Organisation	
MIDDLE SCHOOL	
7-9 Curriculum Organisation	
Year 7	
Overview	
Subjects	
Year 8	
Overview	
Subjects	
Year 9	
Overview	
Subjects	
SENIOR SCHOOL	
Subject Flow Chart	
10-12 Curriculum Organisation	
Senior School Information	
SACE	
SACE at St Mary’s College	
ATAR	
Subject Eligibility and Suitability	
Year 10	
Overview	
Subjects	
Stage 1 (year 11)	
Overview	
Subjects	
Stage 2 (year 12)	
Overview	
Subjects	

YEAR 7 SUBJECTS

LANGUAGES

SUBJECT:	Italian
COMPULSORY/OPTIONAL:	Compulsory
PREREQUISITES:	Nil
COURSE LEADS TO:	Year 8 Italian

COURSE DESCRIPTION:

Students will develop their communication and understanding skills in Italian (an introductory course or continuers) through role-plays, games, songs, video clips, quizzes and a variety of tasks. Italian is used for classroom interactions and transactions, for creating a variety of texts for explaining and practising language forms, learning basic grammar through a course textbook, and developing cultural understanding. Students will use Italian through the use of ICT.

ASSESSMENT:

Role plays and interactions, text productions, vocabulary and grammar tests and quizzes, group and individual assignments.

FOR FURTHER INFORMATION:

Angela.Caporaso@stmarys.sa.edu.au

MATHEMATICS

SUBJECT:	Mathematics
COMPULSORY/OPTIONAL:	Compulsory
PREREQUISITES:	Nil
COURSE LEADS TO:	Year 8 Mathematics

COURSE DESCRIPTION:

The Year 7 Mathematics curriculum aims to develop students’ confidence and positive attitudes towards the study of Mathematics Content is organised under 6 interrelated strands: number, algebra, measurement, space, statistics, and probability. Integrated within these strands are the four proficiencies: understanding, fluency, problem-solving, and reasoning. Students will communicate their mathematical understanding in a variety of ways and develop the capacity to use Mathematics in solving problems individually and collaboratively.

ASSESSMENT:

1. Skills and Applications Tasks
2. Mathematical Investigations

FOR FURTHER INFORMATION:

Leader of Mathematics
John.Absolon@stmarys.sa.edu.au

Welcome	
R-12 Subject Flow Chart	
JUNIOR SCHOOL	
R-6 Curriculum Organisation	
MIDDLE SCHOOL	
7-9 Curriculum Organisation	
Year 7	
Overview	
Subjects	
Year 8	
Overview	
Subjects	
Year 9	
Overview	
Subjects	
SENIOR SCHOOL	
Subject Flow Chart	
10-12 Curriculum Organisation	
Senior School Information	
SACE	
SACE at St Mary’s College	
ATAR	
Subject Eligibility and Suitability	
Year 10	
Overview	
Subjects	
Stage 1 (year 11)	
Overview	
Subjects	
Stage 2 (year 12)	
Overview	
Subjects	

YEAR 8 OVERVIEW

Learning Area	Subject
Religious Education	Religious Education
English	English
Humanities and Social Sciences	Humanities and Social Sciences
Science	Science
Health and Physical Education	Physical Education
	Specialist Netball
Technology	Food Technology
	STEM
Arts	Visual Art
	Music
	Drama
	Dance
Languages	Italian
Mathematics	Mathematics

Students at Year 8 level are required to study compulsory subjects of:

- Religious Education
- English
- Italian
- Mathematics
- Physical Education
- Science
- Humanities and Social Sciences

Students choose four units from the list below:

- Visual Art
- STEM
- Drama
- Dance
- Food Technology
- Music

Welcome	
R-12 Subject Flow Chart	
JUNIOR SCHOOL	
R-6 Curriculum Organisation	
MIDDLE SCHOOL	
7-9 Curriculum Organisation	
Year 7	
Overview	
Subjects	
Year 8	
Overview	
Subjects	
Year 9	
Overview	
Subjects	
SENIOR SCHOOL	
Subject Flow Chart	
10-12 Curriculum Organisation	
Senior School Information	
SACE	
SACE at St Mary’s College	
ATAR	
Subject Eligibility and Suitability	
Year 10	
Overview	
Subjects	
Stage 1 (year 11)	
Overview	
Subjects	
Stage 2 (year 12)	
Overview	
Subjects	

YEAR 8 SUBJECTS

RELIGIOUS EDUCATION	
SUBJECT:	Religious Education
COMPULSORY/OPTIONAL:	Compulsory
PREREQUISITES:	Nil
COURSE LEADS TO:	Year 9 Religious Education

COURSE DESCRIPTION:
Students in Year 8 build on their knowledge through the exploration of the Life and Ministry of Jesus, and Catholic Identity. Other areas of study are Parables and Beatitudes, the Early Christian Church, and Rights and Responsibilities.

ASSESSMENT:
In the areas of Knowledge and Understanding, Dialogue and Interpretation, and Spiritual Awareness and Agency, assessments may include evaluations, reflections, research and inquiry tasks, and multimodal presentations.

FOR FURTHER INFORMATION:
Leader of Religious Education
Karina.Baker@stmarys.sa.edu.au

ENGLISH	
SUBJECT:	English
COMPULSORY/OPTIONAL:	Compulsory
PREREQUISITES:	Nil
COURSE LEADS TO:	Year 9 English

COURSE DESCRIPTION:
The Year 8 English course will engage with a wide range of texts as they build both their creative and analytical skills. They will explore the human experience through novels, film, short stories, drama and other media texts.

Students will build a depth of understanding in the role that audience, purpose and form has when creating and analysing a range of texts.

Weekly Literacy lessons are used to build depth in the skills students need within the subject area. The focus of these lessons is on core reading skills including interpreting information from a text and inferencing.

ASSESSMENT:
A range of assessments will be undertaken throughout the year. Some of which are, extended written responses, creative writing, oral and multimodal presentations.

FOR FURTHER INFORMATION:
Leader of English
Erin.Doherty@stmarys.sa.edu.au

HUMANITIES AND SOCIAL SCIENCES	
SUBJECT:	Humanities and Social Sciences
COMPULSORY/OPTIONAL:	Compulsory
PREREQUISITES:	Nil
COURSE LEADS TO:	Year 9 Humanities and Social Sciences

COURSE DESCRIPTION:
Students engage in a number of depth studies drawn from the disciplines of Geography, History, Civics and Citizenship and Economics and Business. Students develop their knowledge and skills through participation in a range of activities including source analysis, group work, class discussion and research-based projects. ICT is used to support student learning and engagement with contemporary and historical sources.

ASSESSMENT:
Sources analysis, group tasks, inquiry tasks, and creative responses,

FOR FURTHER INFORMATION:
Leader of Humanities and Social Sciences
Alexandra.Gavrilidis@stmarys.sa.edu.au

Welcome

R-12 Subject Flow Chart

JUNIOR SCHOOL

R-6 Curriculum Organisation

MIDDLE SCHOOL

7-9 Curriculum Organisation

Year 7

Overview

Subjects

Year 8

Overview

Subjects

Year 9

Overview

Subjects

SENIOR SCHOOL

Subject Flow Chart

10-12 Curriculum Organisation

Senior School Information

SACE

SACE at St Mary’s College

ATAR

Subject Eligibility and Suitability

Year 10

Overview

Subjects

Stage 1 (year 11)

Overview

Subjects

Stage 2 (year 12)

Overview

Subjects

YEAR 8 SUBJECTS

SCIENCE

SUBJECT:

Science

COMPULSORY/OPTIONAL:

Compulsory

PREREQUISITES:

Nil

COURSE LEADS TO:

Year 9 Science

COURSE DESCRIPTION:

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They explore the organisation of body systems. They explore changes in matter at a particle level and distinguish between chemical and physical change. They begin to classify different forms of energy and describe the role of energy in causing change in systems.

Students develop skills in laboratory safety and gathering, recording and interpreting data. Various forms of scientific communication will be introduced.

ASSESSMENT:

Skills and Applications Tasks, Research and Practical Investigations.

FOR FURTHER INFORMATION:

Leader of Science
Emma.Beukema@stmarys.sa.edu.au

HEALTH AND PHYSICAL EDUCATION

SUBJECT:

Physical Education

COMPULSORY/OPTIONAL:

Compulsory

PREREQUISITES:

Nil

COURSE LEADS TO:

Year 9 Physical Education and Health

COURSE DESCRIPTION:

This practical course emphasises the importance of living an active life and extending a student’s range of motor skills. Students are given opportunities to be involved in recreational activities that use both school and community resources and that cater for varying interests. Practical activities may include: Netball, Lacrosse, Self Defence, Basketball, Games Creation and Fitness Testing. This subject provides a range of practical experiences and develop basic skills and interest in recreational activities and major and minor sports.

ASSESSMENT:

Participation, skill development assessment, application of skills to game situations, attitude, effort and organisation.

FOR FURTHER INFORMATION:

Leader of Health and Physical Education
Letitia.Thomas@stmarys.sa.edu.au

HEALTH AND PHYSICAL EDUCATION

SUBJECT:

Specialist Netball

COMPULSORY/OPTIONAL:

Optional (Try-out Selection)

PREREQUISITES:

Trial in Year 7

LENGTH OF COURSE:

2 Semesters

COURSE LEADS TO:

Year 9 Specialist Netball and Physical Education

COURSE DESCRIPTION:

This course aims to develop the following specific Netball components:

- Passing and catching skills
- Efficient footwork and safe landings
- Fitness testing and physical conditioning
- Attacking skills: preliminary movements, leads, partnerships and timing. Also includes goal-shooting technique, where applicable
- Defensive skills: positioning and repositioning, intercepts and defence of pass/shot
- All skills and concepts are taught using the seven-step skill acquisition process and incorporate game play

ASSESSMENT:

Skill development and participation, attitude, effort and organisation.

FOR FURTHER INFORMATION:

Leader of Health and Physical Education
Letitia.Thomas@stmarys.sa.edu.au

Welcome	
R-12 Subject Flow Chart	
JUNIOR SCHOOL	
R-6 Curriculum Organisation	
MIDDLE SCHOOL	
7-9 Curriculum Organisation	
Year 7	
Overview	
Subjects	
Year 8	
Overview	
Subjects	
Year 9	
Overview	
Subjects	
SENIOR SCHOOL	
Subject Flow Chart	
10-12 Curriculum Organisation	
Senior School Information	
SACE	
SACE at St Mary’s College	
ATAR	
Subject Eligibility and Suitability	
Year 10	
Overview	
Subjects	
Stage 1 (year 11)	
Overview	
Subjects	
Stage 2 (year 12)	
Overview	
Subjects	

YEAR 8 SUBJECTS

TECHNOLOGY	
SUBJECT:	Food Technology
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Nil
COURSE LEADS TO:	Year 9 Food Technology

COURSE DESCRIPTION:
The course involves selection, preparation and service of foods suitable for individuals and families. It also looks at establishing an awareness of the Australian Guide to Healthy Eating Model to make wise food choices. Both practical and theoretical tasks are important aspects of the course. Students are encouraged to establish safe working habits, sound managerial practices and use appropriate technological resources. Students will approach assigned work utilizing design briefs.

ASSESSMENT:
Assessment follows the design progress: Investigate, generate, produce, evaluate. Both practical and theory lessons follow this process.

FOR FURTHER INFORMATION:
Leader of Technology
Giovanna.lannicelli@stmarys.sa.edu.au

TECHNOLOGY	
SUBJECT:	STEM
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Nil
COURSE LEADS TO:	Year 9 STEM

COURSE DESCRIPTION:
The subject of STEM integrates Design and Digital Technologies. It will focus on developing skills in graphic design with manufacturing technologies to create products. The focus is on design thinking and project-based learning. Students will work independently and collaboratively to identify problems, generate, and validate solutions using contemporary software and manufacturing technologies enabling them to create immersive and practical solutions. Students will also learn how to pitch and market their ideas using the Design Process and the SCAMPER Model.

Topics covered may include but will not be limited to:

- CAD
- 3D Printing
- Laser cutting
- Graphic Design
- Coding
- Virtual Reality

ASSESSMENT:
Through a design folio and practical work students are assessed on knowledge and understanding, skills and applications, and issues associated with social, legal, ethical, and environmental concerns

FOR FURTHER INFORMATION:
Leader of Technology
Giovanna.lannicelli@stmarys.sa.edu.au

ARTS	
SUBJECT:	Visual Art
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Nil
COURSE LEADS TO:	Year 9 Visual Art

COURSE DESCRIPTION:
Students are introduced to a variety of skills, media and materials through the study of art and the production of art works. Learning activities are designed to build on existing practices and encourages extension of skills and creativity. In particular, students study printmaking, clay, drawing and painting. In the theoretical component, students are introduced to the roles of artists and the functions of artwork in historical and contemporary societies. Students will have opportunities to engage with current exhibitions within the Adelaide CBD.

ASSESSMENT:
A variety of practical and written tasks will be assessed. To a large extent these will be completed within the classroom.

FOR FURTHER INFORMATION:
Leader of Arts
Rhiannon.Davis@stmarys.sa.edu.au

Welcome	
R-12 Subject Flow Chart	
JUNIOR SCHOOL	
R-6 Curriculum Organisation	
MIDDLE SCHOOL	
7-9 Curriculum Organisation	
Year 7	
Overview	
Subjects	
Year 8	
Overview	
Subjects	
Year 9	
Overview	
Subjects	
SENIOR SCHOOL	
Subject Flow Chart	
10-12 Curriculum Organisation	
Senior School Information	
SACE	
SACE at St Mary’s College	
ATAR	
Subject Eligibility and Suitability	
Year 10	
Overview	
Subjects	
Stage 1 (year 11)	
Overview	
Subjects	
Stage 2 (year 12)	
Overview	
Subjects	

YEAR 8 SUBJECTS

ARTS	
SUBJECT:	Music
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Nil
COURSE LEADS TO:	Year 9 Music

COURSE DESCRIPTION:

Students are guided to begin to develop their own area of interest, and expertise through instrumental and/or vocal performance and use of digital music technology. Students collaborate to explore and perform music together, in a range of styles including Rock, Pop, Jazz and Contemporary.

Participation in individual or paired instrumental or vocal lessons is strongly encouraged.

ASSESSMENT:

A range of assessment tasks are used and includes style exploration through critical listening, composition, practical activities/ensemble work and reflection.

FOR FURTHER INFORMATION:

Leader of Arts
Rhiannon.Davis@stmarys.sa.edu.au

ARTS	
SUBJECT:	Drama
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Nil
COURSE LEADS TO:	Year 9 Drama

COURSE DESCRIPTION:

Students explore learning in theatre and film in both on and off-stage roles. Students develop their knowledge and understanding of various genres, practitioners and skills across a range of areas including but not limited to acting, directing, design roles such as set, costume, lighting and sound, script/screen writing, editing, special effects and cinematography. Students access learning provided by industry professionals via practical workshops and have ample opportunity to demonstrate their learning in practical ways.

ASSESSMENT:

Students are assessed in a variety of ways with particular focus on demonstrating their knowledge and understanding of the creative process , application of this knowledge and understanding and their ability to reflect on their individual growth as an emerging artist.

FOR FURTHER INFORMATION:

Leader of Arts
Rhiannon.Davis@stmarys.sa.edu.au

ARTS	
SUBJECT:	Dance
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Nil
COURSE LEADS TO:	Year 9 Dance

COURSE DESCRIPTION:

Year 8 Dance is an introductory course in concepts of composition and choreography, performance skills, reflection on processes and development of personal and social skills. Topics include understanding the benefits of dance, an extension in choreographic techniques and participation in various dance styles through technique classes and workshops with style specific instructors. Opportunities exist to perform publicly in either an on or off stage capacity. Students will also be introduced to basic filming techniques for dance videos and are encouraged to be creative, participate in all activities, develop their confidence and work in a team environment. Lessons are designed for students of all abilities to aim for individual success. Future perspectives maybe to continue their learning the following year in a Year 9 (Stage 1) Community Studies Dance subject.

ASSESSMENT:

Students are assessed in a variety of ways to best demonstrate their application of the creative process, working collaboratively and skill development.

FOR FURTHER INFORMATION:

Leader of Arts
Rhiannon.Davis@stmarys.sa.edu.au

Welcome	
R-12 Subject Flow Chart	
JUNIOR SCHOOL	
R-6 Curriculum Organisation	
MIDDLE SCHOOL	
7-9 Curriculum Organisation	
Year 7	
Overview	
Subjects	
Year 8	
Overview	
Subjects	
Year 9	
Overview	
Subjects	
SENIOR SCHOOL	
Subject Flow Chart	
10-12 Curriculum Organisation	
Senior School Information	
SACE	
SACE at St Mary’s College	
ATAR	
Subject Eligibility and Suitability	
Year 10	
Overview	
Subjects	
Stage 1 (year 11)	
Overview	
Subjects	
Stage 2 (year 12)	
Overview	
Subjects	

YEAR 8 SUBJECTS

LANGUAGES	
SUBJECT:	Italian
COMPULSORY/OPTIONAL:	Compulsory
PREREQUISITES:	Year 7 Italian
COURSE LEADS TO:	Year 9 Italian

COURSE DESCRIPTION:
This is a continuers course in Italian language. The emphasis is on communicating in Italian through exposure to dialogues, role plays, games, songs and films. The “ECCO” course will be used as a basic course and this covers, in addition to the above, the basic components of Italian grammar. Students will also learn about various aspects of Italian life and culture.

The study of Italian focuses on the two strands of communicating meaning in Italian, and understanding language and culture.

ASSESSMENT:
Role plays, grammar and vocabulary tests, oral presentations, research tasks, written assessments including integrated use of technology, participation in class.

FOR FURTHER INFORMATION:
Angela.Caporaso@stmarys.sa.edu.au

MATHEMATICS	
SUBJECT:	Mathematics
COMPULSORY/OPTIONAL:	Compulsory
PREREQUISITES:	Nil
COURSE LEADS TO:	Year 9 Mathematics

COURSE DESCRIPTION:
The Year 8 Mathematics curriculum aims to develop students’ confidence and positive attitudes towards the study of Mathematics. Content is organised under 6 interrelated strands: number, algebra, measurement, space, statistics, and probability. Integrated within these strands are the four proficiencies: understanding, fluency, problem-solving, and reasoning. Students will communicate their mathematical understanding in a variety of ways and develop the capacity to use Mathematics in solving problems individually and collaboratively.

ASSESSMENT:
1. Skills and Applications Tasks
2. Mathematical Investigations

FOR FURTHER INFORMATION:
Leader of Mathematics
John.Absolon@stmarys.sa.edu.au

Welcome	
R-12 Subject Flow Chart	
JUNIOR SCHOOL	
R-6 Curriculum Organisation	
MIDDLE SCHOOL	
7-9 Curriculum Organisation	
Year 7	
Overview	
Subjects	
Year 8	
Overview	
Subjects	
Year 9	
Overview	
Subjects	
SENIOR SCHOOL	
Subject Flow Chart	
10-12 Curriculum Organisation	
Senior School Information	
SACE	
SACE at St Mary’s College	
ATAR	
Subject Eligibility and Suitability	
Year 10	
Overview	
Subjects	
Stage 1 (year 11)	
Overview	
Subjects	
Stage 2 (year 12)	
Overview	
Subjects	

YEAR 9 OVERVIEW

Learning Area	Subject
Religious Education	Religious Education
English	English
Humanities and Social Sciences	Humanities and Social Sciences
Science	Science
Health and Physical Education	Outdoor Recreation
	Physical Education
	Specialist Netball
Business, Design and Technology	Food Technology
	STEM
Arts	Visual Art
	Music A and B
	Drama
	Dance
Languages	Italian
	French
Mathematics	Mathematics

Students at Year 9 level are required to study compulsory subjects of:

- Religious Education
- English
- French or Italian
- Mathematics
- Physical Education
- Science
- Humanities and Social Sciences

Students choose four units from the list below:

- Visual Art
- STEM
- Drama
- Dance
- Food Technology
- Music

Welcome	
R-12 Subject Flow Chart	
JUNIOR SCHOOL	
R-6 Curriculum Organisation	
MIDDLE SCHOOL	
7-9 Curriculum Organisation	
Year 7	
Overview	
Subjects	
Year 8	
Overview	
Subjects	
Year 9	
Overview	
Subjects	
SENIOR SCHOOL	
Subject Flow Chart	
10-12 Curriculum Organisation	
Senior School Information	
SACE	
SACE at St Mary’s College	
ATAR	
Subject Eligibility and Suitability	
Year 10	
Overview	
Subjects	
Stage 1 (year 11)	
Overview	
Subjects	
Stage 2 (year 12)	
Overview	
Subjects	

YEAR 9 SUBJECTS

RELIGIOUS EDUCATION

SUBJECT:	Religious Education
COMPULSORY/OPTIONAL:	Compulsory
PREREQUISITES:	Nil
COURSE LEADS TO:	Stage 1 Spiritualities, Religion and Meaning

COURSE DESCRIPTION:

Students in Year 9 deepen their understanding of the history of the Christian tradition and explore World Religions. Other areas of inquiry are Sacramentality, Creation Myths, Modern Day Prophets, Women in the Bible, and MITIOG.

ASSESSMENT:

In the areas of Knowledge and Understanding, Dialogue and Interpretation, and Spiritual Awareness and Agency, assessments may include evaluations, reflections, research and inquiry tasks, and multimodal presentations.

FOR FURTHER INFORMATION:

Leader of Religious Education
Karina.Baker@stmarys.sa.edu.au

ENGLISH

SUBJECT:	English
COMPULSORY/OPTIONAL:	Compulsory
PREREQUISITES:	Year 8 English
COURSE LEADS TO:	Year 10 English

COURSE DESCRIPTION:

The Year 9 English course intertwines both contemporary and classic texts as students continue to build their creative and analytical skills. This year sees the first time students will study Shakespeare, exploring how a 400-year old text is still relevant in the 21st Century. They will also a range of different prose, poetry, film and other media texts.

Students will work toward building depth in their analytical responses and showcase their creative skill sets in a range of different text types. The literacy skills will continue to be developed in partnership with their coursework.

ASSESSMENT:

A range of assessments will be undertaken throughout the year. Some of which are, essays, creative writing, oral and multimodal presentations.

FOR FURTHER INFORMATION:

Leader of English
Erin.Doherty@stmarys.sa.edu.au

HUMANITIES AND SOCIAL SCIENCES

SUBJECT:	Humanities and Social Sciences
COMPULSORY/OPTIONAL:	Compulsory
PREREQUISITES:	Year 8 Humanities and Social Sciences
COURSE LEADS TO:	Year 10 Humanities and Social Sciences

COURSE DESCRIPTION:

Students engage in learning from three disciplines: History, Geography and Civics and Citizenship. Knowledge and skills from these areas are integrated into a number of depth studies. Students explore the impact of the Industrial Revolution on people and places both at the time and in the long term. They also learn about the people and movements that led to the Federation of Australia and how this impacts the way Australia is governed today. They examine a range of primary and secondary sources to build a deep understanding of Australia’s involvement in World War I. Students also explore the topic of sustainable tourism.

ASSESSMENT:

Source analysis, essays, inquiry tasks, and creative responses.

FOR FURTHER INFORMATION:

Leader of Humanities and Social Sciences
Alexandra.Gavriliadis@stmarys.sa.edu.au

Welcome	
R-12 Subject Flow Chart	
JUNIOR SCHOOL	
R-6 Curriculum Organisation	
MIDDLE SCHOOL	
7-9 Curriculum Organisation	
Year 7	
Overview	
Subjects	
Year 8	
Overview	
Subjects	
Year 9	
Overview	
Subjects	
SENIOR SCHOOL	
Subject Flow Chart	
10-12 Curriculum Organisation	
Senior School Information	
SACE	
SACE at St Mary’s College	
ATAR	
Subject Eligibility and Suitability	
Year 10	
Overview	
Subjects	
Stage 1 (year 11)	
Overview	
Subjects	
Stage 2 (year 12)	
Overview	
Subjects	

YEAR 9 SUBJECTS

SCIENCE	
SUBJECT:	Science
COMPULSORY/OPTIONAL:	Compulsory
PREREQUISITES:	Year 8 Science
COURSE LEADS TO:	Year 10 Science
COURSE DESCRIPTION:	
Students explain how body systems provide a coordinated response to stimuli. They describe how the processes of sexual and asexual reproduction enable survival of the species. They analyse energy conservation and apply wave and particle models to describe energy transfer. Students explain observable chemical processes. Students will extend skills in handling apparatus, designing experiments, gathering and interpreting data and various ways of communicating findings. They analyse different ways in which science and society are interconnected through a “Mission to Mars” investigation.	
ASSESSMENT:	
Skills and Applications Tasks, Research and Practical Investigations.	
FOR FURTHER INFORMATION:	
Leader of Science Emma.Beukema@stmarys.sa.edu.au	

HEALTH AND PHYSICAL EDUCATION	
SUBJECT:	Outdoor Recreation
COMPULSORY/OPTIONAL:	Optional (1 Semester)
PREREQUISITES:	Year 8 Physical Education
COURSE LEADS TO:	Year 10 Physical Education and Year 10 Outdoor Education
COURSE DESCRIPTION:	
PRACTICAL: Students will participate in outdoor educational activities such as problem-solving and leadership games, hiking, orienteering, fitness and kayaking. They will also take part in outdoor cooking, tent-pitching and camping. This subject requires students to attend a three-day bushwalking camp and excursions that may occur during school or personal time.	
THEORY: Students will develop their personal wellbeing, resilience and develop life skills through a Positive Education approach. By taking part in recreational activities such as bushwalking and kayaking students will engage in non-competitive physical activity and fitness. They will also participate in problem-solving and adventure activities to develop initiative, teamwork and leadership skills. Students will learn about the natural environment, minimal impact strategies, basic navigation and first aid. They will also learn how to plan an expedition, consider risk management, and acquire basic outdoor cooking and camping skills.	
FOR FURTHER INFORMATION:	
Leader of Health and Physical Education Letitia.Thomas@stmarys.sa.edu.au	

HEALTH AND PHYSICAL EDUCATION	
SUBJECT:	Physical Education
COMPULSORY/OPTIONAL:	Compulsory
PREREQUISITES:	Year 8 Physical Education
COURSE LEADS TO:	Year 10 Health and Physical Education
COURSE DESCRIPTION:	
This practical course emphasises the importance of living an active life and extending a student’s range of motor skills. Students are given opportunities to be involved in competitive and recreational activities that use both school and community resources and that cater for varying interests. Practical activities may include Dance, Table Tennis, Volleyball, Touch, AFL and visits to a local fitness centre.	
ASSESSMENT:	
Skill development and participation, attitude, effort and organisation.	
FOR FURTHER INFORMATION:	
Leader of Health and Physical Education Letitia.Thomas@stmarys.sa.edu.au	

Welcome	
R-12 Subject Flow Chart	
JUNIOR SCHOOL	
R-6 Curriculum Organisation	
MIDDLE SCHOOL	
7-9 Curriculum Organisation	
Year 7	
Overview	
Subjects	
Year 8	
Overview	
Subjects	
Year 9	
Overview	
Subjects	
SENIOR SCHOOL	
Subject Flow Chart	
10-12 Curriculum Organisation	
Senior School Information	
SACE	
SACE at St Mary’s College	
ATAR	
Subject Eligibility and Suitability	
Year 10	
Overview	
Subjects	
Stage 1 (year 11)	
Overview	
Subjects	
Stage 2 (year 12)	
Overview	
Subjects	

YEAR 9 SUBJECTS

HEALTH AND PHYSICAL EDUCATION	
SUBJECT:	Specialist Netball
COMPULSORY/OPTIONAL:	Optional (Try-out Selection)
PREREQUISITES:	Nil
LENGTH OF COURSE:	1 Semester
COURSE LEADS TO:	Year 10 Physical Education
COURSE DESCRIPTION:	
This subject extends the focus on the following Netball movement skills and concepts:	
<ul style="list-style-type: none">• Netball Specific skills – intermediate: skill development, strategic play, game play specific roles, skill analysis• Footwork – landing for advantage, split, step on• Ball Handling skills- quick release, fakes, passing around hands• Attacking Skills- goalie circle rotation, front cut, double/split lead reoffers• Game strategy- centre pass, sideline, and backline throw-in• Defending strategies• Shooting - increase range, release timing and following-in shot• Revisit ball handling, attacking skills and footwork• Fitness conditioning and testing• Umpiring theory and practical	
ASSESSMENT:	
Participation, Skill Development, Application of Skills to Game Situations, Academic Engagement, Effort, Collaboration, Leadership, Initiative, and Personal Responsibility.	
FOR FURTHER INFORMATION:	
Leader of Health and Physical Education Letitia.Thomas@stmarys.sa.edu.au	

TECHNOLOGY	
SUBJECT:	Food Technology
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Year 8 Food Technology is preferable
COURSE LEADS TO:	Year 10 Food and Hospitality
COURSE DESCRIPTION:	
The course is designed to develop a sound understanding of nutritional requirements in relation to personal and community health based on the Australian Dietary Guidelines. The practical and theoretical components focus on the selection, preparation, and presentation of healthy food. Throughout the course, the development of safe, hygienic work habits and sound management skills is emphasised along with the use of varied and appropriate technology.	
ASSESSMENT:	
Assessment follows the design process: Investigate, generate, produce, evaluate. Both practical and theory lessons follow this process.	
FOR FURTHER INFORMATION:	
Leader of Technologies Giovanna.lannicelli@stmarys.sa.edu.au	

TECHNOLOGY	
SUBJECT:	STEM
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Nil
COURSE LEADS TO:	Year 10 STEM
COURSE DESCRIPTION:	
The subject of STEM integrates Design and Digital Technologies. It will continue to focus on further developing skills in graphic design with manufacturing technologies to create products. The focus is on design thinking and project-based learning. Students will work independently and collaboratively to identify problems, generate, and validate solutions using contemporary software and manufacturing technologies enabling them to create immersive and practical solutions. Students will also learn how to pitch and market their ideas using the Design process and SCAMPER model.	
Topics covered may include but will not be limited to:	
<ul style="list-style-type: none">• Electronics• CAD• 3D Printing• Laser cutting• Coding• Graphic Design• Sustainability	
ASSESSMENT:	
Through a design folio and practical work students are assessed on knowledge and understanding, skills and applications, and issues associated with social, legal, ethical, and environmental concerns.	
FOR FURTHER INFORMATION:	
Leader of Technology Giovanna.lannicelli@stmarys.sa.edu.au	

Welcome	
R-12 Subject Flow Chart	
JUNIOR SCHOOL	
R-6 Curriculum Organisation	
MIDDLE SCHOOL	
7-9 Curriculum Organisation	
Year 7	
Overview	
Subjects	
Year 8	
Overview	
Subjects	
Year 9	
Overview	
Subjects	
SENIOR SCHOOL	
Subject Flow Chart	
10-12 Curriculum Organisation	
Senior School Information	
SACE	
SACE at St Mary’s College	
ATAR	
Subject Eligibility and Suitability	
Year 10	
Overview	
Subjects	
Stage 1 (year 11)	
Overview	
Subjects	
Stage 2 (year 12)	
Overview	
Subjects	

YEAR 9 SUBJECTS

ARTS	
SUBJECT:	Visual Art
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Year 8 Visual Art
COURSE LEADS TO:	Year 10 Art and Design

COURSE DESCRIPTION:

Students are introduced to a variety of skills, media and materials through the study of art and in the production of art works. Particular emphasis is placed on extending and refining the basic Visual Art methods and techniques developed in the Year 8 course. Students will study drawing, painting, clay and develop skills in a range of contemporary art practices. Students are encouraged to explore their interest in art and expression of their own ideas in the theoretical component. They will gain an understanding of the role of artists in history and in contemporary society through their written work. Students will have opportunities to engage with current exhibitions within the Adelaide CBD.

ASSESSMENT:

A variety of practical and written tasks will be assessed.

FOR FURTHER INFORMATION:

Leader of Arts
Rhiannon.Davis@stmarys.sa.edu.au

ARTS	
SUBJECT:	Music A
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Year 8 Music or equivalent experience
COURSE LEADS TO:	Stage 1 Music

COURSE DESCRIPTION:

Year 9 Music A is centred around regular class band rehearsals where students will learn repertoire in a range of styles including; Rock, Pop, Jazz and Contemporary to develop their music reading and practical skills on their chosen instrument or voice. Students will work with their peers to prepare for performances and gigs to live audiences. Students will also develop skills in composition, technology and music analysis.

Participation in individual instrumental or vocal lessons is strongly advised.

ASSESSMENT:

A range of assessment tasks are used and includes style exploration through critical listening, composition, practical activities/ensemble work and reflection.

FOR FURTHER INFORMATION:

Leader of Arts
Rhiannon.Davis@stmarys.sa.edu.au

ARTS	
SUBJECT:	Music B
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Year 8 Music or equivalent experience
COURSE LEADS TO:	Stage 1 Music

COURSE DESCRIPTION:

This extension course is available to students who have completed Year 9 Music A in semester one and leads onto Year 10 Music (Stage One).

In this subject students will continue to develop their instrumental/vocal and music literacy skills in a class ensemble. They will also develop skills and knowledge in song writing and recording, including, using music technology for scoring, audio recording equipment and digital technologies.

Participation in individual instrumental/vocal lessons and instrumental and/or vocal ensembles is required.

ASSESSMENT:

A range of assessment tasks are used and includes style exploration through critical listening, composition, practical activities/ensemble work and reflection.

FOR FURTHER INFORMATION:

Leader of Arts
Rhiannon.Davis@stmarys.sa.edu.au

Welcome	
R-12 Subject Flow Chart	
JUNIOR SCHOOL	
R-6 Curriculum Organisation	
MIDDLE SCHOOL	
7-9 Curriculum Organisation	
Year 7	
Overview	
Subjects	
Year 8	
Overview	
Subjects	
Year 9	
Overview	
Subjects	
SENIOR SCHOOL	
Subject Flow Chart	
10-12 Curriculum Organisation	
Senior School Information	
SACE	
SACE at St Mary's College	
ATAR	
Subject Eligibility and Suitability	
Year 10	
Overview	
Subjects	
Stage 1 (year 11)	
Overview	
Subjects	
Stage 2 (year 12)	
Overview	
Subjects	

YEAR 9 SUBJECTS

ARTS	
SUBJECT:	Drama
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Year 8 Drama
COURSE LEADS TO:	Year 10 Drama
COURSE DESCRIPTION:	
Students are further able to extend their developing skills, knowledge and understanding across a range of areas. These include but are not limited to Film Making, Performance and Production, off-stage/screen roles such as lighting and sound design and operation, costume design and creation, make-up design and application, set design and construction, editing, production management, marketing and promotions, script/screen writing and directing. Students benefit from working with industry professionals and engaging in a variety of practical workshops. Students are encouraged to explore areas of particular interest to them but to also explore the development of new skills and knowledge.	
ASSESSMENT:	
Students are assessed in a variety of ways on the application of their evolving knowledge and understanding, their ability to reflect on the creative process and evaluate their own growth as an emerging artist.	
FOR FURTHER INFORMATION:	
Leader of Arts Rhiannon.Davis@stmarys.sa.edu.au	

ARTS	
SUBJECT:	Dance
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Year 8 Dance
COURSE LEADS TO:	Year 10 Dance
COURSE DESCRIPTION:	
Students are encouraged to develop their skills in Dance through a variety of approaches. Topics covered include research into the history of various dance styles and practical participation in the technique of these dance styles, a continuation of skill development in composition and choreography exploring the elements of Dance, choreographic devices, and methods—a focus on performance skills and review writing. There is a strong emphasis placed on building students' self-confidence and group work skills—using technology in Dance to create and present production materials.	
ASSESSMENT:	
A variety of making and responding to dance tasks assessments.	
<ul style="list-style-type: none">• Participation in a variety of technique classes and group routines in various dance styles• Creation of individual and group dance choreographies incorporating filming techniques• Performance• History of Dance• Review writing on various performances• Reflecting on their own and others work	
FOR FURTHER INFORMATION:	
Leader of Arts Rhiannon.Davis@stmarys.sa.edu.au	

LANGUAGES	
SUBJECT:	Italian
COMPULSORY/OPTIONAL:	Compulsory
PREREQUISITES:	Year 8 Italian
COURSE LEADS TO:	Year 10 Italian
COURSE DESCRIPTION:	
Students will become more confident in communicating in a range of contexts through greater control of language structures and understanding of the variability of language use. Learners will use Italian to: interact and communicate, access, exchange and present information and express feelings and opinions. They will further develop their understanding of Italian life and culture through a range of contemporary topics: fashion, housing, the body and health, festivals and celebrations.	
The study of Italian focuses on the two strands of communicating in Italian, and understanding language and culture.	
ASSESSMENT:	
Role plays, grammar and vocabulary tests, oral presentations, research tasks and written assessments including integrated use of technology and participation in class.	
FOR FURTHER INFORMATION:	
Angela.Caporaso@stmarys.sa.edu.au	

Welcome

R-12 Subject Flow Chart

JUNIOR SCHOOL

R-6 Curriculum Organisation

MIDDLE SCHOOL

7-9 Curriculum Organisation

Year 7

Overview

Subjects

Year 8

Overview

Subjects

Year 9

Overview

Subjects

SENIOR SCHOOL

Subject Flow Chart

10-12 Curriculum Organisation

Senior School Information

SACE

SACE at St Mary’s College

ATAR

Subject Eligibility and Suitability

Year 10

Overview

Subjects

Stage 1 (year 11)

Overview

Subjects

Stage 2 (year 12)

Overview

Subjects

YEAR 9 SUBJECTS

LANGUAGES

SUBJECT:

French

COMPULSORY/OPTIONAL:

Compulsory

PREREQUISITES:

Year 8 French

COURSE LEADS TO:

Year 10 French

COURSE DESCRIPTION:

Students will become more confident in communicating in a range of contexts through greater control of language structures and understanding of the variability of language use. Learners will use French to : interact and communicate, access, exchange and present information and express feelings and opinions. They will further develop their understanding of French life and culture through contemporary topics: Paris, housing, fashion, the body and health, festivals and celebrations.

The study of French focuses on the two strands of Communication (Socialising, Informing, Creating, Translating and Reflecting) and Understanding (role of language and culture).

ASSESSMENT:

Role plays, grammar and vocabulary tests, oral presentations, research tasks and written assessments including use of technology and participation in class.

FOR FURTHER INFORMATION:

Lorraine.Albertini@stmarys.sa.edu.au

MATHEMATICS

SUBJECT:

Mathematics

COMPULSORY/OPTIONAL:

Compulsory

PREREQUISITES:

Year 8 Mathematics

COURSE LEADS TO:

Year 10 Mathematics

COURSE DESCRIPTION:

The Year 9 Mathematics curriculum aims to develop students’ confidence and positive attitudes towards the study of Mathematics. Content is organised under 6 interrelated strands: number, algebra, measurement, space, statistics, and probability. Integrated within these strands are the four proficiencies: understanding, fluency, problem-solving, and reasoning. Students will communicate their mathematical understanding in a variety of ways and develop the capacity to use Mathematics in solving problems individually and collaboratively.

ASSESSMENT:

1. Skills and Applications Tasks

2. Mathematical Investigations

FOR FURTHER INFORMATION:

Leader of Mathematics
John.Absolon@stmarys.sa.edu.au

[Welcome](#)

[R-12 Subject Flow Chart](#)

JUNIOR SCHOOL

[R-6 Curriculum Organisation](#)

MIDDLE SCHOOL

[7-9 Curriculum Organisation](#)

Year 7

[Overview](#)

[Subjects](#)

Year 8

[Overview](#)

[Subjects](#)

Year 9

[Overview](#)

[Subjects](#)

SENIOR SCHOOL

[Subject Flow Chart](#)

[10-12 Curriculum Organisation](#)

[Senior School Information](#)

[SACE](#)

[SACE at St Mary's College](#)

[ATAR](#)

[Subject Eligibility and Suitability](#)

Year 10

[Overview](#)

[Subjects](#)

Stage 1 (year 11)

[Overview](#)

[Subjects](#)

Stage 2 (year 12)

[Overview](#)

[Subjects](#)



SENIOR SCHOOL

SENIOR SCHOOL

SUBJECT FLOW CHART

	Year 10	Stage 1 (Year 11)	Stage 2 (Year 12)
Religious Education	Religious Education: Stage 1 (Compulsory)	Religion Studies: Stage 2 (Compulsory)	Religious Formation (Compulsory)
English	English (Compulsory)	Essential English (Compulsory)	Essential English
		English (Compulsory)	English
		Pre-English Literary Studies (Compulsory)	English Literary Studies
Humanities and Social Science (HASS)	Humanities and Social Sciences (Compulsory)	Ancient Studies	Ancient Studies
		Modern History A and B	Modern History
		Society and Culture	Society and Culture
Science	Science (Compulsory)	Psychology A and B	Psychology
	Psychology	Physics A and B	Physics
		Chemistry A and B	Chemistry
		Biology A and B	Biology
Health and Physical Education	Outdoor Education: Stage 1	Outdoor Education: Stage 2	Outdoor Education
	Health and Physical Education (Compulsory)	Health and Wellbeing	Health and Wellbeing
		Physical Education	Physical Education
Business, Design and Technology	Food and Hospitality	Food and Hospitality	Food and Hospitality
	STEM	Child Studies	Child Studies
	Business Innovation	Business Innovation	Business Innovation
	Graphic Design: Stage 1	Information Processing and Publishing: Stage 2	Information Processing and Publishing
Arts	Visual Art	Visual Arts: Art/Design	Visual Arts: Art/Design
	Music: Stage 1	Music: Stage 2	Music Solo Performance and/or Ensemble Performance
	Drama	Drama A and B	Drama
	Dance	Dance A and B	Dance
Flexible Learning	Exploring Identities and Futures (Compulsory)	Activating Identities and Futures: Stage 2 (Compulsory)	Workplace Practices
	Vocational Education and Training (VET)	Community Studies	Cross Disciplinary Studies
Languages	Italian/French (Semester 1 - Year 10) (Semester 2 - Stage 1)	Italian/French: Stage 2	Italian/French
Mathematics	General Mathematics (Compulsory)	General Mathematics A (Compulsory) and B	Essential Mathematics
			General Mathematics
	Mathematical Methods (Compulsory)	Mathematical Methods A (Compulsory) and B	Mathematical Methods
		Specialist Mathematics A and B	Specialist Mathematics

Welcome
R-12 Subject Flow Chart
JUNIOR SCHOOL
R-6 Curriculum Organisation
MIDDLE SCHOOL
7-9 Curriculum Organisation
Year 7
Overview
Subjects
Year 8
Overview
Subjects
Year 9
Overview
Subjects
SENIOR SCHOOL
Subject Flow Chart
10-12 Curriculum Organisation
Senior School Information
SACE
SACE at St Mary's College
ATAR
Subject Eligibility and Suitability
Year 10
Overview
Subjects
Stage 1 (year 11)
Overview
Subjects
Stage 2 (year 12)
Overview
Subjects

10-12 CURRICULUM ORGANISATION

Our Senior School students have agency to personalise their learning by designing a suite of subjects and experiences that increasingly leads them to their post school pathways.

APPROACH TO LEARNING IN OUR SENIOR SCHOOL

At St Mary's College we balance flexibility and innovation underpinned by the SACE requirements. In this way our senior students are encouraged to explore critical and creative thinking, while specialising in subject specific knowledge. This learning space asks students to circle back and appreciate the value in self-reflection and evaluation in shaping their future learning experiences. The final three-year journey through the Senior School prepares students with the interpersonal skills and specific knowledge to thrive in their learning beyond St Mary's College.

LEARNING AREAS

- Religious Education
- Arts
- English
- Flexible Learning
- Health and Physical Education
- Languages
- Mathematics
- Science
- Humanities and Social Sciences
- Business, Design and Technology

For any individual questions:
Director of Teaching and Learning
Tracey.Thursby@stmarys.sa.edu.au



Welcome

R-12 Subject Flow Chart

JUNIOR SCHOOL

R-6 Curriculum Organisation

MIDDLE SCHOOL

7-9 Curriculum Organisation

Year 7

Overview

Subjects

Year 8

Overview

Subjects

Year 9

Overview

Subjects

SENIOR SCHOOL

Subject Flow Chart

10-12 Curriculum Organisation

Senior School Information

SACE

SACE at St Mary's College

ATAR

Subject Eligibility and Suitability

Year 10

Overview

Subjects

Stage 1 (year 11)

Overview

Subjects

Stage 2 (year 12)

Overview

Subjects

SENIOR SCHOOL INFORMATION

SEMESTER

A semester is between sixteen and twenty weeks in length. Subjects are divided into semester lengths and there are two semesters (2 Semesters) in a year.

PREREQUISITES

A course may have a prerequisite. This means that before beginning the next stage of study you must have successfully completed a course or a subject which contains the necessary background information. The prerequisites are named in the subject information sheets.

SACE

The South Australian Certificate of Education was first awarded in 1993 and has recently been reviewed and restructured in accordance with the Australian Curriculum.

Stage 1: The first of two levels of the SACE.
Most students complete Stage 1 in Year 11.

Stage 2: The second of two levels of the SACE.
Most students complete Stage 2 in Year 12.

SACE BOARD OF SA

The body which approves and prescribes curriculum scope and organises assessment quality assurance processes across South Australia for Stage 1 and 2 subjects. You can access more information on the SACE Board website: sace.sa.edu.au

SUBJECT OUTLINES

The SACE Board has produced a Subject Outline for each Stage 1 and 2 subject. Subject Outlines are essential for teachers, but can also be very useful for students.

They can be downloaded from the SACE Board website: sace.sa.edu.au

MODERATION

This is the quality assurance process the SACE Board uses to ensure parity of standards within each subject across the State. It often involves meetings in which samples of student work are examined and discussed between moderators.



Welcome

R-12 Subject Flow Chart

JUNIOR SCHOOL

R-6 Curriculum Organisation

MIDDLE SCHOOL

7-9 Curriculum Organisation

Year 7

Overview

Subjects

Year 8

Overview

Subjects

Year 9

Overview

Subjects

SENIOR SCHOOL

Subject Flow Chart

10-12 Curriculum Organisation

Senior School Information

SACE

SACE at St Mary's College

ATAR

Subject Eligibility and Suitability

Year 10

Overview

Subjects

Stage 1 (year 11)

Overview

Subjects

Stage 2 (year 12)

Overview

Subjects

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. Students usually complete their SACE over 2 years but may take longer. The SACE is a qualification that paves the way for young people to move from school to work or further training and study.

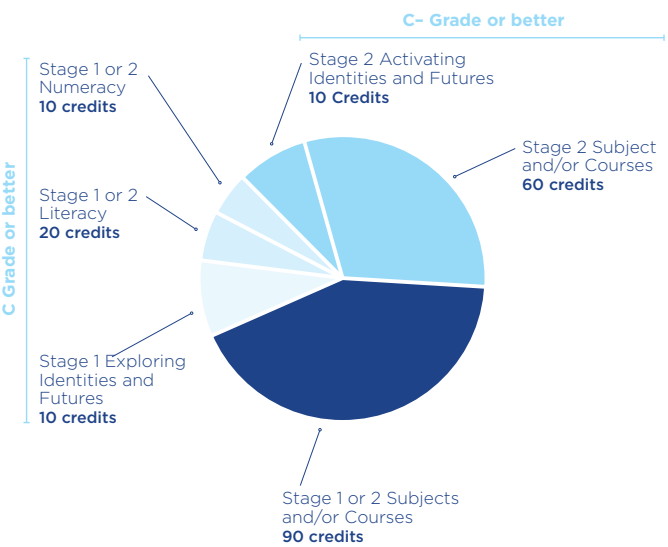
The certificate is based on two stages of achievement: Stage 1 (mostly undertaken in Year 11) and Stage 2 (mostly undertaken in Year 12). All Year 10 students at St Mary's College undertake 10 credits of Stage 1 study by completing their compulsory Exploring Identities and Futures at Year 10. All Year 11 students at St Mary's College undertake 10 credits of compulsory Stage 2 Activating Identities and Futures.

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

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), EIF (10 credits), Stage 2 Activating Identities and Futures (10 credits), and a minimum of three 20 credit Stage 2 subjects. Each of these compulsory aspects of the SACE must be achieved at a level of C or higher for Stage 1 and C- or higher for Stage 2.

Students will achieve a SACE grade of A to E for each of their Stage 1 SACE subjects and A+ to E for their Stage 2 subjects.

The chart below illustrates how the minimum 200 points are acquired to achieve the SACE:



SACE = 200 Credits

- Requirements Stage 1 - 10 credits
- Requirements Stage 1 or 2 - 30 credits
- Requirements Stage 2 - 70 credits
- Additional choices - 90 credits



Welcome	
R-12 Subject Flow Chart	
JUNIOR SCHOOL	
R-6 Curriculum Organisation	
MIDDLE SCHOOL	
7-9 Curriculum Organisation	
Year 7	
Overview	
Subjects	
Year 8	
Overview	
Subjects	
Year 9	
Overview	
Subjects	
SENIOR SCHOOL	
Subject Flow Chart	
10-12 Curriculum Organisation	
Senior School Information	
SACE	
SACE at St Mary's College	
ATAR	
Subject Eligibility and Suitability	
Year 10	
Overview	
Subjects	
Stage 1 (year 11)	
Overview	
Subjects	
Stage 2 (year 12)	
Overview	
Subjects	

SACE AT ST MARY'S COLLEGE

St Mary's students may study more than the 200 credits required to achieve the SACE. Religious Education is an important and compulsory element in Catholic Schools.

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

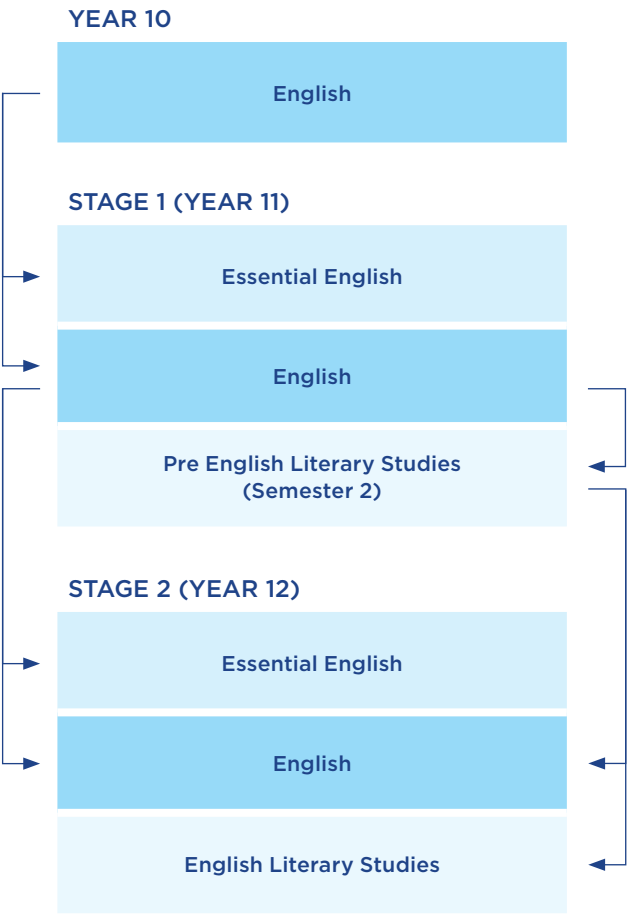
YEAR 10	
SEMESTER 1 AND 2	
Exploring Identities and Futures (10 Credits)*	
STAGE 1 (YEAR 11)	
SEMESTER 1	SEMESTER 2
English (10 Credits)*	English (10 Credits)*
Maths (10 Credits)*	Subject (10 Credits)
Subject (10 Credits)	Subject (10 Credits)
Subject (10 Credits)	Subject (10 Credits)
Subject (10 Credits)	Subject (10 Credits)
Stage 2 Spiritualities, Religion, and Meaning (10 Credits)	Activating Identities and Futures (10 Credits) (Stage 2 Subject)
STAGE 2 (YEAR 12)	
FULL YEAR	
Religious Education Formation	
Subject (20 Credits)*	
Subject (20 Credits)*	
Subject (20 Credits)*	
Subject (20 Credits)	

*Compulsory subjects where minimum C grade must be obtained (C- at Stage 2); VET courses may be used to accrue the 200 credits by replacing subjects (by negotiation - See Career Education and VET Coordinator).

ENGLISH PATHWAYS

From Year 10 students will have the opportunity to select from a range of English courses. Teachers will advise students and possibly recommend specific courses, while families and students are encouraged to speak to Year 10 and Stage 1 Teachers about their suitability for a respective pathway.

All students in Stage 1 English must complete TWO Semesters of English with a C grade or above to satisfy the SACE literacy requirement.



Welcome

R-12 Subject Flow Chart

JUNIOR SCHOOL

R-6 Curriculum Organisation

MIDDLE SCHOOL

7-9 Curriculum Organisation

Year 7

Overview

Subjects

Year 8

Overview

Subjects

Year 9

Overview

Subjects

SENIOR SCHOOL

Subject Flow Chart

10-12 Curriculum Organisation

Senior School Information

SACE

SACE at St Mary’s College

ATAR

Subject Eligibility and Suitability

Year 10

Overview

Subjects

Stage 1 (year 11)

Overview

Subjects

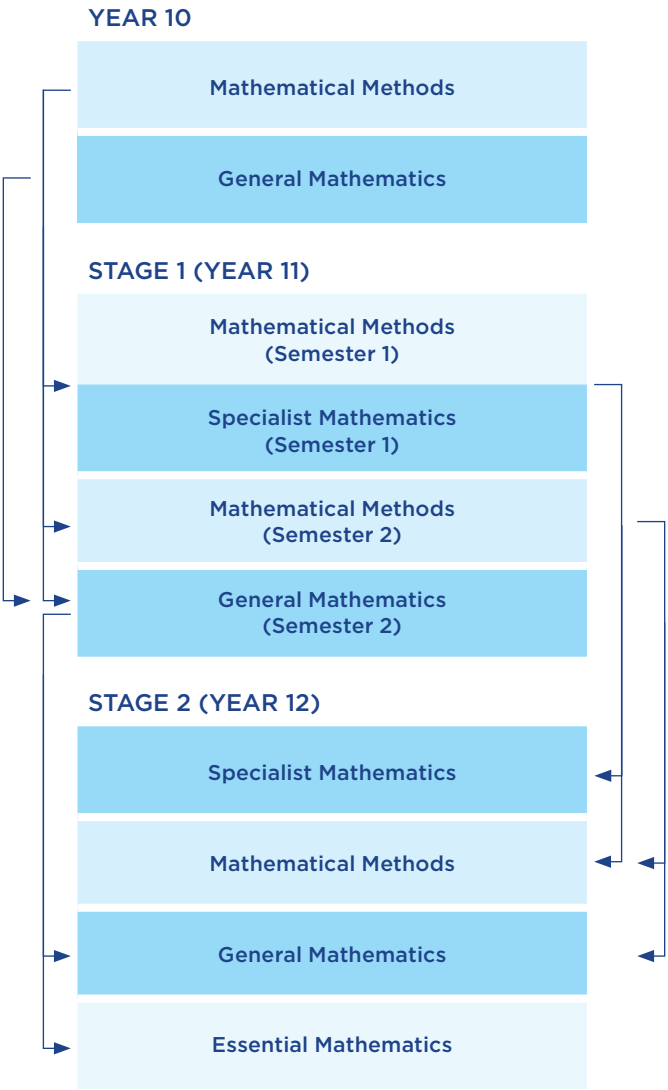
Stage 2 (year 12)

Overview

Subjects

MATHS PATHWAYS

All students in Stage 1 must complete at least one Semester of Mathematics at the C level or above as a SACE requirement. All Stage 1 Mathematics courses are offered for a full year.



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 the three compulsory 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. Pre-requisite subjects are used to determine eligibility and must be studied. Students must achieve a minimum C- grade in pre-requisite 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: satac.edu.au/universities-bonus-schemes

QUALIFYING FOR ENTRANCE TO TAFE UNDER SACE

Many Certificate to Advanced Diploma courses have no entry requirements. Entry to competitive courses where class numbers are restricted may require you to demonstrate satisfactory results for reading, writing and numeracy skills by completing the CSPA (Core Skills Profile for Adults) skills indicator and some courses require satisfactory performance in an audition/written assessment/portfolio as well.

There are three types of courses at TAFE SA:

Non-competitive courses – (also known as immediate applications). These require no CAR for Cert I, II, III and minimum CAR for Cert IV and above.

Competitive courses – (also known as competitive applications). These require a CAR for all courses including Cert I, II, III and a ranking applies to all courses.

Selection criteria are used to rank all eligible applicants, where there are more applicants than places available and these differ for each course and location of training.

Workplace Training Applications – where potential applicants must provide evidence of current and continued employment in a related industry. Go to tafesa.edu.au to search for specific courses.

Full details of university and TAFE entry requirements are published online in the Tertiary Entrance Booklet issued by the South Australian Tertiary Admissions Centre.

Go to the SATAC website for more information. satac.edu.au

Welcome

R-12 Subject Flow Chart

JUNIOR SCHOOL

R-6 Curriculum Organisation

MIDDLE SCHOOL

7-9 Curriculum Organisation

Year 7

Overview

Subjects

Year 8

Overview

Subjects

Year 9

Overview

Subjects

SENIOR SCHOOL

Subject Flow Chart

10-12 Curriculum Organisation

Senior School Information

SACE

SACE at St Mary's College

ATAR

Subject Eligibility and Suitability

Year 10

Overview

Subjects

Stage 1 (year 11)

Overview

Subjects

Stage 2 (year 12)

Overview

Subjects

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

Student eligibility to a university course/program 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 Credit Score)	Your scaled scores from three 20 credit Tertiary Admissions Subjects (TAS) are used.
	SUBJECT 2 (20 Credit Score)	<ul style="list-style-type: none">Usually 10 credit subjects cannot count, except for Valid Pairs. At St Mary's, this usually applies to 10 credit Music subjects.
	SUBJECT 3 (20 Credit Score)	<ul style="list-style-type: none">Almost all subjects at St Mary's are classified as TAS except for Community Studies and extra Integrated Learning subjects.
30	FLEXIBLE OPTION	<p>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:</p> <ul style="list-style-type: none">Another 20 credit full TAS subject (which can include a completed Cert III).Half the score of a 20 credit TAS.The score of one or more 10 credit TAS (e.g. RE).The score of Activating Identities and Futures (AIF).

2. Converting the 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: satac.edu.au/calculating-the-university-aggregate-and-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.



Welcome

R-12 Subject Flow Chart

JUNIOR SCHOOL

R-6 Curriculum Organisation

MIDDLE SCHOOL

7-9 Curriculum Organisation

Year 7

Overview

Subjects

Year 8

Overview

Subjects

Year 9

Overview

Subjects

SENIOR SCHOOL

Subject Flow Chart

10-12 Curriculum Organisation

Senior School Information

SACE

SACE at St Mary's College

ATAR

Subject Eligibility and Suitability

Year 10

Overview

Subjects

Stage 1 (year 11)

Overview

Subjects

Stage 2 (year 12)

Overview

Subjects

SUBJECT ELIGIBILITY AND SUITABILITY

In the spirit of our values of Truth, Justice and Community, St Mary's College believes in the inherent value of every student as an individual. We want the best for all of our students and aim to work with them and for them in providing a pathway that is the best option for them.

St Mary's College commits to valuing more than just specific rules and grades as the only or a main reference point when working through the best individual options for students as they seek to do specific subjects. Rather, 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.
- 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 Teaching and Learning 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.



Welcome	
R-12 Subject Flow Chart	
JUNIOR SCHOOL	
R-6 Curriculum Organisation	
MIDDLE SCHOOL	
7-9 Curriculum Organisation	
Year 7	
Overview	
Subjects	
Year 8	
Overview	
Subjects	
Year 9	
Overview	
Subjects	
SENIOR SCHOOL	
Subject Flow Chart	
10-12 Curriculum Organisation	
Senior School Information	
SACE	
SACE at St Mary's College	
ATAR	
Subject Eligibility and Suitability	
Year 10	
Overview	
Subjects	
Stage 1 (year 11)	
Overview	
Subjects	
Stage 2 (year 12)	
Overview	
Subjects	

YEAR 10 OVERVIEW

Learning Area	Subject	
Religious Education	Spiritualities, Religion and Meaning: Stage 1 (Compulsory)	F
English	English (Compulsory)	F
Humanities and Social Sciences	Humanities and Social Sciences (Compulsory)	F
Science	Science (Compulsory)	F
	Psychology	S
Health and Physical Education	Outdoor Education: Stage 1	S
	Health and Physical Education (Compulsory)	F
Business, Design and Technology	Food and Hospitality	S
	STEM	S
	Business Innovation	S
	Graphic Design: Stage 1	S
Arts	Visual Art	S
	Music: Stage 1	F
	Drama	S
	Dance	S
Flexible Learning Programs	Exploring Identities and Futures (Compulsory)	S
Languages	Italian	F
	French	F
Mathematics	General Mathematics (Compulsory)	F
	Mathematical Methods (Compulsory)	F

VOCATIONAL EDUCATION AND TRAINING (VET)

Students have a number of opportunities to complete VET units throughout Year 10, Stage 1 and Stage 2.

Courses are delivered off site and may be outside of normal school hours. Course length and SACE credit accreditation varies with each course. Structured Workplace Learning (SWL) is a requirement of some courses.

Further information, expression of interest and enrolment forms:
Career Education and VET Coordinator
Suzanne.Megaw@stmarys.sa.edu.au

St Mary's College 2024 Curriculum Handbook 44

Welcome

R-12 Subject Flow Chart

JUNIOR SCHOOL

R-6 Curriculum Organisation

MIDDLE SCHOOL

7-9 Curriculum Organisation

Year 7

Overview

Subjects

Year 8

Overview

Subjects

Year 9

Overview

Subjects

SENIOR SCHOOL

Subject Flow Chart

10-12 Curriculum Organisation

Senior School Information

SACE

SACE at St Mary’s College

ATAR

Subject Eligibility and Suitability

Year 10

Overview

Subjects

Stage 1 (year 11)

Overview

Subjects

Stage 2 (year 12)

Overview

Subjects

YEAR 10 SUBJECTS

RELIGIOUS EDUCATION

SUBJECT:	Stage 1 Spiritualities, Religion and Meaning
COMPULSORY/OPTIONAL:	Compulsory
PREREQUISITES:	Nil
LENGTH OF COURSE:	1 Semester
COURSE LEADS TO:	Stage 2 Spiritualities, Religion and Meaning

COURSE DESCRIPTION:

This course focuses on the big idea of “spiritualities, religions, and ultimate questions.” Throughout the course students challenge their understanding of Aboriginal Spirituality, and Peace and Non-Violence, and explore contemporary Catholic and Jewish theology through the lens of the Holocaust.

ASSESSMENT:

AT1: Representations (30%)
AT2: Connections (30%)
AT3: Issue Investigation (40%)

FOR FURTHER INFORMATION:

Leader of Religious Education
Karina.Baker@stmarys.sa.edu.au

ENGLISH

SUBJECT:	English
COMPULSORY/OPTIONAL:	Compulsory
PREREQUISITES:	Year 9 English
LENGTH OF COURSE:	2 Semesters
COURSE LEADS TO:	Stage 1 English

COURSE DESCRIPTION:

Year 10 English aims to build the creative and analytical skills that will support the work they will undertake in the SACE years. Students will develop their analysis skills through the study of a range of different texts including prose, poetry, drama, film and other media.

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

ASSESSMENT:

A range of assessments will be undertaken throughout the year. These can include essays, short answers, formal writing in various genres, creative writing, multimodal presentations, literary responses, and speaking in a variety of forms and contexts.

FOR FURTHER INFORMATION:

Leader of English
Erin.Doherty@stmarys.sa.edu.au

HUMANITIES AND SOCIAL SCIENCES

SUBJECT:	Humanities and Social Sciences
COMPULSORY/OPTIONAL:	Compulsory
PREREQUISITES:	Year 9 Humanities
LENGTH OF COURSE:	2 Semesters
COURSE LEADS TO:	All Stage 1 Humanities Subjects

COURSE DESCRIPTION:

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.

ASSESSMENT:

Source analysis, oral presentations, essays, and creative responses.

FOR FURTHER INFORMATION:

Leader of Humanities and Social Sciences
Alexandra.Gavrilidis@stmarys.sa.edu.au

Welcome

R-12 Subject Flow Chart

JUNIOR SCHOOL

R-6 Curriculum Organisation

MIDDLE SCHOOL

7-9 Curriculum Organisation

Year 7

Overview

Subjects

Year 8

Overview

Subjects

Year 9

Overview

Subjects

SENIOR SCHOOL

Subject Flow Chart

10-12 Curriculum Organisation

Senior School Information

SACE

SACE at St Mary’s College

ATAR

Subject Eligibility and Suitability

Year 10

Overview

Subjects

Stage 1 (year 11)

Overview

Subjects

Stage 2 (year 12)

Overview

Subjects

YEAR 10 SUBJECTS

SCIENCE

SUBJECT:

Science

COMPULSORY/OPTIONAL:

Compulsory

PREREQUISITES:

Year 9 Science

LENGTH OF COURSE:

2 Semesters

COURSE LEADS TO:

Stage 1 Physics, Chemistry, Biology, and Psychology

COURSE DESCRIPTION:

Students will extend their skills in designing investigations, handling apparatus, gathering and interpreting data and using scientific language to communicate findings, ideas and science knowledge. The topics covered include: Genetics, The Periodic Table, The Universe, Motion, Chemical Reactions, Natural Selection and Evolution and The Atmosphere.

ASSESSMENT:

1. Investigations Folio

2. Skills and Applications Tasks

3. Semester Exams

FOR FURTHER INFORMATION:

Leader of Science

Emma.Beukema@stmarys.sa.edu.au

SCIENCE

SUBJECT:

Psychology

COMPULSORY/OPTIONAL:

Optional

PREREQUISITES:

Year 9 Science

LENGTH OF COURSE:

1 Semester

COURSE LEADS TO:

Stage 1 Psychology

COURSE DESCRIPTION:

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: Introduction to Psychology, Emotion, and Sports Psychology.

ASSESSMENT:

1. One Psychological Investigation

2. Two Skills and Applications Tasks

3. Semester Exams

FOR FURTHER INFORMATION:

Leader of Science

Emma.Beukema@stmarys.sa.edu.au

HEALTH AND PHYSICAL EDUCATION

SUBJECT:

Stage 1 Outdoor Education

COMPULSORY/OPTIONAL:

Optional

PREREQUISITES:

Nil

LENGTH OF COURSE:

1 Semester (10 credits)

COURSE LEADS TO:

Stage 2 Outdoor Education

COURSE DESCRIPTION:

Students study theory units that incorporate practical components to complete the Stage 1 SACE 10-credit Outdoor Education subject. Students take part in outdoor activities that include bushwalking, orienteering, camping skills and bouldering. It will require students to participate in compulsory journey, which is usually a four-day bushwalking camp in Mt. 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 learn about risk assessment and planning for and management of outdoor activities. Within their assessments students reflect by providing evidence and details of their experiences, personal observations, evaluate their skill development and achievement.

ASSESSMENT:

1. About Natural Environments (40%)

2. Experiences in Natural Environments (2) (60%)

FOR FURTHER INFORMATION:

Leader of Health and Physical Education

Letisha.Thomas@stmarys.sa.edu.au

Welcome

R-12 Subject Flow Chart

JUNIOR SCHOOL

R-6 Curriculum Organisation

MIDDLE SCHOOL

7-9 Curriculum Organisation

Year 7

Overview

Subjects

Year 8

Overview

Subjects

Year 9

Overview

Subjects

SENIOR SCHOOL

Subject Flow Chart

10-12 Curriculum Organisation

Senior School Information

SACE

SACE at St Mary's College

ATAR

Subject Eligibility and Suitability

Year 10

Overview

Subjects

Stage 1 (year 11)

Overview

Subjects

Stage 2 (year 12)

Overview

Subjects

YEAR 10 SUBJECTS

HEALTH AND PHYSICAL EDUCATION

SUBJECT:	Health and Physical Education
COMPULSORY/OPTIONAL:	Compulsory
PREREQUISITES:	Nil
LENGTH OF COURSE:	2 Semesters

COURSE DESCRIPTION:

PRACTICAL: Participation in recreational, competitive and wellbeing related physical activities. Develop an interest and enjoyment in physical activity to develop healthy habits for life. Understanding of the benefits of regular exercise with regard to health, wellbeing and fitness. Understand and apply fundamental motor skills. Work collaboratively with others and apply leadership skills.

THEORY: Healthy relationships, help-seeking behaviours and understanding emotional responses to improve and maintain wellbeing. Analyse the external influences that impact body image and develop strategies and initiatives to improve health and confidence.

ASSESSMENT:

Task specific criteria, Skill development, participation, effort and organisation.

FOR FURTHER INFORMATION:

Leader of Health and Physical Education
Letisha.Thomas@stmarys.sa.edu.au

BUSINESS, DESIGN AND TECHNOLOGY

SUBJECT:	Food and Hospitality
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Year 9 Food Technology preferable
LENGTH OF COURSE:	1 Semester
COURSE LEADS TO:	Stage 1 Food and Hospitality

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 will prepare a wide range of foods both individually and in group tasks, the emphasis will be on sound management of resources, acquiring practical techniques and using appropriate technology to enhance the process.

ASSESSMENT:

1. Practical Skill development
2. Action Plans
3. Research Task
4. Technique Journal

FOR FURTHER INFORMATION:

Leader of Technology
Giovanna.lannicelli@stmarys.sa.edu.au

BUSINESS, DESIGN AND TECHNOLOGY

SUBJECT:	STEM
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Year 9 Visual Art
LENGTH OF COURSE:	1 Semester
COURSE LEADS TO:	Stage 1 Design and Art

COURSE DESCRIPTION:

The subject of STEM integrates Design and Digital Technologies. It will continue to focus on further developing skills in graphic design with manufacturing technologies to create products.

Using the design process, students explore, develop, and produce solutions to a range of design 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 using the Design process and SCAMPER model.

ASSESSMENT:

Through a design folio and practical work students are assessed on knowledge and understanding, skills and applications, and issues associated with social, legal, ethical, and environmental concerns.

FOR FURTHER INFORMATION:

Leader of Technology
Giovanna.lannicelli@stmarys.sa.edu.au

Welcome

R-12 Subject Flow Chart

JUNIOR SCHOOL

R-6 Curriculum Organisation

MIDDLE SCHOOL

7-9 Curriculum Organisation

Year 7

Overview

Subjects

Year 8

Overview

Subjects

Year 9

Overview

Subjects

SENIOR SCHOOL

Subject Flow Chart

10-12 Curriculum Organisation

Senior School Information

SACE

SACE at St Mary’s College

ATAR

Subject Eligibility and Suitability

Year 10

Overview

Subjects

Stage 1 (year 11)

Overview

Subjects

Stage 2 (year 12)

Overview

Subjects

YEAR 10 SUBJECTS

BUSINESS, DESIGN AND TECHNOLOGY

SUBJECT:	Business Innovation
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Nil
LENGTH OF COURSE:	1 Semester
COURSE LEADS TO:	Stage 1 Business Innovation

COURSE DESCRIPTION:

Students will identify and analyse different business structures and their legal implications. Examine the Australian legal system and Parliament and their roles in making and enforcing laws. Investigate ethical considerations and social responsibilities in the business environment. Develop critical thinking, problem solving and decision-making skills within a legal and business context. Apply acquired knowledge to practical scenarios and case studies. Identify key entrepreneurial qualities and apply them to innovative business pitches regarding the ideation of new products and services.

ASSESSMENT:
Written assignments, case study SWOT analysis, quizzes and tests, and group projects and presentations.

FOR FURTHER INFORMATION:
Leader of Technology
Giovanna.lannicelli@stmarys.sa.edu.au

BUSINESS, DESIGN AND TECHNOLOGY

SUBJECT:	Graphic Design: Stage 1
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Nil
LENGTH OF COURSE:	1 Semester
COURSE LEADS TO:	Stage 2 Information Processing and Publishing

COURSE DESCRIPTION:

This is a graphic design course that 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.

ASSESSMENT:
1. Practical Skills 50%
2. Product & Documentation 30%
3. Issues Analysis 20%.

FOR FURTHER INFORMATION:
Leader of Technology
Giovanna.lannicelli@stmarys.sa.edu.au

ARTS

SUBJECT:	Visual Art
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Year 9 Visual Art preferable
LENGTH OF COURSE:	1 Semester
COURSE LEADS TO:	Stage 1 Art and Design

COURSE DESCRIPTION:

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

ASSESSMENT:
1. Practical Works
2. Folio
3. Written Theory tasks

FOR FURTHER INFORMATION:
Leader of Arts
Rhiannon.Davis@stmarys.sa.edu.au

Welcome

R-12 Subject Flow Chart

JUNIOR SCHOOL

R-6 Curriculum Organisation

MIDDLE SCHOOL

7-9 Curriculum Organisation

Year 7

Overview

Subjects

Year 8

Overview

Subjects

Year 9

Overview

Subjects

SENIOR SCHOOL

Subject Flow Chart

10-12 Curriculum Organisation

Senior School Information

SACE

SACE at St Mary’s College

ATAR

Subject Eligibility and Suitability

Year 10

Overview

Subjects

Stage 1 (year 11)

Overview

Subjects

Stage 2 (year 12)

Overview

Subjects

YEAR 10 SUBJECTS

ARTS

SUBJECT:

Music: Stage 1

COMPULSORY/OPTIONAL:

Optional

PREREQUISITES:

Year 9 Music or equivalent

LENGTH OF COURSE:

2 Semesters

COURSE LEADS TO:

Stage 2 Music

COURSE DESCRIPTION:

Students 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 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.

ASSESSMENT:

CREATIVE WORKS (60%):

1.

Ensemble Performance – two performances of 2-5 minutes.

2.

Composition/Arrangement – one composition/arrangement of 1-3 minutes.

MUSICAL LITERACY (40%)

3.

Two Skills Development Tasks

FOR FURTHER INFORMATION:

Leader of Arts

Rhiannon.Davis@stmarys.sa.edu.au

ARTS

SUBJECT:

Drama

COMPULSORY/OPTIONAL:

Optional

PREREQUISITES:

Year 9 Drama preferred

LENGTH OF COURSE:

1 Semester

COURSE LEADS TO:

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 so on. 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.

ASSESSMENT:

1.

Performance (on/off stage role, theatre/film)

2.

Digital Process Journal

3.

Genre/Practitioner Study

FOR FURTHER INFORMATION:

Leader of Arts

Rhiannon.Davis@stmarys.sa.edu.au

ARTS

SUBJECT:

Dance

COMPULSORY/OPTIONAL:

Optional

PREREQUISITES:

Year 9 Dance preferred

LENGTH OF COURSE:

1 Semester

COURSE LEADS TO:

Stage 1 Dance

COURSE DESCRIPTION:

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

ASSESSMENT:

A variety of making and responding to dance tasks assessments.

•

Participation in a variety of technique classes and group routines in various dance styles

•

Creation of individual and/or group dance choreographies

•

Public Performance

•

Review writing on various performances

•

Reflecting on their processes through a Digital Process Journal.

FOR FURTHER INFORMATION:

Leader of Arts

Rhiannon.Davis@stmarys.sa.edu.au

Welcome	
R-12 Subject Flow Chart	
JUNIOR SCHOOL	
R-6 Curriculum Organisation	
MIDDLE SCHOOL	
7-9 Curriculum Organisation	
Year 7	
Overview	
Subjects	
Year 8	
Overview	
Subjects	
Year 9	
Overview	
Subjects	
SENIOR SCHOOL	
Subject Flow Chart	
10-12 Curriculum Organisation	
Senior School Information	
SACE	
SACE at St Mary’s College	
ATAR	
Subject Eligibility and Suitability	
Year 10	
Overview	
Subjects	
Stage 1 (year 11)	
Overview	
Subjects	
Stage 2 (year 12)	
Overview	
Subjects	

YEAR 10 SUBJECTS

FLEXIBLE LEARNING PROGRAMS	
SUBJECT:	Exploring Identities and Futures
COMPULSORY/OPTIONAL:	Compulsory
PREREQUISITES:	Nil
LENGTH OF COURSE:	1 Semester
COURSE DESCRIPTION:	
Exploring Identities and Futures will allow 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.	
Stage 1 Exploring Identities and Futures 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.	
The subject is foundational in initiating and preparing students to and for their SACE journey and the knowledge, skills and capabilities required to be lifelong learners.	
ASSESSMENT:	
Type 1: Exploring your past, present and future (50%) Type 2: Putting your capabilities into action (50%)	
FOR FURTHER INFORMATION:	
Director of Teaching and Learning Tracey.Thursby@stmarys.sa.edu.au	

LANGUAGES	
SUBJECT:	Italian/Stage 1 Italian
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Year 9 Italian
LENGTH OF COURSE:	2 Semesters
COURSE LEADS TO:	Stage 2 Italian
COURSE DESCRIPTION:	
Students will study Year 10 Italian in Semester 1 while in Semester 2, students will study Stage 1 Italian, gaining 10 SACE credits.	
Students will continue to develop their oral, aural and written skills along with the study of the Italian language and Italian speaking communities. They will 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 will explore intercultural experiences and the influence of technology, media and globalisation on language use and communication.	
ASSESSMENT:	
Role plays, grammar and vocabulary tests, oral presentations, research tasks, written assessments including use of technology and participation in class.	
In Semester 2, students will complete a text production, a text analysis, interaction and an investigation for Stage 1 Italian.	
FOR FURTHER INFORMATION:	
Angela.Caporaso@stmarys.sa.edu.au	

LANGUAGES	
SUBJECT:	French/Stage 1 French
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Year 9 French
LENGTH OF COURSE:	2 Semesters
COURSE LEADS TO:	Stage 2 French
COURSE DESCRIPTION:	
Students will study Year 10 French in Semester 1 while in Semester 2, students will study Stage 1 French, gaining 10 SACE credit points.	
Students will continue to develop their oral, aural and written skills along with the study of the French language and French speaking communities. They will 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 will explore intercultural experiences and the influence of technology, media and globalisation on language use and communication.	
ASSESSMENT:	
Role plays, grammar and vocabulary tests, oral presentations, research tasks, written assessments including use of technology and participation in class.	
In Semester 2, students will complete a text production, a text analysis, interaction and an investigation for Stage 1 French.	
FOR FURTHER INFORMATION:	
Lorraine.Albertini@stmarys.sa.edu.au	

Welcome	
R-12 Subject Flow Chart	
JUNIOR SCHOOL	
R-6 Curriculum Organisation	
MIDDLE SCHOOL	
7-9 Curriculum Organisation	
Year 7	
Overview	
Subjects	
Year 8	
Overview	
Subjects	
Year 9	
Overview	
Subjects	
SENIOR SCHOOL	
Subject Flow Chart	
10-12 Curriculum Organisation	
Senior School Information	
SACE	
SACE at St Mary's College	
ATAR	
Subject Eligibility and Suitability	
Year 10	
Overview	
Subjects	
Stage 1 (year 11)	
Overview	
Subjects	
Stage 2 (year 12)	
Overview	
Subjects	

YEAR 10 SUBJECTS

MATHEMATICS	
SUBJECT:	General Mathematics
COMPULSORY/OPTIONAL:	Compulsory
PREREQUISITES:	Year 9 Mathematics
LENGTH OF COURSE:	2 Semesters
COURSE LEADS TO:	Stage 1 Essential Mathematics or General Mathematics
COURSE DESCRIPTION:	
This course is designed to develop students' confidence and encourage positive attitudes towards the study of Mathematics, with an emphasis on the practical application of skills in everyday contexts. Students' mathematical knowledge will be extended by building on their current knowledge, skills and experience through a course that is relevant to their needs. Students will communicate their mathematical understanding in a variety of ways and develop the capacity to use Mathematics in solving problems individually and collaboratively. Content is organised under 6 interrelated strands: number, algebra, measurement, space, statistics, and probability.	
ASSESSMENT:	
1. Skills and Applications Tasks 2. Mathematical Investigations 3. Examination	
FOR FURTHER INFORMATION:	
Leader of Mathematics John.Absolon@stmarys.sa.edu.au	

MATHEMATICS	
SUBJECT:	Mathematical Methods
COMPULSORY/OPTIONAL:	Compulsory
PREREQUISITES:	Year 9 Mathematics
LENGTH OF COURSE:	2 Semesters
COURSE LEADS TO:	All Stage 1 Mathematics Subjects
COURSE DESCRIPTION:	
The Mathematics curriculum for Year 10 aims to develop students' confidence and positive attitudes towards the study of Mathematics. Students' mathematical knowledge will be extended by building on their current knowledge, skills and experiences through a course that develops the complexity and sophistication of physical and abstract processes and concepts. Students will communicate their mathematical understanding in a variety of ways and develop the capacity to use Mathematics in solving problems individually and collaboratively. This will prepare students to choose from the full range of Mathematics subjects at Stage Content is organised under 6 interrelated strands: number, algebra, measurement, space, statistics, and probability.	
ASSESSMENT:	
1. Skills and Applications Tasks 2. Mathematical Investigations 3. Examination	
FOR FURTHER INFORMATION:	
Leader of Mathematics John.Absolon@stmarys.sa.edu.au	

Welcome	
R-12 Subject Flow Chart	
JUNIOR SCHOOL	
R-6 Curriculum Organisation	
MIDDLE SCHOOL	
7-9 Curriculum Organisation	
Year 7	
Overview	
Subjects	
Year 8	
Overview	
Subjects	
Year 9	
Overview	
Subjects	
SENIOR SCHOOL	
Subject Flow Chart	
10-12 Curriculum Organisation	
Senior School Information	
SACE	
SACE at St Mary’s College	
ATAR	
Subject Eligibility and Suitability	
Year 10	
Overview	
Subjects	
Stage 1 (year 11)	
Overview	
Subjects	
Stage 2 (year 12)	
Overview	
Subjects	

STAGE 1 OVERVIEW

Learning Area	Subject	
Religious Education	Spiritualities, Religion and Meaning: Stage 2 (Compulsory)	S
English	Essential English (Compulsory)	F
	English (Compulsory)	F
	Pre-English Literary Studies (Compulsory)	S
Humanities and Social Sciences (HASS)	Ancient Studies	S
	Modern History A and B	S
	Society and Culture	S
Science	Psychology A and B	S
	Physics A and B	S
	Chemistry A and B	S
	Biology A and B	S
Health and Physical Education	Outdoor Education: Stage 2	F
	Health and Wellbeing	S
	Physical Education	S
Business, Design and Technology	Food and Hospitality	S
	Child Studies	S
	Business Innovation	S
	Information Processing and Publishing: Stage 2	S
Arts	Visual Arts: Art/Design	S
	Music: Stage 2	F
	Drama A and B	S
	Dance A and B	S
Flexible Learning Programs	Activating Identities and Futures: Stage 2 (Compulsory)	S
	Workplace Practices	S
	Community Studies	S
Languages	Italian: Stage 2 (2 semesters - 20 credits)	F
	French: Stage 2 (2 semesters - 20 credits)	F
Mathematics	General Mathematics A (Compulsory) and B	S
	Mathematical Methods A (Compulsory) and B	S
	Specialist Mathematics A and B	S

VOCATIONAL EDUCATION AND TRAINING (VET)

Students have a number of opportunities to complete VET units throughout Year 10, Stage 1 and Stage 2.

Courses are delivered off site and may be outside of normal school hours. Course length and SACE credit accreditation varies with each course. Structured Workplace Learning (SWL) is a requirement of some courses.

Further information, expression of interest and enrolment forms are available from the Flexible Learning Coordinator:
Suzanne.Megaw@stmarys.sa.edu.au

Welcome	
R-12 Subject Flow Chart	
JUNIOR SCHOOL	
R-6 Curriculum Organisation	
MIDDLE SCHOOL	
7-9 Curriculum Organisation	
Year 7	
Overview	
Subjects	
Year 8	
Overview	
Subjects	
Year 9	
Overview	
Subjects	
SENIOR SCHOOL	
Subject Flow Chart	
10-12 Curriculum Organisation	
Senior School Information	
SACE	
SACE at St Mary's College	
ATAR	
Subject Eligibility and Suitability	
Year 10	
Overview	
Subjects	
Stage 1 (year 11)	
Overview	
Subjects	
Stage 2 (year 12)	
Overview	
Subjects	

STAGE 1 SUBJECTS

RELIGIOUS EDUCATION	
SUBJECT:	Spiritualities, Religion and Meaning: Stage 2
COMPULSORY/OPTIONAL:	Compulsory
PREREQUISITES:	Nil
LENGTH OF COURSE:	1 Semester (10 Credits)
COURSE LEADS TO:	History, Ancient Studies, Society and Culture, and Religious Education Formation
COURSE DESCRIPTION:	
<p>This course centres around two big ideas: “Life, the universe, and integral ecology” and “Community, justice, and diversity.”</p> <p>Inspired by Pope Francis’ encyclical, Laudato Si, students explore ecological spirituality and their own connection to creation. Students also evaluate the principles of social justice, and how they can make a difference to their community.</p>	
ASSESSMENT:	
AT1: Reflective Analysis (40%)	
AT2: Connections (30%)	
AT3: Transformative Action (30% externally assessed)	
FOR FURTHER INFORMATION:	
Leader of Religious Education Karina.Baker@stmarys.sa.edu.au	

ENGLISH	
SUBJECT:	English
COMPULSORY/OPTIONAL:	Compulsory
PREREQUISITES:	Year 10 English
LENGTH OF COURSE:	2 Semesters (20 credits)
COURSE LEADS TO:	Stage 2 English Essentials, English, English Literary Studies
COURSE DESCRIPTION:	
<p>English is organised within three areas: Responding to texts, Creating texts and Intertextual Study. Each area extends language skills and understanding through writing, reading, viewing, listening and speaking.</p> <p>For Semester 2 students select either Pre English Literary Studies, Pre English or English Essentials in consultation with their English teacher and parents/caregivers.</p>	
During the course students:	
<ul style="list-style-type: none">• Read and respond to novels, poems, plays, films and various media texts• Explore language features and stylistic devices in context of their reading, viewing and writing• Write a range of forms for a variety of purposes and audiences• Give at least two oral presentations• Undertake two Intertextual Studies based on related texts	
ASSESSMENT:	
<p>Students must meet the requirements of the SACE for satisfactory achievement. A range of assessments for each of the areas studied (Responding to Texts, Creating Texts and the Intertextual Study), will be completed throughout the year. These will either be written, oral or multimodal in form.</p>	
FOR FURTHER INFORMATION:	
Leader of English Erin.Doherty@stmarys.sa.edu.au	

HUMANITIES AND SOCIAL SCIENCES	
SUBJECT:	Ancient Studies
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Year 10 HASS
LENGTH OF COURSE:	1 Semester (10 Credits)
COURSE LEADS TO:	Stage 2 Ancient Studies
COURSE DESCRIPTION:	
<p>Ancient Studies at Stage 1 investigates art, architecture, technology, social structures, war and conquest in early civilisations. Students are also introduced to the principles of the archaeological process, and the ethical issues surrounding the preservation and display of different ancient artefacts and archaeological sites.</p>	
ASSESSMENT:	
1. Skills and Applications (75%)	
2. Inquiry (25%)	
FOR FURTHER INFORMATION:	
Leader of Humanities and Social Sciences Alexandra.Gavriliadis@stmarys.sa.edu.au	

Welcome

R-12 Subject Flow Chart

JUNIOR SCHOOL

R-6 Curriculum Organisation

MIDDLE SCHOOL

7-9 Curriculum Organisation

Year 7

Overview

Subjects

Year 8

Overview

Subjects

Year 9

Overview

Subjects

SENIOR SCHOOL

Subject Flow Chart

10-12 Curriculum Organisation

Senior School Information

SACE

SACE at St Mary’s College

ATAR

Subject Eligibility and Suitability

Year 10

Overview

Subjects

Stage 1 (year 11)

Overview

Subjects

Stage 2 (year 12)

Overview

Subjects

STAGE 1 SUBJECTS

HUMANITIES AND SOCIAL SCIENCES	
SUBJECT:	Modern History A and B
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Year 10 HASS
LENGTH OF COURSE:	1 Semester (10 Credits)
COURSE LEADS TO:	Stage 2 Modern History
COURSE DESCRIPTION:	
Modern History at Stage 1 is offered in both Semester 1 and 2. While each semester has a different focus, the course provides students with an opportunity to explore changes within the world since 1750. Students will 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. At Stage 1 students may choose to study one or both semesters of Modern History. Stage 1 Modern History also prepares students for Stage 2 Modern History.	
ASSESSMENT:	
1. Historical Skills (70%) 2. Historical Study (30%)	
FOR FURTHER INFORMATION:	
Leader of Humanities and Social Sciences Alexandra.Gavrilidis@stmarys.sa.edu.au	

HUMANITIES AND SOCIAL SCIENCES	
SUBJECT:	Society and Culture
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Year 10 Humanities
LENGTH OF COURSE:	1 Semester (10 Credits)
COURSE LEADS TO:	Stage 2 Society and Culture
COURSE DESCRIPTION:	
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.	
ASSESSMENT:	
1. Source Analysis (50%) 2. Group Activity (25%) 3. Investigation (25%)	
FOR FURTHER INFORMATION:	
Leader of Humanities and Social Sciences Alexandra.Gavrilidis@stmarys.sa.edu.au	

SCIENCE	
SUBJECT:	Psychology A
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Year 10 Science
LENGTH OF COURSE:	1 Semester (10 credits)
COURSE LEADS TO:	Stage 2 Psychology
COURSE DESCRIPTION:	
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 knowledge to real-world situations and how to be an effective communicator.	
Course content: Psychology Wellbeing, Cognitive Psychology, and Forensic Psychology.	
ASSESSMENT:	
1. Investigations Folio - One psychological investigation and one investigation with a focus on Science as a Human Endeavour 2. Skills and Applications Tasks - Two Skills and Applications Tasks 3. Semester Exam	
FOR FURTHER INFORMATION:	
Leader of Science Emma.Beukema@stmarys.sa.edu.au	

Welcome

R-12 Subject Flow Chart

JUNIOR SCHOOL

R-6 Curriculum Organisation

MIDDLE SCHOOL

7-9 Curriculum Organisation

Year 7

Overview

Subjects

Year 8

Overview

Subjects

Year 9

Overview

Subjects

SENIOR SCHOOL

Subject Flow Chart

10-12 Curriculum Organisation

Senior School Information

SACE

SACE at St Mary's College

ATAR

Subject Eligibility and Suitability

Year 10

Overview

Subjects

Stage 1 (year 11)

Overview

Subjects

Stage 2 (year 12)

Overview

Subjects

STAGE 1 SUBJECTS

SCIENCE

SUBJECT:	Psychology B
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Psychology B
LENGTH OF COURSE:	1 Semester (10 credits)
COURSE LEADS TO:	Stage 2 Psychology

COURSE DESCRIPTION:

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 knowledge to real-world situations and how to be an effective communicator.

Course content: Students will study a course that consists of two or three of the following interrelated topics - Neuropsychology, Cyberpsychology, and Lifespan Psychology.

ASSESSMENT:

1. Investigations Folio - One psychological investigation and one investigation with a focus on Science as a Human Endeavour
2. Skills and Applications Tasks - Two Skills and Applications Tasks
3. Semester Exam

FOR FURTHER INFORMATION:

Leader of Science
Emma.Beukema@stmarys.sa.edu.au

SCIENCE

SUBJECT:	Physics A
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Year 10 Science
LENGTH OF COURSE:	1 Semester (10 credits)
COURSE LEADS TO:	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 3 topics covered are linear motion, forces, and waves. The three strands of science inquiry skills, science as a human endeavour and science understanding are integrated throughout student learning in this subject.

ASSESSMENT:

1. Investigations Folio (50%)
2. Skills and Applications Tasks (50%)
3. Exam

FOR FURTHER INFORMATION:

Leader of Science
Emma.Beukema@stmarys.sa.edu.au

SCIENCE

SUBJECT:	Physics B
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Physics A
LENGTH OF COURSE:	1 Semester (10 credits)
COURSE LEADS TO:	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 3 topics covered are electricity, energy and momentum, nuclear models and radioactivity. The three strands of science inquiry skills, science as a human endeavour and science understanding are integrated throughout student learning in this subject.

ASSESSMENT:

1. Investigations Folio (50%)
2. Skills and Applications Tasks (50%)
3. Exam

FOR FURTHER INFORMATION:

Leader of Science
Emma.Beukema@stmarys.sa.edu.au

Welcome
R-12 Subject Flow Chart
JUNIOR SCHOOL
R-6 Curriculum Organisation
MIDDLE SCHOOL
7-9 Curriculum Organisation
Year 7
Overview
Subjects
Year 8
Overview
Subjects
Year 9
Overview
Subjects
SENIOR SCHOOL
Subject Flow Chart
10-12 Curriculum Organisation
Senior School Information
SACE
SACE at St Mary’s College
ATAR
Subject Eligibility and Suitability
Year 10
Overview
Subjects
Stage 1 (year 11)
Overview
Subjects
Stage 2 (year 12)
Overview
Subjects

STAGE 1 SUBJECTS

SCIENCE	
SUBJECT:	Chemistry A
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Year 10 Science
LENGTH OF COURSE:	1 Semester (10 credits)
COURSE LEADS TO:	Chemistry B (semester 2)

COURSE DESCRIPTION:
The 3 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.

ASSESSMENT:
1. Investigations Folio (50%)
2. Skills and Applications Tasks (50%)
3. Exam

FOR FURTHER INFORMATION:
Leader of Science
Emma.Beukema@stmarys.sa.edu.au

SCIENCE	
SUBJECT:	Chemistry B
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Chemistry A
LENGTH OF COURSE:	1 Semester (10 credits)
COURSE LEADS TO:	Stage 2 Chemistry

COURSE DESCRIPTION:
Chemistry B provides the framework for students to extend their skills, knowledge and understanding of the 3 strands of science. Topics include Mixtures and Solutions, Acids and Bases and Redox Reactions.

ASSESSMENT:
1. Investigations Folio (50%)
2. Skills and Applications Tasks (50%)
3. Exam

FOR FURTHER INFORMATION:
Leader of Science
Emma.Beukema@stmarys.sa.edu.au

SCIENCE	
SUBJECT:	Biology A
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Year 10 Science
LENGTH OF COURSE:	1 Semester (10 credits)
COURSE LEADS TO:	Biology B in semester 2

COURSE DESCRIPTION:
The units covered this semester are : Unit 1: Cells and Unit 2: Multicellular Organisms.

In topic 1, students examine the development of the cell theory, the exchange of materials, and processes required for cell survival. In topic 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.

ASSESSMENT:
1. Investigations Folio (50%)
2. Skills and Applications Tasks (50%) and Exam

FOR FURTHER INFORMATION:
Leader of Science
Emma.Beukema@stmarys.sa.edu.au

Welcome

R-12 Subject Flow Chart

JUNIOR SCHOOL

R-6 Curriculum Organisation

MIDDLE SCHOOL

7-9 Curriculum Organisation

Year 7

Overview

Subjects

Year 8

Overview

Subjects

Year 9

Overview

Subjects

SENIOR SCHOOL

Subject Flow Chart

10-12 Curriculum Organisation

Senior School Information

SACE

SACE at St Mary’s College

ATAR

Subject Eligibility and Suitability

Year 10

Overview

Subjects

Stage 1 (year 11)

Overview

Subjects

Stage 2 (year 12)

Overview

Subjects

STAGE 1 SUBJECTS

SCIENCE	HEALTH AND PHYSICAL EDUCATION	HEALTH AND PHYSICAL EDUCATION
<div><div>SUBJECT:</div><div>COMPULSORY/OPTIONAL:</div><div>PREREQUISITES:</div><div>LENGTH OF COURSE:</div><div>COURSE LEADS TO:</div></div> <div><div>Biology B</div><div>Optional</div><div>Biology A</div><div>1 Semester (10 credits)</div><div>Stage 2 Biology</div></div>	<div><div>SUBJECT:</div><div>COMPULSORY/OPTIONAL:</div><div>PREREQUISITES:</div><div>LENGTH OF COURSE:</div><div>COURSE LEADS TO:</div></div> <div><div>Outdoor Education: Stage 2</div><div>Optional</div><div>Stage 1 Outdoor Education and/or Year 9 Outdoor Recreation</div><div>2 Semesters (20 Credits)</div><div>Stage 2 Health and Wellbeing or Physical Education</div></div>	<div><div>SUBJECT:</div><div>COMPULSORY/OPTIONAL:</div><div>PREREQUISITES:</div><div>LENGTH OF COURSE:</div><div>COURSE LEADS TO:</div></div> <div><div>Health and Wellbeing</div><div>Optional</div><div>Year 10 Health</div><div>1 Semester (10 Credits)</div><div>Stage 2 Health and Wellbeing</div></div>
<div><div>COURSE DESCRIPTION:</div><div>The units covered this semester are: Unit 3: Microbiology and Unit 4: Ecosystem and Biodiversity.</div><div>Topic 3 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. Topic 4, students investigate diverse ecosystems, exploring the range of biotic and abiotic components to understand the dynamics, diversity and underlying unity of these systems.</div><div><div>ASSESSMENT:</div><div>1. Investigations Folio (50%)</div><div>2. Skills and Applications Tasks (50%) and Exam</div><div><div>FOR FURTHER INFORMATION:</div><div>Leader of Science</div><div>Emma.Beukema@stmarys.sa.edu.au</div></div></div></div>	<div><div>COURSE DESCRIPTION:</div><div>In this course, students will complete theory units that are supported by practical components. They will develop skills, knowledge, and understanding of safe and sustainable outdoor experiences in preparation and planning, managing risk, leadership and decision-making, and self-reliance skills. With the course there are opportunities to experience personal growth, initiative, and collaborative skills. Students will evaluate and reflect on their learning progression, including their practical outdoor skills development, their collaborative and leadership skills and their relationship with and connection to nature.</div><div>Students will participate in a minimum of 9 days of outdoor activities and journeys, a compulsory part of the assessment. Outdoor activities include two trips of at least three days each. These trips may consist of a kayaking camp and a bushwalking expedition. Other outdoors activities may include day hikes (navigation skills) and kayaking (skills development).</div><div><div>ASSESSMENT:</div><div>1. About Natural Environments (20%)</div><div>2. Experiences in Natural Environments (2) (50%)</div><div>3. Connections with Natural Environments (30%)</div><div><div>FOR FURTHER INFORMATION:</div><div>Leader of Health and Physical Education</div><div>Letisha.Thomas@stmarys.sa.edu.au</div></div></div></div>	<div><div>COURSE DESCRIPTION:</div><div>In Stage 1 Health and Wellbeing students will investigate contemporary challenges faced by medical organisations by analysing health determinates, social equity and health promotion. Students will evaluate current trends and issues that impact health and wellbeing. Health literacy will be developed by examining information, advice, advertising and apps used to promote wellbeing. Students will analyse personal and community health issues and create an action plan to promote and improve sustainable outcomes for individuals, communities and global society.</div><div><div>ASSESSMENT:</div><div>1. Practical Action</div><div>2. Issue Inquiry</div><div><div>FOR FURTHER INFORMATION:</div><div>Leader of Health and Physical Education</div><div>Letisha.Thomas@stmarys.sa.edu.au</div></div></div></div>

Welcome

R-12 Subject Flow Chart

JUNIOR SCHOOL

R-6 Curriculum Organisation

MIDDLE SCHOOL

7-9 Curriculum Organisation

Year 7

Overview

Subjects

Year 8

Overview

Subjects

Year 9

Overview

Subjects

SENIOR SCHOOL

Subject Flow Chart

10-12 Curriculum Organisation

Senior School Information

SACE

SACE at St Mary’s College

ATAR

Subject Eligibility and Suitability

Year 10

Overview

Subjects

Stage 1 (year 11)

Overview

Subjects

Stage 2 (year 12)

Overview

Subjects

STAGE 1 SUBJECTS

HEALTH AND PHYSICAL EDUCATION	BUSINESS, DESIGN AND TECHNOLOGY	BUSINESS, DESIGN AND TECHNOLOGY
<div><div>SUBJECT:</div><div>COMPULSORY/OPTIONAL:</div><div>PREREQUISITES:</div><div>LENGTH OF COURSE:</div><div>COURSE LEADS TO:</div></div> <div>Physical Education Optional Year 10 Physical Education preferable 1 Semester (10 Credits) Stage 2 Physical Education</div>	<div><div>SUBJECT:</div><div>COMPULSORY/OPTIONAL:</div><div>PREREQUISITES:</div><div>LENGTH OF COURSE:</div><div>COURSE LEADS TO:</div></div> <div>Food and Hospitality Optional Year 10 Food and Hospitality preferable 1 Semester (10 Credits) Stage 2 Food and Hospitality</div>	<div><div>SUBJECT:</div><div>COMPULSORY/OPTIONAL:</div><div>PREREQUISITES:</div><div>LENGTH OF COURSE:</div><div>COURSE LEADS TO:</div></div> <div>Child Studies Optional Year 10 Food and Hospitality preferable 1 Semester (10 Credits) Stage 2 Child Studies</div>
<div><div>COURSE DESCRIPTION:</div><div>The physical activities may include sports, theme-based games, fitness, and/or recreational activities. Technology is used to collect evidence, including game data, video analysis and fitness results. Students develop knowledge and understanding of key theory topics by applying them through participating in physical activities. Practical units are chosen based on the skills required for Stage 2 and the interest in the class. These could include Touch, Badminton, AFL and Handball.</div><div>ASSESSMENT:</div><div>1. Performance Improvement Task 2. Physical Activity Investigation</div><div>FOR FURTHER INFORMATION:</div><div>Leader of Health and Physical Education Letisha.Thomas@stmarys.sa.edu.au</div></div>	<div><div>COURSE DESCRIPTION:</div><div>Students develop an understanding of the principles of hospitality and catering, customer service and trends in food and culture through practical application, investigation, and research. Practical activities may include food for special occasions, contemporary cake decorating and brunch café styling. It is a requirement of this course that students may participate in some out of hours College catering events. There may be extra costs incurred in excursions or practical work.</div><div>ASSESSMENT:</div><div>1. Action Plan 2. Research Task 3. Group Collaboration 4. Investigation</div><div>FOR FURTHER INFORMATION:</div><div>Leader of Technology Giovanna.lannicelli@stmarys.sa.edu.au</div></div>	<div><div>COURSE DESCRIPTION:</div><div>This course examines several aspects of caring for young children. Opportunities are provided to link theory with practice through excursions, food practicals and working with the primary school students. It is a requirement of this course that students provide their own materials for Summative Tasks.</div><div>ASSESSMENT:</div><div>1. Action Plan 2. Research Task 3. Group Collaboration 4. Investigation</div><div>FOR FURTHER INFORMATION:</div><div>Leader of Technology Giovanna.lannicelli@stmarys.sa.edu.au</div></div>

Welcome

R-12 Subject Flow Chart

JUNIOR SCHOOL

R-6 Curriculum Organisation

MIDDLE SCHOOL

7-9 Curriculum Organisation

Year 7

Overview

Subjects

Year 8

Overview

Subjects

Year 9

Overview

Subjects

SENIOR SCHOOL

Subject Flow Chart

10-12 Curriculum Organisation

Senior School Information

SACE

SACE at St Mary’s College

ATAR

Subject Eligibility and Suitability

Year 10

Overview

Subjects

Stage 1 (year 11)

Overview

Subjects

Stage 2 (year 12)

Overview

Subjects

STAGE 1 SUBJECTS

BUSINESS, DESIGN AND TECHNOLOGY

SUBJECT:	Business Innovation
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Nil
LENGTH OF COURSE:	1 Semester (10 Credits)
COURSE LEADS TO:	Stage 2 Business Innovation

COURSE DESCRIPTION:

This course develops the knowledge, skills, and understanding to engage in business contexts in the modern world. Students consider the opportunities and challenges associated with startup and existing businesses, and consider how digital and emerging technologies may present opportunities to enhance business models and analyse the responsibilities and impact of proposed business models on global and local communities.

ASSESSMENT:

1. Business Skills (70%)
2. Business Pitch (30%)

FOR FURTHER INFORMATION:

Leader of Technology
Giovanna.lannicelli@stmarys.sa.edu.au

BUSINESS, DESIGN AND TECHNOLOGY

SUBJECT:	Information Processing and Publishing: Stage 2
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Nil
LENGTH OF COURSE:	1 Semester (10 Credits)
COURSE LEADS TO:	Nil

COURSE DESCRIPTION:

This course 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.

ASSESSMENT:

1. Practical Skills (40%)
2. Production and Documentation (30%)
3. Issues Analysis (30%)

FOR FURTHER INFORMATION:

Leader of Technology
Giovanna.lannicelli@stmarys.sa.edu.au

ARTS

SUBJECT:	Visual Arts: Art
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Year 10 Art preferable
LENGTH OF COURSE:	1 Semester (10 Credits)
COURSE LEADS TO:	Stage 2 Visual Arts: Art and Stage 2 Visual Arts: Design

COURSE DESCRIPTION:

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

ASSESSMENT:

1. Folio
2. Practical
3. Visual Study

All tasks will be assessed using the performance standards for Stage 1 Visual Arts.

FOR FURTHER INFORMATION:

Leader of Arts
Rhiannon.Davis@stmarys.sa.edu.au

Welcome

R-12 Subject Flow Chart

JUNIOR SCHOOL

R-6 Curriculum Organisation

MIDDLE SCHOOL

7-9 Curriculum Organisation

Year 7

Overview

Subjects

Year 8

Overview

Subjects

Year 9

Overview

Subjects

SENIOR SCHOOL

Subject Flow Chart

10-12 Curriculum Organisation

Senior School Information

SACE

SACE at St Mary’s College

ATAR

Subject Eligibility and Suitability

Year 10

Overview

Subjects

Stage 1 (year 11)

Overview

Subjects

Stage 2 (year 12)

Overview

Subjects

STAGE 1 SUBJECTS

ARTS	
SUBJECT:	Visual Arts: Design
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Year 10 Design or Art preferable.
LENGTH OF COURSE:	1 Semester (10 Credits)
COURSE LEADS TO:	Stage 2 Visual Arts: Art and Stage 2 Visual Arts: 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. The following three areas of study must be covered – Visual Thinking, Practical Resolution and Visual Arts in Context.	
ASSESSMENT:	
1. Folio 2. Practical 3. Visual Study	
All tasks will be assessed using the performance standards for Stage 1 Visual Arts.	
FOR FURTHER INFORMATION:	
Leader of Arts Rhiannon.Davis@stmarys.sa.edu.au	

ARTS	
SUBJECT:	Music: Stage 2
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Satisfactory achievement in Year 10 or equivalent experience
LENGTH OF COURSE:	2 Semesters (20 credits)
COURSE LEADS TO:	Stage 2 Music Solo Performance and Ensemble Performance
COURSE DESCRIPTION:	
Students 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.	
ASSESSMENT:	
In this subject, students will be assessed using the SACE Stage 2 Performance Standards for Cross-Disciplinary Studies.	
1. Commentary (30%) 2. Group Project (20%) 3. Presentation and Discussion (20%) 4. Analysis (30%)	
FOR FURTHER INFORMATION:	
Leader of Arts Rhiannon.Davis@stmarys.sa.edu.au	

ARTS	
SUBJECT:	Drama A
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Year 10 Drama preferable
LENGTH OF COURSE:	1 Semester (10 Credits)
COURSE LEADS TO:	Drama B in Second Semester/Stage 2 Drama
COURSE DESCRIPTION:	
Stage 1 Drama consists of three areas of dramatic study: Company and Performance, Understanding and Responding to Drama and Drama Technology. The 3 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.	
ASSESSMENT:	
1. Performance (40%) 2. Responding to Drama (30%) 3. Creative Synthesis (30%)	
FOR FURTHER INFORMATION:	
Leader of Arts Rhiannon.Davis@stmarys.sa.edu.au	

Welcome	
R-12 Subject Flow Chart	
JUNIOR SCHOOL	
R-6 Curriculum Organisation	
MIDDLE SCHOOL	
7-9 Curriculum Organisation	
Year 7	
Overview	
Subjects	
Year 8	
Overview	
Subjects	
Year 9	
Overview	
Subjects	
SENIOR SCHOOL	
Subject Flow Chart	
10-12 Curriculum Organisation	
Senior School Information	
SACE	
SACE at St Mary’s College	
ATAR	
Subject Eligibility and Suitability	
Year 10	
Overview	
Subjects	
Stage 1 (year 11)	
Overview	
Subjects	
Stage 2 (year 12)	
Overview	
Subjects	

STAGE 1 SUBJECTS

ARTS	
SUBJECT:	Drama B
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Nil
LENGTH OF COURSE:	1 Semester (10 Credits)
COURSE LEADS TO:	Stage 2 Drama
COURSE DESCRIPTION:	
Stage 1 Drama consists of three areas of dramatic study: Company and Performance, Understanding and Responding to Drama and Drama Technology. The 3 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.	
ASSESSMENT:	
1. Group Devised Performance (40%) 2. Folio (30%) 3. Investigation and Presentation (30%)	
FOR FURTHER INFORMATION:	
Leader of Arts Rhiannon.Davis@stmarys.sa.edu.au	

ARTS	
SUBJECT:	Dance A
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Year 10 Dance preferable
LENGTH OF COURSE:	1 Semester (10 Credits)
COURSE LEADS TO:	Dance B in Second Semester/Stage 2 Dance
COURSE DESCRIPTION:	
Stage 1 Dance consists of three strands: understanding dance, creating dance and responding to dance. The three areas of study are integrated together to provide students with opportunities to develop knowledge and understanding of:	
<ul style="list-style-type: none">• 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.	
ASSESSMENT:	
SKILLS DEVELOPMENT (40%):	
1. Individual Performance Focus	
2. Professional and self-devised Choreography Focus	
3. Technique Focus	
CREATIVE EXPLORATIONS (30%)	
4. Choreography and performance	
DANCE CONTEXTS (30%)	
FOR FURTHER INFORMATION:	
Leader of Arts Rhiannon.Davis@stmarys.sa.edu.au	

FLEXIBLE LEARNING PROGRAMS	
SUBJECT:	Activating Identities and Futures: Stage 2
COMPULSORY/OPTIONAL:	Compulsory
PREREQUISITES:	Nil
LENGTH OF COURSE:	1 Semester (10 Credits)
COURSE DESCRIPTION:	
The purpose of Activating Identities and Futures is for students to take greater ownership and agency over their learning (learning how to learn) as they select relevant strategies (knowing what to do when you don't know what to do) to explore, create and/or plan to progress an area of personal interest towards a learning output.	
Students explore ideas related to an area of personal interest through a process of self-directed inquiry. They draw on 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.	
ASSESSMENT:	
Type 1: Folio (35%)	
Type 2: Progress Checks (35%).	
Type 3: Appraisal (30%)	
FOR FURTHER INFORMATION:	
Leader of Learning and Innovation Monique.Green@stmarys.sa.edu.au	

Welcome

R-12 Subject Flow Chart

JUNIOR SCHOOL

R-6 Curriculum Organisation

MIDDLE SCHOOL

7-9 Curriculum Organisation

Year 7

Overview

Subjects

Year 8

Overview

Subjects

Year 9

Overview

Subjects

SENIOR SCHOOL

Subject Flow Chart

10-12 Curriculum Organisation

Senior School Information

SACE

SACE at St Mary’s College

ATAR

Subject Eligibility and Suitability

Year 10

Overview

Subjects

Stage 1 (year 11)

Overview

Subjects

Stage 2 (year 12)

Overview

Subjects

STAGE 1 SUBJECTS

FLEXIBLE LEARNING PROGRAMS	
SUBJECT:	Workplace Practices
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Nil
LENGTH OF COURSE:	1 Semester (10 Credits)
COURSE DESCRIPTION:	
This course 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 will document their learning from their part time job or VET work placement as part of the performance assessment.	
ASSESSMENT:	
1. Folio 2. Performance 3. Reflection	
FOR FURTHER INFORMATION:	
Career Education and VET Coordinator Suzanne.Megaw@stmarys.sa.edu.au	

LANGUAGES	
SUBJECT:	French: Stage 2
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	2 Semesters of Stage 1 French
LENGTH OF COURSE:	2 Semesters (20 credits)
COURSE DESCRIPTION:	
The course aims to extend students' communicative skills in both written and spoken French and is designed to enable students to:	
<ul style="list-style-type: none">• 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 will develop their understanding of language as a system. Students will study a number of different themes which deal with important personal, social and cultural issues. This will be done by reading a wide range of texts, watching films and providing opportunities for students to discuss and write about these important issues.	
ASSESSMENT:	
1. Folio (50%) 2. In-depth Study (20%) 3. Oral and Written Exam (30%)	
FOR FURTHER INFORMATION:	
Lorraine.Albertini@stmarys.sa.edu.au	

LANGUAGES	
SUBJECT:	Italian: Stage 2
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	2 Semesters of Stage 1 Italian
LENGTH OF COURSE:	2 Semesters (20 credits)
COURSE DESCRIPTION:	
The course aims to extend students' communicative skills in both written and spoken Italian and is designed to enable students to:	
<ul style="list-style-type: none">• 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 will develop their understanding of language as a system. Students will study a number of different themes which deal with important personal, social and cultural issues. This will be done by reading a wide range of texts, watching films and providing opportunities for students to discuss and write about these important issues.	
ASSESSMENT:	
1. Folio (50%) 2. In-depth Study (20%) 3. Oral and Written Exam (30%)	
FOR FURTHER INFORMATION:	
Angela.Caporaso@stmarys.sa.edu.au	

Welcome

R-12 Subject Flow Chart

JUNIOR SCHOOL

R-6 Curriculum Organisation

MIDDLE SCHOOL

7-9 Curriculum Organisation

Year 7

Overview

Subjects

Year 8

Overview

Subjects

Year 9

Overview

Subjects

SENIOR SCHOOL

Subject Flow Chart

10-12 Curriculum Organisation

Senior School Information

SACE

SACE at St Mary’s College

ATAR

Subject Eligibility and Suitability

Year 10

Overview

Subjects

Stage 1 (year 11)

Overview

Subjects

Stage 2 (year 12)

Overview

Subjects

STAGE 1 SUBJECTS

MATHEMATICS

SUBJECT:

General Mathematics A

COMPULSORY/OPTIONAL:

Compulsory (1 unit)

PREREQUISITES:

Year 10 Mathematical Methods or General Mathematics

LENGTH OF COURSE:

1 Semester (10 credits)

COURSE LEADS TO:

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:

1. Investing and Borrowing

2. Measurement

3. Statistical Investigation

Emphasis will not only be 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.

ASSESSMENT:

1. Skills and Applications Tasks

2. Mathematical Investigations

3. Examination

FOR FURTHER INFORMATION:

Leader of Mathematics

John.Absolon@stmarys.sa.edu.au

MATHEMATICS

SUBJECT:

General Mathematics B

COMPULSORY/OPTIONAL:

Optional

PREREQUISITES:

Stage 1 General Mathematics A – Min. C grade

LENGTH OF COURSE:

1 Semester (10 credits)

COURSE LEADS TO:

Stage 2 General Mathematics - Min. 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:

1. Applications of trigonometry

2. Linear and exponential functions and their graphs

3. Matrices and networks

Emphasis will not only be 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.

ASSESSMENT:

1. Skills and Applications Tasks

2. Mathematical Investigations

3. Examination

FOR FURTHER INFORMATION:

Leader of Mathematics

John.Absolon@stmarys.sa.edu.au

MATHEMATICS

SUBJECT:

Mathematical Methods A

COMPULSORY/OPTIONAL:

Compulsory (1 unit)

PREREQUISITES:

Year 10 Mathematics Methods - Min. B grade

LENGTH OF COURSE:

1 Semester (10 credits)

COURSE LEADS TO:

Mathematical Methods B

COURSE DESCRIPTION:

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

1. Polynomials

2. Functions and Graphs

3. 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.

ASSESSMENT:

1. Skills and Applications Tasks

2. Mathematical Investigations

3. Examination

FOR FURTHER INFORMATION:

Leader of Mathematics

John.Absolon@stmarys.sa.edu.au

St Mary’s College 2024 Curriculum Handbook 63

Welcome

R-12 Subject Flow Chart

JUNIOR SCHOOL

R-6 Curriculum Organisation

MIDDLE SCHOOL

7-9 Curriculum Organisation

Year 7

Overview

Subjects

Year 8

Overview

Subjects

Year 9

Overview

Subjects

SENIOR SCHOOL

Subject Flow Chart

10-12 Curriculum Organisation

Senior School Information

SACE

SACE at St Mary’s College

ATAR

Subject Eligibility and Suitability

Year 10

Overview

Subjects

Stage 1 (year 11)

Overview

Subjects

Stage 2 (year 12)

Overview

Subjects

STAGE 1 SUBJECTS

MATHEMATICS

SUBJECT:

COMPULSORY/OPTIONAL:

PREREQUISITES:

LENGTH OF COURSE:

COURSE LEADS TO:

Mathematical Methods B

Optional

Stage 1 Mathematical Methods A – Min. C grade

1 Semester (10 units)

Stage 2 Mathematical Methods, General Mathematics – Min. B grade

COURSE DESCRIPTION:

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

1. Growth and Decay
2. Counting and Statistics
3. 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.

ASSESSMENT:

1. Skills and Applications Tasks

2. Mathematical Investigations

3. Examination

FOR FURTHER INFORMATION:

Leader of Mathematics

John.Absolon@stmarys.sa.edu.au

MATHEMATICS

SUBJECT:

COMPULSORY/OPTIONAL:

PREREQUISITES:

LENGTH OF COURSE:

COURSE LEADS TO:

Specialist Mathematics A

Optional (1 unit) must be studied with Mathematical Methods A – Min. B grade

Year 10 Mathematical Methods

1 Semester (10 credits)

Specialist Mathematics B – Min. B grade

COURSE DESCRIPTION:

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

1. Arithmetic and Geometric Sequences and Series
2. Matrices
3. 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.

ASSESSMENT:

1. Skills and Applications Tasks

2. Mathematical Investigations

3. Examination

FOR FURTHER INFORMATION:

Leader of Mathematics

John.Absolon@stmarys.sa.edu.au

MATHEMATICS

SUBJECT:

COMPULSORY/OPTIONAL:

PREREQUISITES:

LENGTH OF COURSE:

COURSE LEADS TO:

Specialist Mathematics B

Optional – must be studied with Mathematical Methods B

Stage 1 Specialist Mathematics A and Mathematical Methods A – Min. B grade

1 Semester (10 credits)

Stage 2 Specialist Mathematics*, Mathematical Methods, General Mathematics – Min. B grade

COURSE DESCRIPTION:

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

1. Further Trigonometry
2. Real and Complex Numbers
3. Geometry
4. 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.

ASSESSMENT:

1. Skills and Applications Tasks

2. Mathematical Investigations

3. Examination

FOR FURTHER INFORMATION:

Leader of Mathematics

John.Absolon@stmarys.sa.edu.au

Welcome
R-12 Subject Flow Chart
JUNIOR SCHOOL
R-6 Curriculum Organisation
MIDDLE SCHOOL
7-9 Curriculum Organisation
Year 7
Overview
Subjects
Year 8
Overview
Subjects
Year 9
Overview
Subjects
SENIOR SCHOOL
Subject Flow Chart
10-12 Curriculum Organisation
Senior School Information
SACE
SACE at St Mary’s College
ATAR
Subject Eligibility and Suitability
Year 10
Overview
Subjects
Stage 1 (year 11)
Overview
Subjects
Stage 2 (year 12)
Overview
Subjects

STAGE 2 OVERVIEW

Learning Area	Subject	
Religious Education	Religious Formation	F
	Essential English	F
	English	F
	English Literary Studies	F
Humanities and Social Sciences (HASS)	Ancient Studies	F
	Modern History	F
	Society and Culture	F
Science	Psychology	F
	Physics	F
	Chemistry	F
	Biology	F
Health and Physical Education	Outdoor Education	F
	Health and Wellbeing	F
	Physical Education	F
Business, Design and Technology	Food and Hospitality	F
	Child Studies	F
	Business Innovation	F
	Information Processing and Publishing	F
Arts	Visual Arts: Art/Design	F
	Music Solo Performance/Ensemble Performance	F
	Drama	F
	Dance	F
Flexible Learning Programs	Workplace Practices	F
	Cross Disciplinary Studies	F
Languages	Italian	F
	French	F
Mathematics	Essential Mathematics	F
	General Mathematics	F
	Mathematical Methods	F
	Specialist Mathematics	F

VOCATIONAL EDUCATION AND TRAINING (VET)

Students have a number of opportunities to complete VET units throughout Year 10, Stage 1 and Stage 2.

Courses are delivered off site and may be outside of normal school hours. Course length and SACE credit accreditation varies with each course. Structured Workplace Learning (SWL) is a requirement of some courses.

Further information, expression of interest and enrolment forms:
Career Education and VET Coordinator
Suzanne.Megaw@stmarys.sa.edu.au

STAGE 2 SUBJECTS

RELIGIOUS STUDIES

SUBJECT:	Religious Formation
COMPULSORY/OPTIONAL:	Compulsory
PREREQUISITES:	Stage 2 Spiritualities, Religion and Meaning
LENGTH OF COURSE:	2 Semesters (20 credits)

COURSE DESCRIPTION:

Year 12 Religious Education 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 a great many thinkers in the Catholic Church and other religious traditions, on theology, social justice, ecological conversion, history, and scripture.

This program asks students, what will they do with their Dominican education? How will they be a change for the world? Centring on St Mary's College's three school values, Community, Truth and Justice, students work with their peers to explore these values, and what they will take with them into the future.

TERM 1 - COMMUNITY

- Who is in your community?
- Multiculturalism
- Interreligious Dialogue

TERM 2 - TRUTH

- What is Truth?
- Being true to yourself
- Living into values

TERM 3 - JUSTICE

- Charity vs Social Justice
- Service at St Mary's
- Service in the wider community

ASSESSMENT:

This subject is not assessed.

FOR FURTHER INFORMATION:

Leader of Religious Education
Karina.Baker@stmarys.sa.edu.au

ENGLISH

SUBJECT:	English
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Stage 1 English
LENGTH OF COURSE:	2 Semesters (20 credits)

COURSE DESCRIPTION:

In 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.

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

ASSESSMENT:

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

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

FOR FURTHER INFORMATION:

Leader of English
Erin.Doherty@stmarys.sa.edu.au

ENGLISH

SUBJECT:	Essential English
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Stage 1 English
LENGTH OF COURSE:	2 Semesters (20 credits)

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

ASSESSMENT:

1. Responding to Texts (30%) - Three assessments for responding to texts (selected from a wide range of texts).
2. Creating Texts (40%) - Three assessments for creating texts (including one 'advocacy' text).
3. External Assessment (30%) - One independent language study, with the focus of study is an understanding of the use of spoken, non-verbal, visual, and/or written language by people in a chosen context beyond the classroom.

FOR FURTHER INFORMATION:

Leader of English
Erin.Doherty@stmarys.sa.edu.au

Welcome

R-12 Subject Flow Chart

JUNIOR SCHOOL

R-6 Curriculum Organisation

MIDDLE SCHOOL

7-9 Curriculum Organisation

Year 7

Overview

Subjects

Year 8

Overview

Subjects

Year 9

Overview

Subjects

SENIOR SCHOOL

Subject Flow Chart

10-12 Curriculum Organisation

Senior School Information

SACE

SACE at St Mary’s College

ATAR

Subject Eligibility and Suitability

Year 10

Overview

Subjects

Stage 1 (year 11)

Overview

Subjects

Stage 2 (year 12)

Overview

Subjects

STAGE 2 SUBJECTS

ENGLISH	
SUBJECT:	English Literary Studies
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Stage 1 English
LENGTH OF COURSE:	2 Semesters (20 credits)
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.	
Students who complete this subject with a C– grade or better will meet the literacy requirement of the SACE.	
ASSESSMENT:	
1. Responding to Texts (50%) – up to five responses to texts (including extended prose, film, poetry and drama studies, and one ‘critical perspectives’ response.	
2. Creating Texts (20%) – two responses, including one ‘transformative’ text.	
3. Text Study	
• Part A: Comparative Text Study (15%) – Essay	
• Part B: Critical Reading (15%) – 100 minute Exam	
FOR FURTHER INFORMATION:	
Leader of English	
Erin.Doherty@stmarys.sa.edu.au	

HUMANITIES AND SOCIAL SCIENCES	
SUBJECT:	Ancient Studies
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Nil
LENGTH OF COURSE:	2 Semesters (20 credits)
COURSE DESCRIPTION:	
An introduction for students to ancient civilisations that have been fundamental to the evolution of the modern world. Our language, literature, scientific innovations and art spring from the ancient world. Parallels also exist in the areas of political and social issues. Ancient cultures offer the first examples of democratic government, gender roles, legal systems and ethics.	
ASSESSMENT:	
1. Skills and Applications (50%)	
2. Connections (20%)	
3. External Inquiry Assessment (30%)	
FOR FURTHER INFORMATION:	
Leader of Humanities and Social Sciences	
Alexandra.Gavrilidis@stmarys.sa.edu.au	

HUMANITIES AND SOCIAL SCIENCES	
SUBJECT:	Modern History
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Stage 1 Modern History preferable
LENGTH OF COURSE:	2 Semesters (20 credits)
COURSE DESCRIPTION:	
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 crises and challenges that have confronted it. Students also consider the ways in which the nation has dealt with internal divisions and external challenges, and the paths that it has taken. At Stage 2, 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.	
ASSESSMENT:	
1. Historical Skills (50%)	
2. Historical Study (20%)	
3. Exam (30%)	
FOR FURTHER INFORMATION:	
Leader of Humanities and Social Sciences	
Alexandra.Gavrilidis@stmarys.sa.edu.au	

Welcome

R-12 Subject Flow Chart

JUNIOR SCHOOL

R-6 Curriculum Organisation

MIDDLE SCHOOL

7-9 Curriculum Organisation

Year 7

Overview

Subjects

Year 8

Overview

Subjects

Year 9

Overview

Subjects

SENIOR SCHOOL

Subject Flow Chart

10-12 Curriculum Organisation

Senior School Information

SACE

SACE at St Mary's College

ATAR

Subject Eligibility and Suitability

Year 10

Overview

Subjects

Stage 1 (year 11)

Overview

Subjects

Stage 2 (year 12)

Overview

Subjects

STAGE 2 SUBJECTS

HUMANITIES AND SOCIAL SCIENCES

SUBJECT:	Society and Culture
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Nil
LENGTH OF COURSE:	2 Semesters (20 credits)

COURSE DESCRIPTION:

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.

ASSESSMENT:

1. Folio (50%)
2. Interaction (20%)
3. Investigation (30%)

FOR FURTHER INFORMATION:

Leader of Humanities and Social Sciences
Alexandra.Gavrilidis@stmarys.sa.edu.au

SCIENCE

SUBJECT:	Psychology
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Stage 1 Psychology preferable
LENGTH OF COURSE:	2 Semesters (20 credits)

COURSE DESCRIPTION:

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 knowledge to real-world situations and how to be an effective communicator.

Course content includes: Social Influence, Psychology of the Individual, The Psychology of Learning, Organisational Psychology, and Psychological Health and Wellbeing.

In the external examination, only the following topics are assessed: Social Influence, The Psychology of Learning, and Science inquiry skills including Science as a Human Endeavour.

ASSESSMENT:

1. Investigations Folio (30%) - One psychological investigation and one investigation with a focus on Science as a Human Endeavour
2. Skills and Application Tasks (40%) - Four Skills and Applications Tasks
3. Exam (30%)

FOR FURTHER INFORMATION:

Leader of Science
Emma.Beukema@stmarys.sa.edu.au

SCIENCE

SUBJECT:	Physics
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Stage 1 Physics
LENGTH OF COURSE:	2 Semesters (20 credits)

COURSE DESCRIPTION:

Physics is constructed around using qualitative and quantitative models, laws and theories to better understand matter, forces, energy and the interaction among them. The 3 topics covered are Motion and Relativity, Electricity and Magnetism and 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.

ASSESSMENT:

1. Investigations Folio (30%)
2. Skills and Applications Tasks (40%)
3. Exam (30%)

FOR FURTHER INFORMATION:

Leader of Science
Emma.Beukema@stmarys.sa.edu.au

Welcome
R-12 Subject Flow Chart
JUNIOR SCHOOL
R-6 Curriculum Organisation
MIDDLE SCHOOL
7-9 Curriculum Organisation
Year 7
Overview
Subjects
Year 8
Overview
Subjects
Year 9
Overview
Subjects
SENIOR SCHOOL
Subject Flow Chart
10-12 Curriculum Organisation
Senior School Information
SACE
SACE at St Mary’s College
ATAR
Subject Eligibility and Suitability
Year 10
Overview
Subjects
Stage 1 (year 11)
Overview
Subjects
Stage 2 (year 12)
Overview
Subjects

STAGE 2 SUBJECTS

SCIENCE	
SUBJECT:	Chemistry
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Stage 1 Chemistry
LENGTH OF COURSE:	2 Semesters (20 credits)

COURSE DESCRIPTION:

In the Stage 2 Chemistry course, 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. The topics are: Monitoring the Environment, Managing Chemical Processes, Organic and Biological Chemistry and Managing Resources.

ASSESSMENT:

- 1. Investigations Folio (30%)
- 2. Skills and Applications Tasks (40%)
- 3. Exam (30%)

FOR FURTHER INFORMATION:

Leader of Science
Emma.Beukema@stmarys.sa.edu.au

SCIENCE	
SUBJECT:	Biology
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Stage 1 Biology preferable
LENGTH OF COURSE:	2 Semesters (20 credits)

COURSE DESCRIPTION:

The Stage 2 Biology course is organised into 4 topics : DNA and Proteins, Cells as a Basis of Life, Homeostasis and Evolution. Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics.

ASSESSMENT:

- 1. Investigations Folio (30%)
- 2. Skills and Applications Tasks (40%)
- 3. Exam (30%)

FOR FURTHER INFORMATION:

Leader of Science
Emma.Beukema@stmarys.sa.edu.au

HEALTH AND PHYSICAL EDUCATION	
SUBJECT:	Outdoor Education
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Stage 1 Outdoor Education and/or Year 9 Outdoor Recreation
LENGTH OF COURSE:	2 Semesters (20 Credits)
COURSE LEADS TO:	Stage 2 Health and Wellbeing or Physical Education

COURSE DESCRIPTION:

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

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

ASSESSMENT:

- 1. About Natural Environments (20%)
- 2. Experiences in Natural Environments (2) (50%)
- 3. Connections with Natural Environments (30%)

FOR FURTHER INFORMATION:

Leader of Health and Physical Education
Letisha.Thomas@stmarys.sa.edu.au

Welcome

R-12 Subject Flow Chart

JUNIOR SCHOOL

R-6 Curriculum Organisation

MIDDLE SCHOOL

7-9 Curriculum Organisation

Year 7

Overview

Subjects

Year 8

Overview

Subjects

Year 9

Overview

Subjects

SENIOR SCHOOL

Subject Flow Chart

10-12 Curriculum Organisation

Senior School Information

SACE

SACE at St Mary’s College

ATAR

Subject Eligibility and Suitability

Year 10

Overview

Subjects

Stage 1 (year 11)

Overview

Subjects

Stage 2 (year 12)

Overview

Subjects

STAGE 2 SUBJECTS

HEALTH AND PHYSICAL EDUCATION	HEALTH AND PHYSICAL EDUCATION	BUSINESS, DESIGN AND TECHNOLOGY
<div><div>SUBJECT:</div><div>COMPULSORY/OPTIONAL:</div><div>PREREQUISITES:</div><div>LENGTH OF COURSE:</div></div> <div><div>Health and Wellbeing</div><div>Optional</div><div>Nil</div><div>2 Semesters (20 credits)</div></div>	<div><div>SUBJECT:</div><div>COMPULSORY/OPTIONAL:</div><div>PREREQUISITES:</div><div>LENGTH OF COURSE:</div></div> <div><div>Physical Education</div><div>Optional</div><div>Nil</div><div>2 Semesters (20 credits)</div></div>	<div><div>SUBJECT:</div><div>COMPULSORY/OPTIONAL:</div><div>PREREQUISITES:</div><div>LENGTH OF COURSE:</div></div> <div><div>Food and Hospitality</div><div>Optional</div><div>Stage 1 Hospitality</div><div>2 Semesters (20 credits)</div></div>
<div><div>COURSE DESCRIPTION:</div><div>In Stage 2 Health and Wellbeing students will investigate contemporary challenges faced by medical organisations by analysing health determinates, social equity and health promotion. Students will evaluate current trends and issues that impact health and wellbeing. Health literacy will be developed by examining information, advice, advertising and apps used to promote wellbeing. Students will analyse personal and community health issues and create an action plan to promote and improve sustainable outcomes for individuals, communities and global society.</div><div><div>ASSESSMENT:</div><div>1. Initiative (40%) 2. Folio (30%) 3. Inquiry (30%)</div><div><div>FOR FURTHER INFORMATION:</div><div>Leader of Health and Physical Education Letisha.Thomas@stmarys.sa.edu.au</div></div></div></div>	<div><div>COURSE DESCRIPTION:</div><div>Students participate in physical activities to collect evidence that they can evaluate and analyse. Students develop an understanding of biophysical, psychological, and sociocultural domains through participation in physical activity. The key ideas include:<ul style="list-style-type: none">• Exercise Physiology – Energy Systems• Biomechanical Principles• Performance Improvement• Sports Psychology• Group DynamicsThese are developed through the exploration of movement concepts and strategies within physical activity contexts. Physical activities can include fitness, recreational activities, and sports such as Touch Football, Basketball, Volleyball, AFL, Soccer, Badminton, Handball, or other negotiated sports.</div><div><div>ASSESSMENT:</div><div>1. Diagnostics Task (2) (30%) 2. Improvement Analysis Task (40%) 3. Group Dynamics Task (30%)</div><div><div>FOR FURTHER INFORMATION:</div><div>Leader of Health and Physical Education Letisha.Thomas@stmarys.sa.edu.au</div></div></div></div>	<div><div>COURSE DESCRIPTION:</div><div>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 focuses on the impact of the food and hospitality industry on Australian society. Students will develop relevant knowledge and skills as consumers and/or as future industry workers. It is a requirement of this course that students may need to provide some specific or unique ingredients for their individual Summative Tasks. Students will be involved in some out of hours catering events for 1 or 2 Summative Tasks.</div><div><div>ASSESSMENT:</div><div>1. Practical Activities (50%) 2. Group Activity (20%) 3. Investigation (2000 words)</div><div><div>FOR FURTHER INFORMATION:</div><div>Leader of Technology Giovanna.lannicelli@stmarys.sa.edu.au</div></div></div></div>

STAGE 2 SUBJECTS

BUSINESS, DESIGN AND TECHNOLOGY

SUBJECT:	Child Studies
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Stage 1 Child Studies or Hospitality Studies preferable
LENGTH OF COURSE:	2 Semesters (20 credits)

COURSE DESCRIPTION:

This course is designed to increase students’ knowledge and skills in the development and care of children from birth to eight years. Students will examine attitudes and values about parenting/care-giving and gain an understanding of the growth and development of children. This subject enables students to develop a variety of research, management, and practical skills. It is a requirement of this course that students provide their own materials for Summative Tasks.

ASSESSMENT:

1. Practical Activities (50%)
2. Group Activity (20%)
3. Investigation (2000 words)

FOR FURTHER INFORMATION:

Leader of Technology
Giovanna.lannicelli@stmarys.sa.edu.au

BUSINESS, DESIGN AND TECHNOLOGY

SUBJECT:	Business Innovation (through Integrated Learning)
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	No assumed knowledge but an interest in small business operation
LENGTH OF COURSE:	2 Semesters (20 credits)

COURSE DESCRIPTION:

Students gain an understanding of business operations and develop an awareness of business, financial and ethical considerations in the business world. They develop a Business Plan and pitch the idea to secure funds to start up a business. They manufacture, market, and sell to their target audience which may include the wider community. The course provides an opportunity for students to acquire a practical understanding of the operation of a small business and develop entrepreneurial skills. .

ASSESSMENT:

1. Practical Inquiry (40%)
2. Connections (30%)
3. Personal Endeavour (30%)

FOR FURTHER INFORMATION:

Leader of Technology
Giovanna.lannicelli@stmarys.sa.edu.au

BUSINESS, DESIGN AND TECHNOLOGY

SUBJECT:	Information Processing and Publishing
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Nil
LENGTH OF COURSE:	2 Semesters (20 credits)

COURSE DESCRIPTION:

This is a graphic design course that 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.

ASSESSMENT:

1. Practical Skills (40%)
2. Issues Analysis (30%)
3. Product and Documentation (30%)

FOR FURTHER INFORMATION:

Leader of Technology
Giovanna.lannicelli@stmarys.sa.edu.au

Welcome

R-12 Subject Flow Chart

JUNIOR SCHOOL

R-6 Curriculum Organisation

MIDDLE SCHOOL

7-9 Curriculum Organisation

Year 7

Overview

Subjects

Year 8

Overview

Subjects

Year 9

Overview

Subjects

SENIOR SCHOOL

Subject Flow Chart

10-12 Curriculum Organisation

Senior School Information

SACE

SACE at St Mary’s College

ATAR

Subject Eligibility and Suitability

Year 10

Overview

Subjects

Stage 1 (year 11)

Overview

Subjects

Stage 2 (year 12)

Overview

Subjects

STAGE 2 SUBJECTS

ARTS

SUBJECT:

Visual Art: Art

COMPULSORY/OPTIONAL:

Optional

PREREQUISITES:

Stage 1 Art or Design preferable

LENGTH OF COURSE:

2 Semesters (20 credits)

COURSE DESCRIPTION:

Students work in the area 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. This course is divided into three sections; Folio 40%, Art Practical (two pieces or a body of work and a practitioner’s statement) 30% and Visual Study (independent study on art that includes theoretical and practical exploration) 30%.

ASSESSMENT:

1. Visual Study 30%

2. Folio (40%)

3. Practical (30%)

FOR FURTHER INFORMATION:

Leader of Arts

Rhiannon.Davis@stmarys.sa.edu.au

ARTS

SUBJECT:

Visual Art: Design

COMPULSORY/OPTIONAL:

Optional

PREREQUISITES:

Stage 1 Art or Design preferable

LENGTH OF COURSE:

2 Semesters (20 credits)

COURSE DESCRIPTION:

Students work in the area of Design on Practical Application, Knowledge and Understanding, Analysis and synthesis and 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. This course is divided into three sections; Folio 40%, Design Practical (two pieces and a practitioner’s statement) 30% and Visual Study (independent study on design that includes theoretical and practical exploration) 30%.

ASSESSMENT:

1. Visual Study 30%

2. Folio (40%)

3. Practical (30%)

FOR FURTHER INFORMATION:

Leader of Arts

Rhiannon.Davis@stmarys.sa.edu.au

ARTS

SUBJECT:

Music Solo Performance and/or Ensemble Performance

COMPULSORY/OPTIONAL:

Optional

PREREQUISITES:

Stage 1 Music or equivalent (in negotiation with Music teacher)

LENGTH OF COURSE:

2 Semesters (20 credits)

COURSE DESCRIPTION:

Students 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.

Each subject is 10 credit unit. Students can study either as a single subject (10 credits) or both together across the full year (2 x 10 credits). Students have an individual instrumental or vocal lesson each week and prepare repertoire as a soloist and/or as a member of an ensemble. Solo Performance students attend rehearsals with an accompanist each week and 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.

ASSESSMENT:

1. Performance (30%)

2. Performance and Discussion (40%)

3. Performance Portfolio (30%)

FOR FURTHER INFORMATION:

Leader of Arts

Rhiannon.Davis@stmarys.sa.edu.au

Welcome

R-12 Subject Flow Chart

JUNIOR SCHOOL

R-6 Curriculum Organisation

MIDDLE SCHOOL

7-9 Curriculum Organisation

Year 7

Overview

Subjects

Year 8

Overview

Subjects

Year 9

Overview

Subjects

SENIOR SCHOOL

Subject Flow Chart

10-12 Curriculum Organisation

Senior School Information

SACE

SACE at St Mary’s College

ATAR

Subject Eligibility and Suitability

Year 10

Overview

Subjects

Stage 1 (year 11)

Overview

Subjects

Stage 2 (year 12)

Overview

Subjects

STAGE 2 SUBJECTS

ARTS

SUBJECT:

Drama

COMPULSORY/OPTIONAL:

Optional

PREREQUISITES:

Stage 1 Drama preferable

LENGTH OF COURSE:

2 Semesters (20 credits)

COURSE DESCRIPTION:

Stage 2 Drama consists of two areas of dramatic study: Company and Production and Exploration and Vision. The two areas of study 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.

ASSESSMENT:

1. Group Production, school assessed (40%)

2. Evaluation and Creativity, school assessed (30%)

3. Creative Presentation, externally assessed (30%)

FOR FURTHER INFORMATION:

Leader of Arts

Rhiannon.Davis@stmarys.sa.edu.au

ARTS

SUBJECT:

Dance

COMPULSORY/OPTIONAL:

Optional

PREREQUISITES:

Stage 1 Dance preferable

LENGTH OF COURSE:

2 Semesters (20 credits)

COURSE DESCRIPTION:

Stage 2 Dance consists of three strands: understanding dance, creating dance, and responding to dance. The three areas of study 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.

ASSESSMENT:

1. Performance Portfolio (40%)

2. Dance Contexts (30%)

3. Skills Development Portfolio (30%)

FOR FURTHER INFORMATION:

Leader of Arts

Rhiannon.Davis@stmarys.sa.edu.au

FLEXIBLE LEARNING PROGRAMS

SUBJECT:

Workplace Practices

COMPULSORY/OPTIONAL:

Optional

PREREQUISITES:

Nil

LENGTH OF COURSE:

2 Semesters (20 credits)

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.

ASSESSMENT:

1. Folio (25%)

2. Performance (25%)

3. Reflection (20%)

4. Investigation (30%)

FOR FURTHER INFORMATION:

Career Education and VET Coordinator

Suzanne.Megaw@stmarys.sa.edu.au

Welcome

R-12 Subject Flow Chart

JUNIOR SCHOOL

R-6 Curriculum Organisation

MIDDLE SCHOOL

7-9 Curriculum Organisation

Year 7

Overview

Subjects

Year 8

Overview

Subjects

Year 9

Overview

Subjects

SENIOR SCHOOL

Subject Flow Chart

10-12 Curriculum Organisation

Senior School Information

SACE

SACE at St Mary’s College

ATAR

Subject Eligibility and Suitability

Year 10

Overview

Subjects

Stage 1 (year 11)

Overview

Subjects

Stage 2 (year 12)

Overview

Subjects

STAGE 2 SUBJECTS

LANGUAGES	
SUBJECT:	French
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	2 Semesters of Stage 1 French
LENGTH OF COURSE:	2 Semesters (20 credits)
<p>COURSE DESCRIPTION:</p> <p>The course aims to extend students’ communicative skills in both written and spoken French and is designed to enable students to:</p> <ul style="list-style-type: none"> 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 <p>In addition, students will develop their understanding of language as a system. Students will study a number of different themes which deal with important personal, social and cultural issues. This will be done by reading a wide range of texts, watching films and providing opportunities for students to discuss and write about these important issues.</p>	
<p>ASSESSMENT:</p> <ol style="list-style-type: none"> Folio (50%) In-depth Study (20%) Oral and Written Exam (30%) 	
<p>FOR FURTHER INFORMATION:</p> <p>Lorraine.Albertini@stmarys.sa.edu.au</p>	

LANGUAGES	
SUBJECT:	Italian
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	2 Semesters of Stage 1 Italian
LENGTH OF COURSE:	2 Semesters (20 credits)
<p>COURSE DESCRIPTION:</p> <p>The course aims to extend students’ communicative skills in both written and spoken Italian and is designed to enable students to:</p> <ul style="list-style-type: none"> 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 <p>In addition, students will develop their understanding of language as a system. Students will study a number of different themes which deal with important personal, social and cultural issues. This will be done by reading a wide range of texts, watching films and providing opportunities for students to discuss and write about these important issues.</p>	
<p>ASSESSMENT:</p> <ol style="list-style-type: none"> Folio (50%) In-depth Study (20%) Oral and Written Exam (30%) 	
<p>FOR FURTHER INFORMATION:</p> <p>Angela.Caporaso@stmarys.sa.edu.au</p>	

MATHEMATICS	
SUBJECT:	Essential Mathematics
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Stage 1 General Mathematics A and B – Min. B grade
LENGTH OF COURSE:	2 Semesters (20 credits)
<p>COURSE DESCRIPTION:</p> <p>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.</p>	
<p>ASSESSMENT:</p> <ol style="list-style-type: none"> Skills and Applications Tasks (30%) Folio (40%) Examination (30%) 	
<p>FOR FURTHER INFORMATION:</p> <p>Leader of Mathematics John.Absolon@stmarys.sa.edu.au</p>	

Welcome

R-12 Subject Flow Chart

JUNIOR SCHOOL

R-6 Curriculum Organisation

MIDDLE SCHOOL

7-9 Curriculum Organisation

Year 7

Overview

Subjects

Year 8

Overview

Subjects

Year 9

Overview

Subjects

SENIOR SCHOOL

Subject Flow Chart

10-12 Curriculum Organisation

Senior School Information

SACE

SACE at St Mary’s College

ATAR

Subject Eligibility and Suitability

Year 10

Overview

Subjects

Stage 1 (year 11)

Overview

Subjects

Stage 2 (year 12)

Overview

Subjects

STAGE 2 SUBJECTS

MATHEMATICS	
SUBJECT:	General Mathematics
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Stage 1 General Mathematics A and B – Min. B grade
LENGTH OF COURSE:	2 Semesters (20 credits)
COURSE DESCRIPTION:	
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 modelling – financial, statistical, discrete (networks) and linear/non-linear functions. The Share market will also be studied in an Open Topic.	
ASSESSMENT:	
1. Skills and Applications Tasks (40%) 2. Mathematical Investigations (30%) 3. Examination (30%)	
FOR FURTHER INFORMATION:	
Leader of Mathematics John.Absolon@stmarys.sa.edu.au	

MATHEMATICS	
SUBJECT:	Mathematical Methods
COMPULSORY/OPTIONAL:	Optional
PREREQUISITES:	Stage 1 Mathematical Methods A and B – Min. B grade
LENGTH OF COURSE:	2 Semesters (20 credits)
COURSE DESCRIPTION:	
This subject 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.	
ASSESSMENT:	
1. Skills and Applications Tasks (50%) 2. Mathematical Investigation (20%) 3. Examination (30%)	
FOR FURTHER INFORMATION:	
Leader of Mathematics John.Absolon@stmarys.sa.edu.au	

MATHEMATICS	
SUBJECT:	Specialist Mathematics
COMPULSORY/OPTIONAL:	Optional (must be studied with Mathematical Methods)
PREREQUISITES:	Stage 1 Mathematical Methods A and B and Stage 1 Specialist Mathematics A and B – Min. B grade
LENGTH OF COURSE:	2 Semesters (20 credits)
COURSE DESCRIPTION:	
Specialist Mathematics draws on and deepens students’ mathematical knowledge, skills, and understanding and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods at Stage 2.	
ASSESSMENT:	
1. Skills and Applications Tasks (50%) 2. Mathematical Investigation (20%) 3. Examination (30%)	
FOR FURTHER INFORMATION:	
Leader of Mathematics John.Absolon@stmarys.sa.edu.au	



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