



**YANKALILLA**  
**AREA SCHOOL**

**2025**

**Curriculum Guide**  
**Yankalilla Area School**

## PRINCIPAL WELCOME

Dear YAS Community,

As we approach the upcoming academic year, I'd like to take this opportunity to address some key aspects of our educational approach and introduce our 2025 subject counselling guide.

In today's fast-changing world, the landscape of both education and work is constantly evolving. It's crucial for us to adapt to these changes and ensure that our students are prepared for the challenges and opportunities that lie ahead.

At Yankalilla Area School, our primary goal is to help students achieve their best. This goes beyond just academic success; it's about equipping them with the skills and dispositions they need to thrive, both in and outside of the school environment.

We are committed to offering a diverse range of subjects that are engaging and relevant to the needs of our students. Whether it's STEM subjects, humanities, arts, or vocational skills, our curriculum is designed to cater to a broad variety of interests and career paths.

By providing a stimulating learning environment and a comprehensive range of subjects, we aim to empower our students to discover their passions and reach their full potential. YAS is proud to partner with Open Access college, and secondary schools in the Southern Adelaide Secondary School Fleurieu Alliance which allows our students to study subjects both online or face-to-face beyond what is offered in this subject counselling guide.

I encourage all students and parents to carefully review our subject counselling guide and consider their options thoughtfully. Together, let's work towards creating a future where every student has the opportunity to succeed.

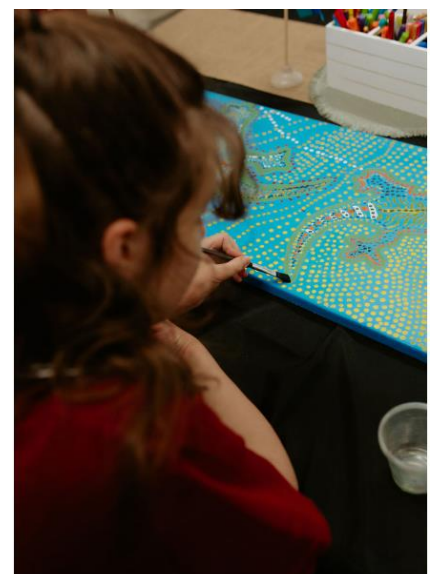
**Haley Przibilla**

## ACKNOWLEDGEMENT OF COUNTRY

The lands and water of the Fleurieu Peninsula are central to the culture and beliefs of our First Nations people, who have nurtured the land since creation.

At Yankalilla Area School we acknowledge their living culture and traditions and commit to building a brighter future together.

We pay our respects to Elders past, present and emerging and all Indigenous people here with us today.



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Subjects	Australian Curriculum				SACE Stage 1 & 2	
Subject Area	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
<b>English</b>	English	English	English	English	<ul style="list-style-type: none"> <li>○ English</li> <li>○ Essential English</li> </ul>	English
<b>Mathematics</b>	Mathematics	Mathematics	Mathematics	Mathematics	<ul style="list-style-type: none"> <li>○ Mathematical Methods</li> <li>○ General Mathematics</li> <li>○ Essential Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>○ General Mathematics</li> <li>○ Essential Mathematics</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>○ Science</li> <li>○ STEM</li> <li>○ Agricultural Production</li> </ul>	<ul style="list-style-type: none"> <li>○ Science</li> <li>○ STEM</li> <li>○ Agricultural Production</li> </ul>	<ul style="list-style-type: none"> <li>○ Science</li> <li>○ STEM</li> <li>○ Agricultural Production</li> </ul>	<ul style="list-style-type: none"> <li>○ Science</li> <li>○ Agricultural Production</li> </ul>	<ul style="list-style-type: none"> <li>○ Biology</li> <li>○ Physics</li> <li>○ Chemistry</li> <li>○ Psychology</li> <li>○ Agricultural Production</li> </ul>	<ul style="list-style-type: none"> <li>○ Psychology</li> <li>○ Agricultural Production</li> <li>○ Open Access available</li> </ul>
<b>Physical Education</b>	Health & Physical Education	Health & Physical Education	Health & Physical Education	<ul style="list-style-type: none"> <li>○ Health &amp; Physical Education</li> <li>○ Outdoor Education</li> <li>○ Health &amp; Lifestyle</li> <li>○ Child Studies</li> </ul>	<ul style="list-style-type: none"> <li>○ Physical Education</li> <li>○ Outdoor Education</li> <li>○ Child Studies</li> </ul>	<ul style="list-style-type: none"> <li>○ Physical Education</li> <li>○ Outdoor Education</li> <li>○ Child Studies</li> </ul>
<b>Arts</b>	<ul style="list-style-type: none"> <li>○ Art</li> </ul>	<ul style="list-style-type: none"> <li>○ Art</li> </ul>	<ul style="list-style-type: none"> <li>○ Art</li> </ul>	Art & Photography	Art	Art
<b>Technology</b>	<ul style="list-style-type: none"> <li>○ Design Technology</li> <li>○ Food &amp; Hospitality</li> </ul>	<ul style="list-style-type: none"> <li>○ Design Technology</li> <li>○ Food &amp; Hospitality</li> </ul>	<ul style="list-style-type: none"> <li>○ Design Technology</li> <li>○ Food &amp; Hospitality</li> </ul>	<ul style="list-style-type: none"> <li>○ Design Technology</li> <li>○ Food &amp; Hospitality</li> </ul>	<ul style="list-style-type: none"> <li>○ Material Solutions</li> <li>○ Food &amp; Hospitality</li> </ul>	<ul style="list-style-type: none"> <li>○ Material Solutions</li> <li>○ Food &amp; Hospitality</li> </ul>
<b>Humanities</b>	Humanities	Humanities	Humanities	Humanities	<ul style="list-style-type: none"> <li>○ Humanities</li> <li>○ Philosophy</li> <li>○ Tourism</li> </ul>	<ul style="list-style-type: none"> <li>○ Humanities</li> <li>○ Philosophy</li> <li>○ Tourism</li> </ul>
<b>Language</b>	Indonesian	Indonesian	International Studies	Open Access Language options	Open Access Language options	Open Access Language options
<b>Careers</b>	Careers exploration in Home Group	Careers exploration in Home Group	Careers exploration in Home Group	<ul style="list-style-type: none"> <li>○ Exploring Identities &amp; Futures</li> <li>○ Pastoral Care</li> </ul>	<ul style="list-style-type: none"> <li>○ Activating Identities &amp; Futures</li> <li>○ Pastoral Care</li> <li>○ Workplace Practices</li> </ul>	Workplace Practices



## Yankalilla Senior School Curriculum Guide

The senior school at Yankalilla Area School are committed to creating an environment where each student is welcomed and included. We aim to develop the 'whole person' and are focused on fostering positive relationships through Restorative Practices. This is enhanced through our Pastoral Care program, which enables our staff to build further on knowing each individual student and how they learn best. Our senior students are supported to thrive by exploring their career options, maintaining academic success and building the skills of resilient when faced with a challenge, while designing their own futures.

We aim to develop the essential employability skills for the 21st century, while aiming to assist every student in developing the 5 new SACE capabilities of Personal Enterprise, Quality Thinking, Self-motivated Learning, Principled Action and Collective Engagement. These SACE capabilities allow our senior school students to become active citizens and contributing members of the community.

Our students are very fortunate in having passionate teachers and leaders who work hard to prepare them for a rapidly changing world and who are highly committed to getting the best outcomes possible for each student. Staff pride their ability to utilise SACE flexibilities to achieve these positive outcomes for students.

### Our school vision statement:

*Yankalilla Area School: A community for you to connect, belong and grow with pride*

### Our school values are: *Honesty, respect, excellence, responsibility and care*

At Yankalilla Area School we strive to provide a supportive and collaborative learning community delivering an inclusive, flexible and innovative curriculum that fosters an environment of success.

### We do this through;

- An inclusive curriculum that provides a range of subject and vocational choices in support of student post school pathways from University and other tertiary education to trade and other employment pathways.
- Providing a 'high expectations' learning environment in support of strong academic success.
- Engaging in SACE flexibilities to support the engagement and achievement in support of students.
- Providing a variety of extra curricula learning opportunities that develops the physical, intellectual, emotional and social self.
- An emphasis on student voice.
- The positive relationships we have with our families are integral to our work as a school. We value these strong partnerships, as they are the key to ensuring our students maximise their personal achievements and are able to pursue the pathway of their choice.







## SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION (SACE)

To qualify for the SACE, students must complete a minimum of 200 credits. Each subject or course that is successfully completed earns credits towards the SACE. Students receive a final grade from A to E for stage 1 subjects and A+ to E- for stage 2 subjects.

The compulsory requirements are to achieve a C grade or better in:

- Exploring Identities & Futures (EIF) - 10 credits at stage 1
- Literacy - at least 20 credits from a range of English subjects at stage 1 or stage 2
- Numeracy - at least 10 credits from the Mathematics subjects at stage 1 or stage 2
- Research Project / Activating Identities & Futures (AIF) - 10 credits at stage 2
- Additional stage 2 subjects - at least 60 credits from a range of stage 2 subjects

The remaining 90 credits can be gained through additional stage 1 or stage 2 subjects and/or SACE Board recognised courses or recognised learning of a student's choice (such as Vocational Education and Training or Community Learning).

### EXAMPLE OF ACHIEVING A MINIMUM OF 200 CREDITS

#### 50 credits - compulsory

**Exploring Identities and Futures** (10 credits)

**Stage 1** General Mathematics  
(10 credits – one semester)

**Stage 1** Essential English (20 credits)

**Stage 2** Research Project (10 credits)  
(Activating Identities and Futures from 2025)

#### Min. 90 credits

**Stage 1** Biology (20 credits)

**Stage 1** Italian continuers  
(20 credits)

**Stage 1** Food and Hospitality  
(20 credits)

**Stage 2** Food and Hospitality  
(20 credits)

**Stage 1** VET: Certificate II in Food  
Processing (min. 40 credits)

#### Min. 60 credits

**Stage 2** Biology (20 credits)

**Stage 2** Italian continuers  
(20 credits)

**Stage 2** Essential English  
(20 credits)



You are eligible for an Australian Tertiary Admissions Rank (ATAR) if you achieve 90 credits in Stage 2 (see above example). The South Australian Tertiary Admissions Centre (SATAC) has responsibility for calculating the ATAR. For more information about the ATAR (including scaling), visit [satac.edu.au](http://satac.edu.au)

## SACE PATHWAY

The SACE is designed to allow you to choose the subjects that suit your interests, skills and career goals. While completing the SACE, you'll gain or extend the knowledge and skills to help you in your future study and employment. Students on a SACE pathway are required to complete 200 credits and at least 60 credits from a range of stage 2 subjects (3x Year 12 subjects). In support of students being successful, all subjects on offer provide SACE flexibility for students who are not achieving at a successful level in the subject throughout the year. SACE flexible subjects provides an opportunity for students to convert to a different Learning Assessment Plan and/or Community Learning. Students who convert to a Community Studies at stage 2 are then only eligible for a SACE completion pathway. Utilising the flexibilities in SACE is designed to support students to build on their current learning to a successful level in the following semester or year.

## AUSTRALIA TERTIARY ADMINISTRATION RANK (ATAR)

Receiving an ATAR is important if a student is intending to apply for University. The ATAR provides a measure of a student's overall performance and academic achievement relative to other secondary school students across Australia. It is calculated based on the student's University aggregate and then reported on their Tertiary Entrance Statement (provided they are eligible to receive one). The ATAR is a rank, not a score. It is used to help universities rank applicants for selection into their courses. The ATAR is a figure between 0 and 99.95; influencing University cut off scores, which will vary from course to course each year.

## MODIFIED SACE

For students with a disability that results in significant impairment in their intellectual functioning and/or adaptive behaviours, the learning requirements and performance standards in SACE subjects are a barrier to SACE completion; even with the reasonable adjustments available under the Special Provisions Policy.



The disabilities of these students are highly complex, requiring substantial adjustments in curriculum and assessment. To meet the learning needs of these individual students the SACE Board makes available a set of modified subjects. Modified subjects are highly individualised subjects in which curriculum and assessment are designed to develop one or more SACE capabilities and personal learning plan goals that are appropriately tailored for the individual student.

Students can study a combination of modified and mainstream subjects depending on their developmental level and personal learning goals, if any subject in the 200 credits is modified the students SACE will be classed as modified. The majority of students deemed eligible for modified subjects will complete their SACE using only modified subjects. However, some of the more flexible SACE subjects, such as Community Studies, Cross Disciplinary Studies and Integrated Learning may provide an appropriate curriculum and assessment option for students who are eligible to enrol in modified subjects. Stage 2 modified subjects are not Tertiary Admission Subjects and therefore cannot contribute towards an ATAR.

## OPEN ACCESS COLLEGE

Students may study courses provided by the Open Access College. This will be done where numbers in a subject are very small or where a student has a need to study a subject which is not currently offered. Students have phone and online contact with their teacher twice a week. Students undertaking Open Access studies must be able to work independently and have very strong time management skills. For students to achieve success in Open Access subjects, they must demonstrate a strong work ethic and willingness to maintain good study habits outside of normal teacher contact times. Where possible, a teacher who has experience in the OAC subject offered will provide student learning support. The Open Access College offers a number of subjects eg Languages. Please make an appointment with Mrs McEvoy to discuss subject options and enrolment. For further subject information - <https://www.openaccess.edu.au/curriculum/sace>



## VOCATIONAL EDUCATION & TRAINING

Vocational Education and Training (VET) provides students with the opportunity to acquire skills and knowledge for work through a nationally recognised industry-developed training package or accredited course. VET is delivered, assessed, and certified by registered training organisations (RTOs). Undertaking VET allows students to explore a variety of career pathways. Students can complete VET qualifications in a diverse range of industries. Interest in a VET courses need to be shown in Term 3, in preparation for the following year

### VET Enrolment

- Students are required to pass a VETRO test as directed and organised by the RTO
- Students complete enrolment forms and process with RTO. RTO assesses the suitability of the student in this process.
- Students access the qualification on a set day. These days are located either on another schools site or offsite at the RTO location.
- Organised transport to the VET learning days each week is the responsibility of the student/family.
- VET course costs are covered by the student/family unless they are approved for school card funding.

Every unit of competency that forms part of a School-based Apprenticeships and Traineeships training plan is allocated a certain number of 'nominal hours'. For every 70 hours completed a student will gain 10 credits towards their SACE. Whether or not this can be counted as stage 1 or stage 2 credit will depend on the Certificate being completed. Generally, (but not always) Certificates I or II will count as stage 1 credits and Certificates III or higher will count as stage 2 credits, this information can be found via the VET recognition register on the SACE Board's website.

## SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS

School-based Apprenticeships and Traineeships combine schooling at the senior secondary level (normally years 10, 11 & 12) with training and employment. Planned learning in school is balanced between the needs of the student and the employer which allows students to study for SACE at the same time as commencing and/or completing a nationally recognised vocational training qualification



as a paid employee. Every unit of competency that forms part of a School-based Apprenticeships and Traineeships training plan is allocated a certain number of 'nominal hours'. For every 70 hours completed a student will gain 10 credits towards their SACE. Whether or not this can be counted as stage 1 or stage 2 credit will depend on the Certificate being completed. Generally, (but not always) Certificates I or II will count as stage 1 credits and Certificates III or higher will count as stage 2 credits, this information can be found via the VET recognition register on the SACE Board's website. It is essential that students undertaking a School-based Apprenticeships and Traineeships are working towards their SACE and this includes completing their compulsory subjects. Students are eligible to work towards full time employment once the SACE compulsories are completed and passed.





## SUBJECT COUNSELLING

- Students undertake a range of activities in support of identifying the appropriate subjects for their chosen career pathway.
- The confirmation of subjects to be undertaken are made in consultation with parents/caregivers at an interview in term 3.
- Students who choose to undertake a VET course as part of their learning will be required to participate in an additional application process.
- Students who choose a subject against recommendation will require a parent/ caregiver to sign an Against Recommendation form.
- Students need to be aware that subjects they choose during the subject selection process, (including reserve subjects), will form their potential subjects for the following year. Changes to chosen subjects will only occur if it is demonstrated that the subject change is needed to support a change in a career path/wellbeing. A change of subject is not always going to be possible due to a restricted number of students allowed in each subject.
- Please note: subjects will only proceed if adequate numbers of students choose the subject.

In selecting subjects for next year, students should ask themselves the following questions:

- What is my post school pathway?
- Am I needing to complete the SACE with or without an ATAR?
- Which subjects will help me to develop skills in areas that interest me/are necessary for me to achieve my career goals?
- Are there any prerequisites for my preferred University course?
- Attending an interstate University? consider stg 2 English to meet entrance requirements?

## COMMITMENT TO PAY FORM (CTP)

A Commitment To Pay (CTP) form is used when a cost is involved in a subject such as; VET and Specialist Programs cost, camps and excursions, and equipment owned by the school which has not been returned or has been damaged.

- If a Commitment To Pay form is signed by a parent/caregiver, the total amount of the cost will become legally recoverable. This means the cost will be forwarded onto Debt Collectors if the invoice is not paid in full.
- For a student to be able to select subjects with a cost attached in their subject counselling appointment, parents/caregivers are to sign a CTP.
- Student timetables cannot be finalised until the CTP form has been signed and returned.
- Failure to return a CTP form would result in the student being enrolled into subjects that do not require a cost. Where possible the student's subject reserves will be used.



## CURRICULUM INTERVENTION

Curriculum intervention occurs on an ongoing basis at YAS. We promote a school culture of excellence, where every student strives to achieve their best within a framework of high-quality teaching and learning. Our senior school team regularly monitors the attendance, behaviour and achievement of every student and works in collaboration with students, staff and families to maximise the success of every student through SACE flexibilities. We have a clear and equitable Deadlines procedure that ensures consistency in curriculum delivery, with a focus on timely feedback.



## PASTORAL CARE

Pastoral Care, delivered weekly as a SACE subject, focuses on enhancing personal development and life-long skills for employment and well-being. It includes the Child Protection Curriculum and offers flexible, authentic learning opportunities tailored to each student's aspirations and educational needs. Pastoral Care aims to:

- Enhance personal development
- Foster effective communication and interaction
- Encourage responsibility for learning
- Identify individual needs and set goals
- Facilitate collaboration, peer tutoring, and individual study
- Develop personal and career skills
- Support student well-being

## WHERE CAN I GET SPECIFIC INFORMATION

- SACE Board [www.saceboard.sa.edu.au](http://www.saceboard.sa.edu.au)
- SATAC guide [www.satac.edu.au/](http://www.satac.edu.au/) for information for TAFE and all university courses.
- Employment Options: Ph:85521811 <http://www.employmentoptions.com.au/>
- Flinders University [www.flinders.edu.au](http://www.flinders.edu.au)
- University of SA [www.unisa.edu.au](http://www.unisa.edu.au)
- Adelaide University [www.adelaide.edu.au](http://www.adelaide.edu.au)
- TAFE SA [www.tafesa.edu.au](http://www.tafesa.edu.au)
- My Future [www.myfuture.edu.au](http://www.myfuture.edu.au)



## CURRICULUM REQUIRMENTS YEAR 10-12

Year 10 Curriculum Plan	
Semester 1	Semester 2
Exploring Identities & Futures (EIF) / Pastoral Care (PC)	Exploring Identities & Futures (EIF) / Pastoral Care (PC)
English	English
Mathematics	Mathematics
Science	Science
Humanities	Health & Physical Education core
Elective Choice 1	Elective Choice 1
Elective Choice 2	Elective Choice 2

**Note:** Electives are only 1 semester long and can not be repeated.

Year 11 Curriculum Plan	
Semester 1	Semester 2
Pastoral Care (PC) / Study	Pastoral Care (PC) / Study
English / Essential English Elective	English / Essential English Elective
Essential /General / Methods Mathematics Elective	Elective Choice 1
Activating Identities & Futures (AIF)	Elective Choice 2
Elective Choice 1	Elective Choice 3
Elective Choice 2	Elective Choice 4
Elective Choice 3	Elective Choice 5

Year 12 Curriculum Plan	
SACE Pathway	ATAR Pathway
Pastoral Care (PC) / Study	Pastoral Care (PC) / Study
Elective Choice 1	Elective Choice 1
Elective Choice 2	Elective Choice 2
Elective Choice 3	Elective Choice 3
	Elective Choice 4





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## **Year 10 Agriculture Productions**

**Duration:** Semester 1 or 2

**Recommended Knowledge:** NIL

**Costing:** NIL

### **Assessment Types**

Skills based practical tasks

Knowledge and Understanding assignments

Journal / Folio

Reflection / Evaluation

### **Subject Descriptor**

Students will have the opportunity to work with a variety of farm animals. Feeding, watering and pen cleaning are just a few examples. Assignment tasks vary and are written in negotiation of student interest. Some Examples include weed management, farm safety, animal ethics and vegetable growing. This course is hands on and gives students the opportunity to explore a variety of farming experiences.

### **Curriculum Considerations**

- There are practical components within this subject, as well as opportunities for work experience
- Students will need to wear appropriate clothing and footwear.

### **This subject leads to:**

Sage 1 and Stage 2 Agriculture Studies



## Year 10 Art & Photography

**Duration:** Semester 1 or 2

**Recommended Knowledge:** NIL

**Costing:** NIL

### **Assessment Types**

Assessment tasks will be marked against criteria prescribed by the Australian Curriculum

### **Subject Descriptor**

Year 10 Arts & Photography has been developed to prepare students for the tasks and requirements of SACE Visual /Creative Arts. Students will continue to build on the knowledge and skills developed throughout Year 7, 8 & 9 Visual Arts by exploring and producing high-quality artworks that connect to a personal aesthetic or theme. Students will have opportunities to engage with the community through workshops and gallery visits. Students will work across a variety of physical and digital mediums, making choices that best fit their artistic concepts. Throughout the semester, students will keep an Arts Process Journal that will document their learning journey. Throughout the semester, students will develop transferable skills such as problem solving and creative thinking, and learn how to evaluate and justify their creative choices.

### **Curriculum Considerations**

- May include local excursions
- Art smock or link and footwear is required for practical sessions
- Opportunities for local excursions and camps

### **This subject leads to:**

Stage 1 and Stage 2 Art and careers in The Arts.





## **Stage 1 Child Studies**

**Duration:** Semester 1 or 2

**Recommended Knowledge:** NIL

**SACE Attainment:** Possible 10 credits

**Costing:** Nil

### **Assessment Types**

- Investigation 30%
- Practical 50%
- Group Activity 20%

### **Subject Descriptor**

Students have the opportunity to investigate the importance of social, emotional and physical development during the early years. They discover how fine and gross motor skills are developed through play and the effect that gender stereotypes can have on children. Students work collaboratively to design and create a toy connected to a book or develop a learning aid that supports child development.

**Curriculum Considerations:** Nil

### **This subject leads to:**

Stage 1 & 2 Child Studies and careers in Teaching, Childcare or Care work.



## Year 10 Exploring Identities & Futures

**Duration:** Semester 1 & 2 (2 lessons per week)

**Recommended Knowledge:** NIL

**SACE Attainment:** 10 credits

**Costing:** NIL – Students need to purchase own materials for AT2 if required

### Assessment Types

AT1 – Past, Present and Future Me = 30%

AT 2 – Taking Action and Showcasing my Capabilities = 70%

### Subject Descriptor

Exploring Identities & Futures is a compulsory Stage 1 subject that supports students to learn more about themselves and explore their aspirations and future. Exploring Identities & Futures prepares students for a different way of thinking and learning in senior school.

### Curriculum Considerations

- This subject is used as one of the compulsory requirements of the SACE
- There are practical components within this subject, as well as opportunities for work experience
- Students will need to purchase all materials required for Task 2 if they decide to make something

### This subject leads to:

Understanding and extending learning to the AIF (Activating Identities and Futures)



## Year 10 English

**Duration:** Semester 1 & 2

**Recommended Knowledge:** NIL

**Costing:** Possible excursion cost could occur.

### Assessment Types

- Creating Texts
- Responding to Texts

### Subject Descriptor

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media and the differences between media texts.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

### Curriculum Considerations

- May include local excursions

### This subject leads to:

Stage 1 and 2 English and Stage 1 and 2 Essential English



## **Year 10 Food & Hospitality**

**Duration:** Semester 1 or 2

**Recommended Knowledge:** NIL

**SACE Attainment:** N/A

**Costing:** NIL

### **Assessment Types**

- Folio of evidence

### **Subject Descriptor**

Students are taught hospitality skills required for employment. Duties will include making coffees (barista), baking goods to sell, serving customers, handling money and cleaning up. Students will also look at kitchen safety & hygiene and further look at prevention of cross contamination. Students will further look at cultural influences on the hospitality industry.

### **Curriculum Considerations**

- Appropriate clothing and footwear is required for practical sessions.
- There are practical components within this subject, as well as opportunities for local excursions.
- Opportunities to liaise with the school community.

### **This subject leads to:**

This can lead to a career in hospitality.



## Year 10 Health & Lifestyle

**Duration:** Semester 1 or 2

**Recommended Knowledge:** NIL

**SACE Attainment:** N/A

**Costing:** Possible excursion cost could occur.

### Assessment Types:

- Folio
- Inquiry
- Initiative

### Subject Descriptor:

Students will explore and analyse health decisions, considering the role of health in various contexts. They will investigate the impact of recreational activities on maintaining good health and evaluate strategies to promote health and safety. Additionally, students will examine personal goal setting. As a class, they will plan and organise community engagement activities to support health promotion.

### Curriculum Considerations

- Includes local excursions.
- Due to the nature of the subject, students will be required to visit community organisations as part of their course work.

### This subject leads to:

- Health and lifestyle careers in community.





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## Year 10 Health & Physical Education

**Duration:** Semester 1 or 2

**Recommended Knowledge:** NIL

**SACE Attainment:** N/A

**Costing:** Nil

### Assessment Types

- Practical 70%
- Theory 30%

### Subject Descriptor

Health and Physical Education aims to enable students to advocate for their own and others' health, wellbeing, safety and physical activity participation. This includes using skills and strategies to promote self-identity build respectful relationships. The practical component focuses on movement skills and creating opportunities for regular physical activity

### This subject leads to:

Stage 1 & 2 Physical Education



## Year 10 Humanities

**Duration:** Semester 1

**Recommended Knowledge:** NIL

**SACE Attainment:** N/A

**Costing:** Possible excursion cost could occur.

### Assessment Types

Summative and Formative – decided by teacher.

### Subject Descriptor

**History - The modern world and Australia** provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing.

**Curriculum Considerations - NIL**

### This subject leads to:

Providing choice and exposure into the Stage 1 Humanities related courses on offer through SACE. This could include Tourism, Philosophy, Child Studies, Women Studies, Ancient Studies, Modern History, Society and Culture, Aboriginal Studies.



## Year 10 Material Solutions

**Duration:** Semester 1 or 2

**Recommended Knowledge:** NIL

**Costing:** NIL

### Assessment Types

- Specialised skills Tasks 40%
- Design Process 10%
- Product & Evaluation 50%

### Subject Descriptor

Year 10 Design and Technology is very skills focused. Developing skills using hand, power tools and fixed machinery. Students work through a Design Process to Design, Make and Appraise an article of their choice. Students construct a series of specialised skills tasks to assist in the manufacture of their article. Previous projects include – antique treasure chest, side table, pot plant stands, camping BBQ's, engineers vice.

The class will vote on the preferred materials focus at the start of the course. It could be either wood, metal, outdoor construction or a combination of both.

### Curriculum Considerations

- May include local excursions.
- Appropriate clothing and footwear is required for practical sessions.
- This subject is used as one of the recommended requirements of the SACE.
- There are practical components within this subject, as well as opportunities for local excursions.
- There may be some material costs associated with this subject.

### This subject leads to:

Stage 1& 2 Materials Products

Introduction to Trade Based TAFE courses

Recommended if you are looking at a Trade



## Year 10 Mathematics

**Duration:** Semester 1 & 2

**Recommended Knowledge:** NIL

**Costing:** NIL

### Assessment Types

- Bookwork 50%
- Mathematics online 30%
- Progress Tests 20%

### Subject Descriptor

In Year 10 Mathematics, students develop an appreciation of the elegance and power of mathematical reasoning. They learn how to use the scientific calculator efficiently in their mathematical exploration. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, and problem-solving skills. These proficiencies enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

### Curriculum Considerations

- Due to the subject's nature, students will need a graph book, ruler and scientific calculator.
- We highly recommend the CASIO fx-82AU PLUS II 2<sup>nd</sup> Edition Scientific Calculator (\$35)

### This subject leads to:

Stage 1 General Mathematics and Stage 1 Mathematics (Methods)



## Year 10 Outdoor Education

**Duration:** Semester 1 or 2

**Recommended Knowledge:** NIL

**SACE Attainment:** N/A

**Costing:** Camps/Excursions (\$250 per semester)

### **Assessment Types:**

- About Natural Environments (Issues Investigation – 30%)
- Experiences in Natural Environments (Planning, Analysis & Reflection – 70%)

### **Subject Descriptor:**

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

### **Curriculum Considerations**

- Includes local excursions.
- Includes camps.
- Appropriate clothing and footwear is required for practical sessions.
- There are practical components within this subject, as well as opportunities for local excursions and camps.
- Due to the nature of the subject, students will be required to visit community organisations as part of their course work.

### **This subject leads to:**

- Stage 1 Outdoor Education



## Year 10 Science

**Duration:** Semester 1 & 2

**Recommended Knowledge:** NIL

**SACE Attainment:** N/A

### Assessment Types

- Written Tests
- Practical Investigations
- Information Reports

### Subject Descriptor

In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang.

Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

**Curriculum Considerations:** Nil

### This subject leads to:

Stage 1 Sciences, including Biology, Physics, Chemistry and Psychology.



## Stage 2 Activating Identities & Futures

**Duration:** Semester 1 completed in Year 11

**Recommended Knowledge:** Exploring Identities & Futures (EIF)

**SACE Attainment:** 10 credits at Stage 2 level

**Costing:** Nil, unless a practical topic is selected, this is funded by the student.

### Assessment Types

School Assessment

- Assessment Type 1: Portfolio (30%)
- Assessment Type 2: Progress Checks (40%)

External assessment

- Assessment Type 3: Appraisal (30%)

### Subject Descriptor

The purpose of this course is for students to take greater ownership and agency over their learning as they select relevant strategies to explore, conceptualise, create and/or plan to progress an area of personal interest towards a learning output. Development of a product, planning a service or social enterprise, examining a problem, question or theory using tertiary research methodology, or expanding a personal passion are all possible. Students are required to evaluate the value and purpose of learning.

### Curriculum Considerations

- This subject is used as one of the compulsory requirements of the SACE.

### This subject leads to:

Students who thrive in this subject demonstrate agency, self-regulation, and evaluative judgement, reflective thinking, and ability to reveal thinking which will be vital in all careers post school.



## Stage 1 Agriculture Productions

**Duration:** Semester 1 & 2

**Recommended Knowledge:** NIL

**SACE Attainment:** 10 credits per semester

**Costing:** Excursion to local farms, Ag Fest and the Adelaide Show \$50.

### Assessment Types Per Semester

- Agricultural Report – Practical Design Task 50%
- Applications – Research and practical task 25%
- Applications – Community/global Connections 25%

### Subject Descriptor

Students explore a wide range of agricultural practices, investigating various methods of agricultural production and evaluating their advantages, drawbacks, and potential opportunities. This exploration enables a deeper understanding of sustainable management practices for both the physical and biological environments and of agriculture's influence on their lives, communities, and the environment. This subject offers ample hands-on learning time and provides students with a variety of methods to submit their evidence of learning for assessment tasks. Our school farm offers diverse learning opportunities including animals, produce, cropping, the olive grove and aquaponics.

### Curriculum Considerations

- There are practical components within this subject, as well as opportunities for local excursions.
- Appropriate clothing and footwear is required for practical sessions.

### This subject leads to:

- Agricultural career pathways
- Agricultural apprenticeships
- Stage 2 Agriculture



## Stage 1 Art

**Duration:** Semester 1 & 2

**Recommended Knowledge:** NIL

**SACE Attainment:** 10 credits per semester

**Costing:** NIL

### Assessment Types

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

### Subject Descriptor

Stage 1 Art includes: painting, print making, sculpture, photography, audio visual works, ceramics, mixed media, or video. Students will learn to analyse other artists work and interpret works of art from diverse cultures and context. Students can focus on the areas of art that interest them in both the visual study and folio.

### Curriculum Considerations

- Develop and document the creation process for these works in a folio.
- Research and investigate an area of the arts in an A3 study.
- Appropriate clothing (art smock) and footwear is required for practical sessions.
- There are practical components within this subject, as well as opportunities for local excursions.
- Tasks set are designed to develop artistic knowledge and skills, and enable students to learn from the Arts community.

### This subject leads to:

Stage 2 Art and careers in The Arts e.g. Advertising careers, Fashion design, Graphic design, Art teacher, Gaming, and Web design.



## Stage 1 Child Studies

**Duration:** Semester 1 & 2

**Recommended Knowledge:** NIL

**SACE Attainment:** 10 credits per semester

**Costing:** Nil

### Assessment Types

- Investigation 30%
- Practical 50%
- Group Activity 20%

### Subject Descriptor

Students explore the period of childhood from conception to eight years, and issues related to the growth, health and well-being of children. They examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society.

**Curriculum Considerations:** Nil

### This subject leads to:

Stage 2 Child Studies and careers in Teaching, Childcare or Care work.



## Stage 1 English

**Duration:** Semester 1 & 2

**Recommended Knowledge:** NIL

**SACE Attainment:** 10 credits per semester

**Costing:** Possible excursion cost could occur.

### Assessment Types

- Creating Texts
- Responding to Texts
- Intertextual Study

### Subject Descriptor

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

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

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

### Curriculum Considerations

- May include local excursions

### This subject leads to:

Stage 2 English and suitable for any career pathway post school.



## **Stage 1 Essential English**

**Duration:** Semester 1 & 2

**Recommended Knowledge:** NIL

**SACE Attainment:** 10 credits per semester

**Costing:** Nil

### **Assessment Types**

- Responding to texts 50%
- Creating texts 50%

### **Subject Descriptor**

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

**Curriculum Considerations:** Nil

### **This subject leads to:**

This subject leads to Stage 2 Essential English and may also lead to other Stage 2 English subjects.





## Stage 1 Food & Hospitality

**Duration:** Semester 1 & 2

**Recommended Knowledge:** NIL

**SACE Attainment:** 10 credits per semester

**Costing:** NIL

### Assessment Types

- Investigation
- Practical
- Group task

### Subject Descriptor

The Food and Hospitality industry is dynamic and changing. Students examine factors that influence people's food choices and the health implications of those choices. Through action planning and research, students identify and discuss factors involved in the Food and Hospitality Industry. Students investigate and analyse one or more contemporary trends and/or issues related to food and hospitality. They also gain an understanding of topics such as food poisoning, food trends and food culture. This course focuses on both practical and theory based assessment tasks.

### Curriculum Considerations

- Appropriate clothing and footwear is required for practical sessions.

### This subject leads to:

This subject leads to Year 12 Food and Hospitality and possible careers in the Hospitality and Tourism industry.



## Stage 1 Humanities

**Duration:** Semester 1 & 2

**Recommended Knowledge:** NIL

**SACE Attainment:** 10 credits per semester

**Costing:** Possible excursion cost could occur.

### Assessment Types

- Sources Analysis
- Group Activity
- Investigation

### Subject Descriptor

Stage 1 Humanities focuses on developing students' ability to apply the following seven interdisciplinary concepts in humanities and social sciences.

**Significance** – The importance of something such as an issue, event, development, person, place, process, interaction or system over time and place

**Continuity and change** – Aspects of society, such as institutions, ideas, values and problems, that have stayed the same and changed over time (some point in the past and the present) or in the past (two points in the past)

**Cause and effect** – The long- and short-term causes and the intended and unintended consequences of an event, decision, process, interaction or development

**Place and space** – The characteristics of places (spatial, social, economic, physical, environmental) and how these characteristics are organised spatially (location, distribution, pattern)

**Interconnections** – The components of various systems such as social systems, resource systems and natural systems, and the connections within and between them, including how they impact on each other

**Roles, rights and responsibilities** – The roles, rights and responsibilities of social, economic, civic and environmental participation, including those of individuals, communities and institutions

**Perspectives and action** – The ways in which different individuals and/or groups view something such as a past or present issue, idea, event, development, person, place, process or interaction and how these views influence their actions

Students' understanding of these interdisciplinary concepts are strengthened as they experience learning in an integrated way through a variety of topics. These topics may draw on from the learning areas of Stage 1 Modern History, Ancient History, Geography, Tourism, Legal Studies, Philosophy, Economics, Women's Studies.

The choice of topics reflects the experiences, backgrounds, and interests that students bring to their studies. There is sufficient flexibility to allow topics that apply to the whole class and, when practicable, to groups of students and individual students.

### Curriculum Considerations

- Students should express a topic of interest or learning area at course counselling to allow for planning of the curriculum.
- May include excursion.
- Due to the nature of the subject, students must ensure they make equal contribution towards the Group Activity assessment type.
- This is a literacy-rich subject and will include an investigation-based research report writing.

### This subject leads to:

Careers in human resource management, journalism, law, real estate, tourism, history and politics.



## Stage 1 Material Solutions

**Duration:** Semester 1 & 2

**Recommended Knowledge:** NIL

**SACE Attainment:** 10 credits per semester

**Costing:** NIL

### Assessment Types

- Specialised Skills tasks
- Design Process & Product

### Subject Descriptor

This course can be run over two semesters by choosing a different materials focus area. Students can choose either Wood, Metal and Fabrication or Civil Construction. Limited to two.

Assessment tasks are broken down into two focus areas. Specialised Skills Tasks (30%) and Design Process (20%) and Product (50%).

### Curriculum Considerations

- Appropriate clothing and footwear is required for practical sessions.
- This subject is used as one of the compulsory requirements of Stage 2 Materials Products
- There are practical components within this subject, as well as opportunities for local excursions.
- Due to the subject's nature, students must cover material costs of their major product.

### This subject leads to:

Year 12 Material Solutions

TAFE courses

Apprenticeships

## Stage 1 Mathematics - Essentials

**Duration:** Semester 1 & 2

**Recommended Knowledge:** NIL

**SACE Attainment:** 10 credits per semester

**Costing:** Nil

### Assessment Types

Students will be expected to provide evidence of their learning through 4 assessments.

Students will be assessed on:

- Skills and Application Tasks 60%
- Folio 40%

### Subject Descriptor

Essential Mathematics is designed for a range of students, including those who are seeking to meet the SACE numeracy requirement, and students who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on extending students' mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts, in flexible and resourceful ways.

### Curriculum Considerations

Students must supply their own calculator.

### This subject leads to:

This subject can support any future career due to the development of fundamental numeracy skills.



## Stage 1 Mathematics - General

**Duration:** Semester 1 & 2

**Recommended Knowledge:** NIL

**SACE Attainment:** 10 credits per semester

**Costing:** Nil

### Assessment Types

Students will be expected to provide evidence of their learning through 4 assessments.

Students will be assessed on:

- skills and applications tasks
- folio tasks/investigations.

### Subject Descriptor

General mathematics extends students' mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key ideas in the topics. These topics cover a diverse range of applications of mathematics including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions and discrete modelling using networks and matrices. The course attracts 10 credits and is structured from 3 of the following topics:

- measurement
- statistical investigation
- applications of trigonometry
- linear and exponential functions and their graphs
- matrices and networks
- arithmetic and geometric sequences and series
- geometry.

### Curriculum Considerations

A Casio FX-CG50 AU Plus graphics calculator is desirable especially if intending on continuing to stage 2. A C grade or better is required in order to meet the SACE numeracy requirements.

### This subject leads to:

Stage 2 General Mathematics and any future careers with fundamental numeracy skills.

## Stage 1 Mathematics - Methods

**Duration:** Semester 1 & 2

**Recommended Knowledge:** Minimum 'B' grade in Year 10 Mathematics is recommended

**SACE Attainment:** 110 credits per semester

**Costing:** NIL

### Assessment Types

- Skills and Applications Tasks 75%
- Mathematical Investigation 25%

### Subject Descriptor

Mathematics develops an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments, and proofs, and using mathematical models. By using functions, their derivatives, and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

### Curriculum Considerations

- Due to the nature of the subject, students will require to supply a graph book, ruler and the CASIO Colour Graphics Calculator fx-CG50 (approximately \$272)

### This subject leads to:

- Stage 1 Mathematics provides the foundation for further study in mathematics in Stage 2 Mathematical Methods.
- Mathematical Methods can lead to tertiary studies of, for example, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences.



## Stage 1 Outdoor Education

**Duration:** Semester 1 & 2

**Recommended Knowledge:** NIL

**SACE Attainment:** 10 credits per semester

**Costing:** Camps/Excursions (\$250 per semester)

**Assessment Types:**

- About Natural Environments
- Experiences in Natural Environments

**Subject Descriptor:**

Through the study of three focus areas — environment and conservation; planning and management; and personal and social growth and development — students develop skills and understanding in preparation and planning for outdoor experiences, risk management, and conservation practices, and develop their teamwork and practical outdoor skills. The study of Stage / Outdoor Education provides students with opportunities to experience personal growth and to develop social skills, self-confidence, and teamwork skills. They evaluate and reflect on their own learning progression and skills development working with others in groups, as well as their relationship with and connection to nature.

**Curriculum Considerations:**

- Includes local excursions.
- Includes camps.
- Appropriate clothing and footwear is required for practical sessions.
- There are practical components within this subject, as well as opportunities for local excursions and camps.
- Due to the nature of the subject, students will be required to visit community organisations as part of their course work.

**This subject leads to:**

- Stage 2 Outdoor Education and a number of careers which involve the outdoors and the study of the natural environment.



## Stage 1 Physical Education

**Duration:** Semester 1 & 2

**Recommended Knowledge:** NIL

**SACE Attainment:** 10 credits per semester

**Costing:** Possible excursion cost could occur. Senior PE polo (optional).

### Assessment Types

Students complete two assessments:

- Assessment Type 1: Performance Improvement (50% weighting)
- Assessment Type 2: Physical Activity Investigation (50% weighting)

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

### Curriculum Considerations

- This subject may include local excursions (e.g., fitness testing at Flinders University)
- Stage 1 physical education can provide interstate and intrastate competition opportunities (i.e., Melbourne Volleyball).
- Appropriate clothing and footwear are required for practical sessions.
- Stage 1 physical education is strongly recommended if considering completion of stage 2 physical education.
- There is a SACE version of the subject if you do not wish to attain an ATAR at year 12.

**This subject leads to:** Knowledge and understanding for the following pathways either through university and/or TAFE.

- Health and fitness performance (e.g., personal trainer/fitness instructor, sport and exercise psychologist, dietician/nutritionist, conditional coach, physiotherapist).
- Teaching, coaching and officiating (e.g., teacher, sports coach, team manager, official/referee, performance analyst, data analyst).
- Sports administration and research (e.g., sports administration, development officer, sports agent, research scientist).



## Stage 1 Science - Biology

**Duration:** Semester 1 & 2

**Recommended Knowledge:** NIL

**SACE Attainment:** 10 credits per semester

**Costing:** Nil

### Assessment Types:

- Skills and Applications Tasks (usually two – 25% each)
- Practical Investigation (25%)
- Science as a Human Endeavour (SHE) Investigation (25%)

### Subject Descriptor:

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

### Curriculum Considerations:

- May include local excursions.
- Appropriate clothing and footwear are required for practical sessions.
- There are practical components within this subject, as well as opportunities for local excursions and camps.
- Due to the nature of the subject, students will be required to visit community organisations as part of their course work.

### This subject leads to:

- Stage 2 Biology, University and a number of careers which involve the study of living things and processes.

## Stage 1 Science - Chemistry

**Duration:** Semester 1 & 2

**Recommended Knowledge:** Minimum 'B' grade in Year 10 Science is recommended

**SACE Attainment:** 10 credits per semester

**Costing:** NIL

### Assessment Types

- Skills and Applications Tasks (2x 25% each)
- Practical Investigation (25%)
- Science as a Human Endeavour (SHE) Investigation (25%)

### Subject Descriptor

In this subject, students apply science inquiry skills to deconstruct a problem and design and conduct chemistry investigations, using appropriate procedures and safe, ethical working practices. Students obtain, record, represent, analyse, and interpret the results of chemistry investigations. They evaluate procedures and results, and analyse evidence to formulate and justify conclusions.

Students also develop and apply knowledge and understanding of chemical concepts in new and familiar contexts, as well as explore and understand science as a human endeavour. Lastly, they communicate knowledge and understanding of chemical concepts, using appropriate terms, conventions and representations.

### Curriculum Considerations

- There are practical components within this subject, as well as opportunities for excursions.

### This subject leads to:

Stage 2 Chemistry, university pathways and several careers which involve the study of materials and chemical processes.



## Stage 1 Science – Physics

**Duration:** Semester 1 & 2

**Recommended Knowledge:** Minimum 'B' grade in Year 10 Science is recommended

**SACE Attainment:** 10 credits per semester

**Costing:** NIL

### Assessment Types

- Skills and Applications Tasks (2x 25% each)
- Practical Investigation (25%)
- Science as a Human Endeavour (SHE) Investigation (25%)

### Subject Descriptor

Students study linear motion and forces, momentum, energy, and heat in preparation for stage 2 Physics. Students also study waves, nuclear models and electric circuits, along with designing and conducting experiments as part of a practical investigations.

### Curriculum Considerations

- There are practical components within this subject, as well as opportunities for excursions.

### This subject leads to:

Stage 2 Physics, university pathways and several careers which involve the study of Physics and processes.

## Stage 1 Science - Psychology

**Duration:** Semester 1 & 2

**Recommended Knowledge:** NIL

**SACE Attainment:** 10 credits per semester

**Costing:** NIL

### Assessment Types: 10 Credits

- Assessment Type 1: Investigations Folio (50%)
  - Design and Deconstruct Report x 1
  - Science as a Human Endeavour Task x 1
- Assessment Type 2: Skills and Applications Tasks x 1 (50%)

### Subject Descriptor

Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It also addresses the ways in which behaviour can be changed. It offers a means for making society more cohesive and equitable; that is, psychology offers ways of intervening to advance the wellbeing of individuals, groups, and societies. However, every change also holds the possibility of harm. The ethics of research and intervention are therefore an integral part of psychology.

### Curriculum Considerations

- Psychology for 2025 may include local excursion opportunities (e.g., Flinders University, Glenside Mental Asylum).
- There are practical components within this subject (i.e., experiments).
- You may select the non-ATAR version of this subject in Year 12.

### This subject leads to University or Foundational Study Pathways for:

- Clinical and Counselling Psychology (e.g., Clinical Psychologist; Counselling Psychologist; Psychotherapist)
- Industrial-Organisational Psychology (e.g., Industrial-Organisational Psychologist; Human Resources Specialist; Training and Development Manager)
- Educational Psychology (e.g., School Psychologist; Educational Consultant; Learning Specialist)
- Forensic Psychology (e.g., Forensic Psychologist; Correctional Psychologist; Legal Consultant)
- Health Psychology (e.g., Health Psychologist; Rehabilitation Psychologist; Public Health Advisor)
- Research and Academia (e.g., Research Psychologist; Professor or Lecturer; Research Assistant)
- Social and Community Services (e.g., Social Worker, Community Service Manager, Case Manager)
- Business and Marketing (e.g., Market Research Analyst; Consumer Psychologist; Organisational Consultant)
- Specialised Fields (e.g., Sports Psychologist; Neuropsychologist; Environmental Psychologist)



## Stage 1 Tourism

**Duration:** Semester 1 & or 2

**Recommended Knowledge:** NIL

**SACE Attainment:** 10 credits per semester

**Costing:** \$150 for a camp per semester

### Assessment Types

- Case Study 25%
- Sources Analysis 25%
- Practical Activity 25%
- Investigation 25%

### Subject Descriptor

Students develop an understanding of the nature of tourists, tourism, and the tourism industry. They investigate local, national, and global tourism, and explore tourism as a business. Students gain an understanding of the complex economic, social, cultural and environmental impacts of tourism.

### Curriculum Considerations:

- There are practical components within this subject, which include local excursions and a camp.

### This subject leads to:

Stage 2 Tourism and careers in Travel, Events, Hospitality and Marketing



## Stage 1 Workplace Practices

**Duration:** Semester 1 & or 2

**Recommended Knowledge:** NIL

**SACE Attainment:** 10 credits per semester

**Costing:** Nil

### Assessment Types

The following assessment types allow students to demonstrate their learning:

- Assessment Type 1: Folio
- Assessment Type 2: Performance
- Assessment Type 3: Reflection.

### Subject Descriptor

In this subject, students are expected to:

1. demonstrate knowledge and understanding of industry and work
2. develop and apply relevant work skills
3. identify and investigate processes and issues related to work, industry, and the workplace
4. work independently and with others
5. review, and reflect and report on, their experiences, abilities, interests, and aspirations in relation to planning for work and future pathways.

### Curriculum Considerations

NIL

### This subject leads to:

Stage 2 Workplace Practices





## Stage 2 Agriculture Productions

**Duration:** Semester 1 & 2

**Recommended Knowledge:** NIL

**SACE Attainment:** 20 credits

**Costing:** Excursion to local farms, Ag Fest and the Adelaide Show \$50.

### Assessment Types

- Practical Inquiry – 40%
- Connections – 30%
- Personal Agricultural Endeavour – 30%

### Subject Descriptor

Agricultural Production focuses on the techniques, procedures, and processes used in agricultural production and on developing an understanding of the relevant agricultural concepts. Students explore aspects of agricultural production that are important in their local area. This subject offers ample opportunity for hands on learning and links to local community. Our school farm offers diverse learning opportunities including animals, produce, cropping, olive grove and aquaponics.

### Curriculum Considerations

- There are practical components within this subject, as well as opportunities for local excursions and camps.
- Appropriate clothing and footwear is required for practical sessions.

### This subject leads to:

- Agricultural career pathways
- Agricultural apprenticeships
- University
- TAFE



## Stage 2 Art

**Duration:** Semester 1 & 2

**Recommended Knowledge:** NIL

**SACE Attainment:** 20 credits

**Costing:** NIL

### Assessment Types

- Folio 40%
- Practical 30%
- Visual study 30%

### Subject Descriptor

Students express their ideas through practical work using: Drawings, Sketches, Photographs, and/or Audio-visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their historical and cultural contexts. The broad area of Art includes painting, printmaking, sculpture, photography, audio visual works and or installations, ceramics, textiles, mixed media or video. Practical works will be resolved and may include a suite of works.

### Curriculum Considerations

- May include local excursions.
- Appropriate clothing and footwear is required for practical sessions.

### This subject leads to:

Bachelor of Arts or a variety of careers in The Arts such as Graphic design, Interior Design, Fashion Design, Web design, Photography, Makeup artist, Architect, Book Designer, Video Editing, Jewelry designer, Tattoo Artist, Landscape Architect and many more.



## Stage 2 Child Studies

**Duration:** Semester 1 & 2

**Recommended Knowledge:** NIL

**SACE Attainment:** 20 credits

**Costing:** NIL

### Assessment Types

- Practical activity 50%
- Group Activity 20%
- External Assessment 30%

### Subject Descriptor

Students explore the period of childhood from conception to eight years, and issues related to the growth, health and well-being of children. They examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society.

### Curriculum Considerations

Nil

### This subject leads to:

Future courses in tertiary education. University or TAFE courses related to Child Development and Education. Employment within Child Education and/ or Care.



## Stage 2 English

**Duration:** Semester 1 & 2

**Recommended Knowledge:** Successful completion of Stage 1 English is desirable.

**SACE Attainment:** 20 credits

**Costing:** Possible excursion cost could occur.

### Assessment Types

#### School Assessment - 70%

- **Assessment Type 1** - Responding to Texts (30%) - three responses to texts – one must be oral
- **Assessment Type 2** - Creating Texts (40%) - four created texts (one of which is a writer's statement)

#### External Assessment - 30%

- **Assessment Type 3** – Comparative Analysis – one written essay comparing two texts

### Subject Descriptor

- **Students analyse** the interrelationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.
- **Students explore** how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience, and context is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.
- **Students 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.

### Curriculum Considerations

NIL

**This subject leads to** a range of possible TAFE and University pathways including: Diploma of Professional Writing and Editing, Certificate IV in Marketing and Communication, Bachelor of Journalism, Bachelor of Law and Bachelor of Arts.

**This subject also leads** to a range of possible career pathways including: teacher, lawyer, journalist and politician.



## Stage 2 Food & Hospitality

**Duration:** Semester 1 & 2

**Recommended Knowledge:** Nil

**SACE Attainment:** 20 credits

**Costing:** NIL

### Assessment Types

- Group 20%
- Investigation 30%
- Practical 50%

### Subject Descriptor

Students learn about the contemporary and changing nature of the food and hospitality industry. Students critically examine contemporary and future issues within the food and hospitality industry and the influences of economic, environmental, legal, political, sociocultural, and technological factors at local, national, and global levels. The types of topics covered may include Brunch, Coffee Shop, Gourmet Cake, TAPAS, Multicultural Food and the Promotion of Fast Food. Through action planning and research, students identify and discuss factors involved in problem solving related to the Food and Hospitality Industry. They also investigate and analyse one or more contemporary trends and/ or issues related to food and hospitality. Students are given the opportunity to demonstrate practical application of food skills through group tasks, where they demonstrate safe work and quality control practice applying appropriate techniques and using relevant technology in preparing and serving food

### Curriculum Considerations

- Appropriate clothing and footwear is required for practical sessions.

### This subject leads to:

This subject can support a career in the Food and Hospitality or Tourism industry.



## Stage 2 Humanities

**Duration:** Semester 1 & 2

**Recommended Knowledge:** NIL

**SACE Attainment:** 20 credits

**Costing:** Possible excursion cost could occur.

### Assessment Types

- Folio 50%
- Interaction 20%
- Investigation – externally marked 30%

### Subject Descriptor

Students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups. Through their study of Society and Culture, students develop the ability to influence their own futures, by developing skills, values and understandings that enable effective participation in contemporary society.

### Curriculum Considerations

- There may be local excursions.
- Students may be required to visit community organisations or interview community members as part of their Interaction assessment type.

### This subject leads to:

University and TAFE courses in humanities and social sciences.



## Stage 2 Material Solutions

**Duration:** Semester 1 & 2

**Recommended Knowledge:** NIL

**SACE Attainment:** 20 credits

**Costing:** NIL

### Assessment Types

- Specialised Skills tasks
- Design Process & Product

### Subject Descriptor

This is a moderated subject that can be run over two semesters. Students can choose either Wood, Metal and Fabrication or Civil Construction. Assessment tasks are broken down into two focus areas. Specialised Skills Tasks (30%) and Design Process (20%) and Product (50%). Projects are based on student interest with quite a scope for flexibility.

### Curriculum Considerations

- Appropriate clothing and footwear is required for practical sessions.
- This subject is used as one of the compulsory requirements of Stage 2 Materials Products
- There are practical components within this subject, as well as opportunities for local excursions.
- Due to the subject's nature, students must cover material costs of their major product.

### This subject leads to:

TAFE courses  
Apprenticeships





## Stage 2 Mathematics - Essential

**Duration:** Semester 1 & 2

**Recommended Knowledge:** Successful completion of stage 1 Essential Mathematics is desirable.

**SACE Attainment:** 20 credits

**Costing:** NIL

### Assessment Types

The following assessment types enable students to demonstrate their learning in stage 2 Essential Mathematics.

Students will be assessed on:

#### School assessment (70%)

- assessment type 1: skills and applications tasks (40%)
- assessment type 2: folio (30%)

#### External assessment (30%)

- assessment type 3: examination (30%).

### Subject Descriptor

Students have 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.

### Curriculum Considerations

A graph book/pad and ruler are essential. A Casio FX-CG50 AU graphics calculator is desirable. Other brands of graphics calculators may not be supported by the teaching staff.

### This subject leads to:

Prepares students for entry to tertiary courses requiring a non-specialised background in Mathematics.



## Stage 2 Mathematics - General

**Duration:** Semester 1 & 2

**Recommended Knowledge:** Successful completion of stage 1 General Mathematics is desirable.

**SACE Attainment:** 20 credits

**Costing:** NIL

### Assessment Types

The following assessment types enable students to demonstrate their learning in stage 2 General Mathematics.

Students will be assessed on:

#### School assessment (70%)

- assessment type 1: skills and applications tasks (40%)
- assessment type 2: mathematical investigations (30%)

#### External assessment (30%)

- assessment type 3: examination (30%).

Students provide evidence of their learning through 8 assessments, including the external assessment component. Students undertake:

- 5 skills and applications tasks
- 2 mathematical investigations
- examination.

### Subject Descriptor

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

### Curriculum Considerations

A graph book/pad and ruler are essential. A Casio FX-CG50 AU graphics calculator is desirable. Other brands of graphics calculators may not be supported by the teaching staff.

### This subject leads to:

Prepares students for entry to tertiary courses requiring a non-specialised background in Mathematics.



## Stage 2 Outdoor Education

**Duration:** Semester 1 & 2

**Recommended Knowledge:** NIL

**SACE Attainment:** 20 credits

**Costing:** Camps/Excursions \$500

### Assessment Types:

Students provide evidence of their learning through four or five assessments, including an external assessment component

- About Natural Environments (20%)
- Experiences in Natural Environments (50%)
- Connections with Natural Environments (30%)

### Subject Descriptor:

Through experiential learning and the study of three focus areas — conservation and sustainability; human connections with nature; and personal and social growth and development — students develop skills, knowledge, and understanding of safe and sustainable outdoor experiences in the key areas of preparation and planning, managing risk, leadership and decision-making, and self-reliance skills.

### Curriculum Considerations:

- May include local excursions.
- May include camps.
- Appropriate clothing and footwear is required for practical sessions.
- There are practical components within this subject, as well as opportunities for local excursions and camps.
- Due to the nature of the subject, students will be required to visit community organisations as part of their course work.

### This subject leads to:

- University and a number of careers which involve the outdoors and the study of the natural environment.

## Stage 2 Physical Education

**Duration:** Semester 1 & 2

**Recommended Knowledge:** NIL

**SACE Attainment:** 20 credits

**Costing:** Possible excursion cost could occur. Approximately \$50 for Senior PE polo (optional)

### Assessment Types: 20 Credits

School Assessment (70%)

- Assessment Type 1: Diagnostics (30%) x 2
- Assessment Type 2: Self Improvement Portfolio (40%) x 1

External Assessment (30%)

- Assessment Type 3: Group Dynamics (30%) x 1

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

### Curriculum Considerations

- This subject may include local excursions (e.g., fitness testing at Flinders University)
- Stage 2 physical education can provide interstate and intrastate competition opportunities (i.e., Melbourne Volleyball).
- Appropriate clothing and footwear are required for practical sessions.
- Stage 1 physical education is strongly recommended
- There is a SACE version of the subject if you do not wish to attain an ATAR

**This subject leads to:** Knowledge and understanding for the following pathways either through university and/or TAFE.

- Health and fitness performance (e.g., personal trainer/fitness instructor, sport and exercise psychologist, dietician/nutritionist, conditional coach, physiotherapist).
- Teaching, coaching and officiating (e.g., teacher, sports coach, team manager, official/referee, performance analyst, data analyst).
- Sports administration and research (e.g., sports administration, development officer, sports agent, research scientist).



## Stage 2 Science - Psychology

**Duration:** Semester 1 & 2

**Recommended Knowledge:** Successful completion of Stage 1 Psychology is desirable.

**SACE Attainment:** 20 credits

**Costing:** NIL

### Assessment Types: 20 Credits

- Assessment Type 1: Investigations Folio (30%)
  - Design and Deconstruct Report x 1
  - Science as a Human Endeavour Task x 1
- Assessment Type 2: Skills and Applications Tasks x 3 (40%)
- Assessment Type 3: Exam (30%)

### Subject Descriptor

Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It also addresses the ways in which behaviour can be changed. It offers a means for making society more cohesive and equitable; that is, psychology offers ways of intervening to advance the wellbeing of individuals, groups, and societies. However, every change also holds the possibility of harm. The ethics of research and intervention are therefore an integral part of psychology.

### Curriculum Considerations

- Psychology for 2025 may include local excursion opportunities (e.g., Flinders University, Glenside Mental Asylum).
- There are practical components within this subject (i.e., experiments).
- You may select the non-ATAR version of this subject.
- The ATAR version of this subject incorporates an exam for the external assessment (worth 30%).

### This subject leads to University or Foundational Study Pathways for:

- Clinical and Counselling Psychology (e.g., Clinical Psychologist; Counselling Psychologist; Psychotherapist)
- Industrial-Organisational Psychology (e.g., Industrial-Organisational Psychologist; Human Resources Specialist; Training and Development Manager)
- Educational Psychology (e.g., School Psychologist; Educational Consultant; Learning Specialist)
- Forensic Psychology (e.g., Forensic Psychologist; Correctional Psychologist; Legal Consultant)
- Health Psychology (e.g., Health Psychologist; Rehabilitation Psychologist; Public Health Advisor)
- Research and Academia (e.g., Research Psychologist; Professor or Lecturer; Research Assistant)
- Social and Community Services (e.g., Social Worker, Community Service Manager, Case Manager)



## Stage 2 Tourism

**Duration:** Semester 1 & 2

**Recommended Knowledge:** Successful completion of Stage 1 Tourism is desirable.

**SACE Attainment:** 20 credits

**Costing:** \$300 camps

### Assessment Types

- Folio 20%
- Practical Activity 25%
- Investigation 25%
- Exam 30% (external)

### Subject Descriptor

Students develop an understanding of the nature of tourists, tourism, and the tourism industry, and the complex economic, sociocultural, and environmental impacts and interactions of tourism activity. Students also develop an understanding of tourism from the perspectives of host community, tourism business, government bodies, and traveller. They investigate tourism locally, nationally, and globally and learn that tourism, as the world's largest industry, is more than an economic phenomenon. Tourism has an impact, directly and indirectly, on many aspects of people's lives and on the environment. Students' understanding of the sustainable management of tourism is central to this subject

### Curriculum Considerations:

- There are practical components within this subject, which include local excursions and a camp.

### This subject leads to:

Careers in Travel, Events, Hospitality and Marketing



## Stage 2 Workplace Practices

**Duration:** Semester 1 & 2

**Recommended Knowledge:** Part-time employment (50-60 hours across the year) or VET course mandatory

**SACE Attainment:** 20 credits

**Costing:** NIL

### Assessment Types

#### *School Assessment (70%)*

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

#### *External Assessment (30%)*

- Assessment Type 4: Investigation (30%).

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

- at least three assessments for the folio
- one or two assessments for the performance
- at least two assessments for the reflection
- one investigation.

### Subject Descriptor

In this subject, students are expected to:

- **understand and explain** concepts of industry and work
- **analyse** the relationships between work-related issues and practices in workplaces
- **demonstrate knowledge** of the roles of individuals, government legislation and policies, unions, and employer groups in work-related and workplace issues
- **investigate** the dynamic nature of work-related and workplace issues, cultures, and/or environments locally, nationally, and/or globally
- **demonstrate and apply** generic work skills and, where relevant, industry knowledge and skills, in a workplace and/or work-related context
- **reflect on and evaluate** learning experiences in/about the workplace.

**Curriculum Considerations:** NIL

### This subject leads to:

Students are encouraged to follow careers that meet their interest and skills. They are encouraged to explore their options while at school to support a career vision by the end of their schooling.