BURRA COMMUNITY SCHOOL CURRICULUM GUIDE

2024

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INTRODUCTION

The Senior School Curriculum Guide outlines the curriculum requirements, choices and opportunities that students in Years 10, 11 and 12 will have while at Burra Community School. It is designed to help students to select subjects that will support their career aspirations and to assist them in their life after school.

When choosing subjects, students should consider subjects that:

- *enable them to work to their learning strengths*
- *are challenging*
- *engages the student*
- *provides the qualifications or prerequisites required for future study or work*
- *keeps learning pathways open*

It is important for students to seek advice and support.

Students undertake study within the mandated curriculum frameworks of the Australian Curriculum for Years 10 and the South Australian Certificate of Education (SACE) for Year 11 and Year 12.

Stage 1 and Stage 2 subjects are controlled by the SACE Board of South Australia. To assist students and parents of students who are moving into the SACE curriculum the online version of this guide does have links to the key SACE material. For further information follow the link to the South Australian Certificate of Education (SACE).

CAREER COURSE COUNSELLING PROCESS

The Course Counselling process at Burra Community School supports students in making informed subject selections. The process involves the following:

- Year level student information sessions
- SACE Information Evening
- Provision of materials including the Curriculum Guide and Career planning information.
- Planning subject selection – this is available through Exploring Identities and Futures (EIF) and Home Group teachers
- Home Group teacher support
- Subject counselling sessions for students

Please spend time exploring the Curriculum Guide and supporting your child with this important process.

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

- *In which subjects am I experiencing success?*
- *Which subjects give me the most personal satisfaction and enjoyment?*
- *What are my plans for future employment or tertiary study?*
- *Which subjects are necessary for me to achieve my goals?*
- *Am I keeping my options open so that I can change my mind about what I want to do in the future?*
- *Which subjects will help me to develop skills in areas that interest me and to use my leisure time in a more productive way?*
- *Which subjects will help me understand the society I live in and my rights and responsibilities as a member of my community?*
- *Am I considering attending an interstate university? Should I consider English as a Stage 2 subject to meet interstate entrance requirements?*

Please Note: The subject offerings for 2024 are dependent on student enrolments and staffing availability. In the case where a subject is unable to be delivered, we will endeavour to find an alternate option. Students may need to accept a second or third subject preference if an alternate cannot be provided.

SUBJECT OVERVIEW – YEARS 10-12

Year 10	Year 11	Year 12
Compulsory Subjects (Australian Curriculum) English Mathematics History Science Physical Education **Compulsory Subjects (SACE)** Exploring Identities and Futures (EIF) 10 SACE credits **Choice Subjects (May be offered as 10 or 20 credits)** Visual Arts* Performing Arts – Drama Technology Studies* Community Studies* Home Economics* Japanese* (OAC) Agriculture*	**Compulsory Subjects (Literacy 20 SACE credits)** English Essential English **Compulsory Subjects (Numeracy 10 SACE credits)** Mathematics General Mathematics Essential Mathematics **Choice Subjects (May be offered as 10 or 20 credits)** Art – Visual Art or Design, Creative Arts* Accounting Material Solutions* (Woodwork) Digital Communication* (Photography) Community Studies - Work* Food & Hospitality* Health Outdoor Education* Physical Education Geography Legal Studies Child Studies Modern History Tourism Japanese (OAC) Agriculture* Biology* Chemistry Nutrition Psychology	**Compulsory Subjects (Research 10 SACE credits)** Research Project **Choice Subjects (20 SACE credits)** Creative Arts* Visual Art – Art or Design Material Solutions* (Woodwork) Digital Communication (Photography) Information Processing & Publishing Community Studies - Work* English* Food & Hospitality* Health Outdoor Education* Physical Education Geography Legal Studies Modern History Tourism Japanese (OAC) Essential Mathematics* General Mathematics* Mathematical Methods Agricultural Production* Biology* Chemistry Nutrition Physics Psychology
Australian School Based Apprenticeships (SBAT) Vocational Education Training (VET)	Community Learning Open Access College subjects (OAC)	
The Subject Selection above are an indication of the courses available if sufficient numbers of students elect to study them.		

Please Note: 10 credits = 1 semester 20 credits = 2 semesters * Denotes – taught onsite at BCS in 2023

SENIOR SCHOOL CURRICULUM - SACE

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

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

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

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

As part of the SACE students will:

- receive credits for different forms of education and training including;
    - Academic Subjects
    - Learning a Trade
    - Vocational Education Training
    - Community Learning (provided they are recognised by the SACE Board).
- receive A - E grades in every Stage 1 subject and A+ - E- grades for Stage 2 subjects.
- have thirty per cent of their work in every Stage 2 subject externally assessed. This will be done in various ways, including examinations, practical performances or presentations.

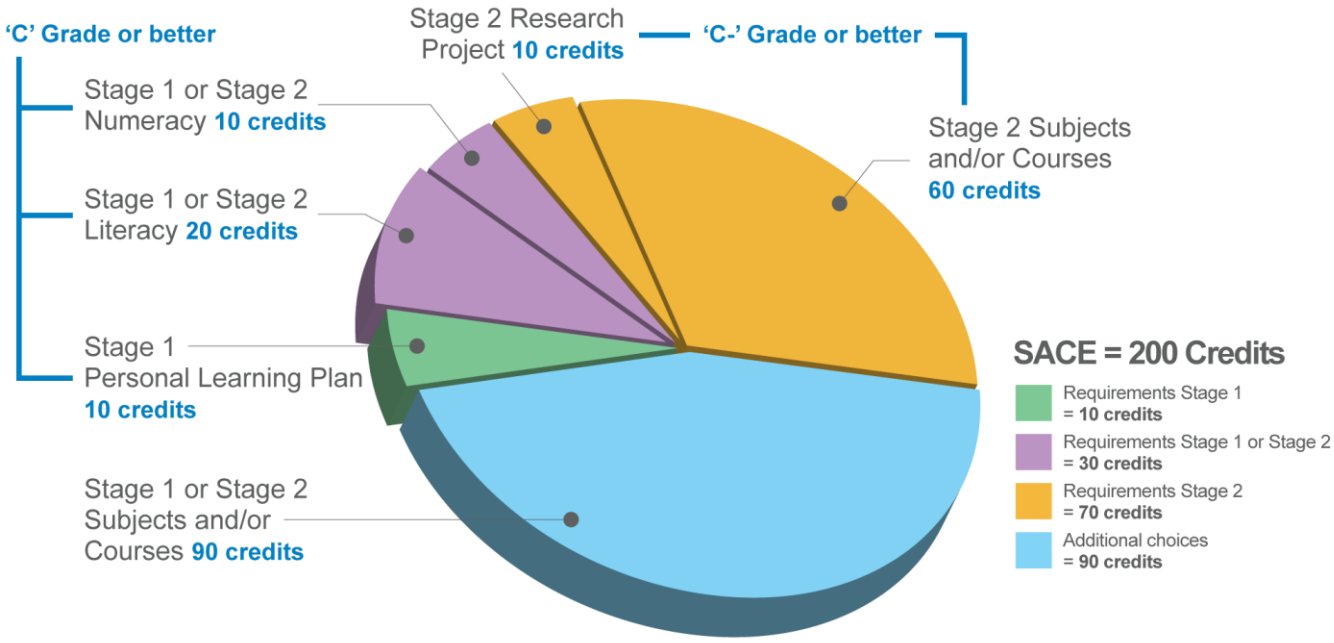
THE REQUIREMENTS TO ACHIEVE THE SACE

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

To be awarded the SACE certificate, students must have completed 200 credits.

	Requirements and compulsory subjects	Credits
	Stage 1	
Year 10	Exploring Identities and Futures	10
	Stage 1 or Stage 2	
Year 11	Literacy (from a range of English subjects and courses)	20
	Numeracy (from a range of Mathematics subjects and courses)	10
	Stage 2	
Year 12	Research Project	10
	Other Stage 2 subjects and courses	60 (or more*)
	Stage 1 or Stage 2	
	Other Stage 1 or Stage 2 subjects and courses	up to 90
	Total credits	**200**

The SACE Planner is a good guide to help students prepare for their SACE. The SACE website is also a good resource for student preparation.



Building 200 Credits

Value of the SACE

Understanding Moderation

Understanding How Learning is Marked

LEARNING AREAS

The SACE Board offers a range of subjects across nine learning areas.

The table below is interactive. To download a copy of a subject outline the subject link.

A subject outline describes the curriculum and assessment requirements of Stage 1 and Stage 2 SACE subjects. They form the basis of the teaching, learning and assessment programs delivered in schools. Subject outlines are reviewed and updated every year.

	Learning Area	Stage 1	Stage 2
Compulsory	Cross-disciplinary	• Exploring Future Identities	• Research Project
	English	• Essential English • English	
	Mathematics	• Essential Mathematics • Mathematics General • Mathematics	
Electives	Arts	• Creative Arts • Drama • Music (Experience) • Visual Arts – Art • Visual Arts – Design	• Creative Arts • Drama • Music (Individual Study) • Visual Arts – Art • Visual Arts – Design
	Business, Enterprise, and Technology	• Accounting • Business and Enterprise • Design and Technology – Communication – (Computer Aided Design, Photography, Web Design, Media) • Design and Technology – Materials – (Metals, Wood, Plastics, Textiles) • Design and Technology – Systems – (Electrical, Mechanical, Interface Components) • Information Processing and Publishing • Digital Technology – (Software, Programming)	• Accounting • Business and Enterprise • Design and Technology – Communication – (Computer Aided Design, Photography, Web Design, Media) • Design and Technology – Materials – (Metals, Wood, Plastics, Textiles) • Design and Technology – Systems – (Electrical, Mechanical, Interface Components) • Information Processing and Publishing • Digital Technology – (Software, Programming)
	Cross-disciplinary	• Community Studies • Workplace Practices	• Community Connections (Arts) (Communication) (Food) (Health and Recreation) (Science and Technology) (Work) • Community Connections (Humanities) (Interdisciplinary) (STEM) • Workplace Practices
	English	• See compulsory section above.	• Essential English • English Literary Studies • English

Electives	Health and Physical Education	• Food and Hospitality • Health • Outdoor Education • Physical Education	• Food and Hospitality • Health • Outdoor Education • Physical Education
	Humanities and Social Sciences	• Ancient Studies • Australian and International Politics • Economics • Geography • Modern History • Legal Studies • Society and Culture • Tourism • Women's Studies	• Ancient Studies • Australian and International Politics • Economics • Geography • Modern History • Legal Studies • Society and Culture • Tourism • Women's Studies
	Languages	• Japanese	• Japanese
	Mathematics	• See compulsory section above.	• Essential Mathematics • Mathematics General • Mathematical Methods • Specialist Mathematics
	Sciences	• Agriculture • Biology • Chemistry • Earth & Environmental Science • Nutrition • Physics • Psychology • Scientific Studies	• Agricultural Production • Biology • Chemistry • Earth & Environmental Science • Nutrition • Physics • Psychology • Scientific Studies
	Modified subjects	• Modified subjects	• Modified subjects

STUDENTS ONLINE

Students Online helps students explore different subjects and course combinations, and keep track of their progress in the SACE. Students will need their student registration number and PIN to log in.

USEFUL LINKS

Please find below a number of links which will provide up to date information about SACE and subjects selection criteria:

- SACE Students and Families Information
- Course Counselling for SACE
- SACE Planner
- Starting the SACE - guide
- SACE subject list
- VET as part of the SACE - guide

YEAR 11 – STAGE 1 SACE

The subjects offered in Year 11 are grouped within the learning areas of the Australian Curriculum for consistency and anticipation of the Australian Curriculum progressing through to Stage 2.

The subjects are either Semester (10 Credit) or Full Year (20 Credit) subjects.

The Stage 2 Research Project is a compulsory part of the SACE and is studied at Stage 1.

YEAR 12 – STAGE 2 SACE

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

- Assumed Knowledge
- Prerequisites
- The Tertiary Admissions Subject (TAS)
- Precluded combinations for SACE
- Precluded combinations for ATAR

ASSUMED KNOWLEDGE

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

PREREQUISITES

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

TERTIARY ADMISSIONS SUBJECT (TAS)

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

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

- Community Studies
- Modified Subjects
- Local Programs – Community Learning

PRECLUDED COMBINATIONS FOR SACE

Two subjects are a precluded combination for SACE completion if they are defined by the SACE Board as having significant overlap in terms of content. They cannot both count towards SACE completion. Subjects that are precluded from each other for SACE completion can be found at Stage 2 Subject Preclusions.

PRECLUDED COMBINATIONS FOR ATAR

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

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

Precluded combinations and counting restrictions are listed each year in the SATAC tertiary entrance booklet.

VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational education and training (VET) enables students 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 may benefit students' exploration of a variety of career pathways; it is not just reserved for a pathway within the trades (e.g. plumbing, automotive, and construction). Students can complete VET qualifications in a diverse range of industries, including business administration, veterinary nursing, aged care, or sport and recreation.

VET is an excellent choice of study for many students. It always includes practical, hands-on learning, and it can lead to excellent jobs in many fields.

Studying VET as part of the SACE gives students a head start on a qualification, which is a great way to fast-track progress towards a rewarding career, while also developing independence and time-management skills.

As part of their SACE, students can complete vocational education and training (VET) that is within the AQF (Australian Qualifications Framework). The SACE Board's recognition arrangements enable students to build meaningful pathways in the SACE through VET.

The recognition arrangements for VET in the SACE include recognition of:

- completed qualifications
- partly completed qualifications (for which a student has completed one or more units of competency).

The SACE Board recognises VET that:

- is listed on the training.gov.au website
- is delivered and assessed by, or under the auspices of, registered training organisations (RTOs), which are registered to deliver and/or assess the VET qualification
- is delivered and assessed in accordance with the VET Quality Framework
- can be certified on a transcript, statement of attainment, or qualification issued by an RTO.

The SACE enables students to include a significant amount of VET in their SACE studies. Students can gain recognition for up to 150 SACE credits at Stage 1 and/or Stage 2 for successfully completed VET.

What is VET?

SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS (SBAT)

The training you do as part of your School Based Apprenticeship or Traineeship (SBAT) can also count towards your SACE.

A SBAT gives you the unique opportunity to combine VET training, with an employment contract whilst still completing your SACE.

SBAT'S are generally highly valued by employers and are a valid pathway for students to transition from school to employment, further training or higher education.

SBAT'S are not just available in the traditional trade pathways, such as Plumbing, Automotive, Hair and Beauty, Building and Construction for example, but can be undertaken in areas such as Business and Administration, Sport and Recreation, Dental Assistance, Aviation, just to name a few.

COMMUNITY LEARNING

What is Community Learning?

Community Learning is a new approach be SACE Board of South Australia to recognise your community learning towards the South Australian Certificate of Education (SACE).

You may be involved in community activities or services that are not officially part of your learning in the SACE. The learning that you gain from being part of these activities or services can count towards the SACE. This is called 'community learning'.

What kinds of community learning programs can count towards the SACE?

There are two main kinds of community learning that can count towards the SACE:

1. The learning that comes from participating in a community-developed program (e.g. St John Ambulance, Country Fire Service, Operation Flinders.)
2. The learning that comes from devising and completing your own self-directed learning (e.g. volunteering in your community, coaching and managing sports teams).

Your community learning is reported on your SACE Record of Achievement under one or more of the following categories:

- Volunteering
- Community Development
- Self-development
- Independent Living
- Performance
- Sports Skills and Management
- Recreation Skills and Management
- Works Skills and Career Management

Community learning can occur at any time and at any place:

- at the same time as your SACE studies
- after school
- at home
- on weekends
- prior to commencing your SACE
- after Year 12

Some benefits of community learning:

- get hands-on experience in the community
- get SACE recognition for learning that you enjoy
- get SACE recognition for learning you develop outside SACE studies
- develop skills for life.

Applying for credit in the SACE

- You need to be enrolled in the SACE
- If you have left school and want to complete your SACE you need to enrol at a school or at a SACE Board of South Australia. Contact SACE Board of South Australia if you need help.
- You can apply at any time in the school year.

Counting as SACE Units

- Each unit of community learning will be counted as having been completed satisfactorily.
- You will not get a score or grade for your community learning. Each unit will be reported using the word 'granted'.

COMMUNITY DEVELOPED PROGRAM

Community organisations have programs/awards that are recognised by SACE Board of South Australia. The list of currently recognised programs and awards are as follows:

Organisation	Start date	Award/Program	SACE Stage	SACE Credits	Area of Community Learning
Australian Air Force Cadets	1 January 2004	Home Training – Proficiency course	Stage 1	20	Self-development
		Home Training – Advanced course	Stage 1	20	
		Home Training – Qualified course	Stage 2	20	
Australian and New Zealand Cultural Arts Limited	1 January 2003	Music Practical Grade 5	Stage 1	10	Performance
		Music Practical Grade 6	Stage 2	10	
		Music Practical Grade 7	Stage 2	10	
		Music Practical Grade 8	Stage 2	10	
Australian Army Cadets	1 January 2004	Cadet Training Unit Course	Stage 1	10	Self-development
		Junior Leaders Course (Corporal)	Stage 1	10	
Australian Army Cadets	1 January 2019	Cadet Level 2	Stage 1	10	Self-development
		Cadet Level 3	Stage 1	10	
		CPL Leadership – Cadet Corporal/Cadet Lance Corporal	Stage 1	10	
		CPL Leadership – Cadet Sergeant	Stage 1	10	
		CPL Leadership – Cadet Warrant Officer / Cadet Under Officer	Stage 2	20	
Australian Business Week	1 January 2010	Enterprise Education Program	Stage 1	10	Work Skills and Career Development
Australian Guild of Music Education	1 January 2001	Practical Music Grade 5	Stage 1	10	Performance
		Practical Music Grade 6	Stage 2	10	
		Practical Music Grade 7	Stage 2	10	
		Practical Music Grade 8	Stage 2	10	
Australian Music Examinations Board	9 July 2018	Rockschool London *Performance Certificate* Grade 5	Stage 1	10	Performance
		Rockschool London *Performance Certificate* Grade 6	Stage 2	10	
		Rockschool London *Performance Certificate* Grade 7	Stage 2	10	
		Rockschool London *Performance Certificate* Grade 8	Stage 2	10	
		Rockschool London Grade 5	Stage 1	10	
		Rockschool London Grade 6	Stage 2	10	
		Rockschool London Grade 7	Stage 2	10	
		Rockschool London Grade 8	Stage 2	10	
Australian Music Examinations Board	1 January 2003	Practical Music Grade 5 Comprehensive (Including either 'Collaborative' or 'Solo' for Piano students) or Practical Music Grade 5 Repertoire	Stage 1	10	Performance

Organisation	Start date	Award/Program	SACE Stage	SACE Credits	Area of Community Learning
		Practical Music Grade 6 Comprehensive (Including either 'Collaborative' or 'Solo' for Piano students) or Practical Music Grade 6 Repertoire	Stage 2	10	
		Practical Music Grade 7 Comprehensive (Including either 'Collaborative' or 'Solo' for Piano students) or Practical Music Grade 7 Repertoire	Stage 2	10	
		Practical Music Grade 8 Comprehensive (Including either 'Collaborative' or 'Solo' for Piano students) or Practical Music Grade 8 Repertoire	Stage 2	10	
		Practical Music for Leisure Grade 5 or Practical Music for Leisure Grade 5 Repertoire –	Stage 1	10	
		Practical Music for Leisure Grade 6 or Practical Music for Leisure Grade 6 Repertoire –	Stage 2	10	
		Practical Music for Leisure Grade 7 or Practical Music for Leisure Grade 7 Repertoire –	Stage 2	10	
		Practical Music for Leisure Grade 8 or Practical Music for Leisure Grade 8 Repertoire –	Stage 2	10	
Australian Music Examinations Board	1 January 2008	Speech and Performance Grade 6 *(formerly Drama and Performance Grade 6)*	Stage 2	10	Performance
		Speech and Performance Grade 7 *(formerly Drama and Performance Grade 7)*	Stage 2	10	
		Voice and Communication Grade 8	Stage 2	10	
Australian Music Examinations Board	1 January 2011	Speech and Performance Grade 8 *(formerly Drama and Performance Grade 8)*	Stage 2	20	Performance
		Certificate of Speech and Performance CSPA *(formerly Drama and Performance Certificate (CDPA))*	Stage 2	20	
		Speech and Performance Associate Diploma (Performer) ASPA *(formerly Drama and Performance Associate Diploma (Performer) ADPA)*	Stage 2	20	
		Speech and Performance Licentiate Diploma (Performa) LSPA *(formerly Drama and Performance Licentiate Diploma (Performer) LDPA*	Stage 2	20	
		Certificate in Voice and Communication Australia (CVCA)	Stage 2	20	
		Voice and Communication Associate Diploma in Professional Communication (APCA)	Stage 2	20	
Australian Teachers of Dancing Ltd.	1 January 2015	Classical Ballet – Elementary (Gold Bar)	Stage 1	20	Performance
		Classical Ballet – Intermediate	Stage 1	20	
		Classical Ballet – Advanced	Stage 2	20	
		Jazz B – Gold Bar	Stage 1	10	
		Jazz – Elementary	Stage 1	10	
		Jazz – Intermediate	Stage 1	20	

Organisation	Start date	Award/Program	SACE Stage	SACE Credits	Area of Community Learning
		Jazz – Advanced	Stage 2	20	
		Jazz Moves – Elementary	Stage 1	10	
		Jazz Moves – Intermediate	Stage 1	20	
		Jazz Moves – Advanced	Stage 2	20	
		Tap – Gold Bar/Elementary	Stage 1	10	
		Tap – Elementary Seal	Stage 1	10	
		Tap – Intermediate Seal	Stage 1	20	
		Tap - Advanced Seal	Stage 2	20	
		Hip Hop – Level 9	Stage 1	10	
		Hip Hop – Level 10	Stage 1	10	
		Hip Hop – Level 11	Stage 2	10	
		Hip Hop – Level 12	Stage 2	10	
Catholic Education SA	1 January 2001	Choices for Indigenous Secondary Students (CISS)	Stage 1	10	Self-development
Cecchetti Ballet Australia Inc	1 January 2011	Ballet Intermediate 1	Stage 1	20	Performance
		Ballet Advanced 1	Stage 2	20	
Commonwealth Society of Teachers of Dancing	1 January 2011	Modern Jazz Grade 6	Stage 1	10	Performance
		Modern Jazz Grade 7	Stage 1	10	
		Modern Jazz Grade 8	Stage 2	20	
		Modern Jazz Grade 9	Stage 2	20	
		Theatrical and Performing Arts Pre-Advanced Level	Stage 1	10	
		Theatrical and Performing Arts Advanced Level	Stage 1	10	
		Classical Ballet Sub-Elementary Grade 7	Stage 1	10	
		Classical Ballet Elementary Grade 7	Stage 1	10	
		Classical Ballet Intermediate Grade 7	Stage 1	10	
		Tap Dance Advanced Gold	Stage 1	10	
		Tap Dance Advanced Gold Bar	Stage 1	10	

Organisation	Start date	Award/Program	SACE Stage	SACE Credits	Area of Community Learning
		Tap Dance Advanced Gold Star	Stage 1	10	
Construction Industry Training Board	1 January 2018	Doorways 2 Construction in Schools Program – Part A (semester length)	Stage 1	20	Work Skills and Career Development
Construction Industry Training Board	1 January 2018	Doorways 2 Construction in Schools Program (full year)	Stage 1	40	
Duke of Edinburgh's Award* *An attachment will indicate the award is appropriate for SACE recognition	1 January 2004	Bronze Award	Stage 1	10	Self-development
		Silver Award	Stage 1	20 (if Bronze not done)	
		Silver Award	Stage 1	10 (if Bronze done)	
	1 January 2010	Gold Award	Stage 2	20	
South Australian National Football League (SANFL)	1 January 2019	Development Field Umpire	Stage 1	10	Sports Skills and Management
	1 January 2019	Development Boundary Umpire	Stage 1	10	
	1 January 2019	Development Goal Umpire	Stage 1	10	
Equestrian Australia	1 January 2010	Introductory Horse Management	Stage 1	10	
		Introductory Riding Program	Stage 1	10	
	1 January 2012	Introductory General Coaching (IC) Program	Stage 1	10	
		Level 1 Horse Management (L1HM) Program	Stage 1	10	
		Level 1 Dressage Riding (L1DR) Program	Stage 1	10	
		Level 1 General Riding (L1GR) Program	Stage 1	10	
		Level 2 Horse Management Certificate (L2HM) Program	Stage 2	10	
		Level 2 Riding Certificate (L2R) (Olympic Disciplines) Program	Stage 2	10	
Guides Australia	1 January 2001	Queen's Guide Award	Stage 1 + Stage 2	30 + 20	Self-development
International Music Examinations Board of Australia	1 January 2012	Practical Music (any instrument/voice syllabus) Grade 5	Stage 1	10	Performance
		Practical Music (any instrument/voice syllabus) Grade 6	Stage 2	10	
		Practical Music (any instrument/voice syllabus) Grade 7	Stage 2	10	
		Practical Music (any instrument/voice syllabus) Grade 8	Stage 2	10	
Microsoft Certification Program	1 January 2014	Database Fundamentals (364)	Stage 1	10	Work Skills and Career Development
	1 January 2014	HTML5 Application Development Fundamentals (375)	Stage 1	10	

Organisation	Start date	Award/Program	SACE Stage	SACE Credits	Area of Community Learning
	1 January 2014	Networking Fundamentals (366)	Stage 1	10	
	1 January 2014	Security Fundamentals (367)	Stage 1	10	
	1 January 2014	Software Development Fundamentals (361)	Stage 1	10	
	1 January 2014	Mobile Development Fundamentals (373)	Stage 1	10	
	1 January 2014	Windows Operating System Fundamentals (349)	Stage 1	10	
	1 January 2014	Windows Server Administration Fundamentals (365)	Stage 1	10	
Operation Flinders Foundation	1 January 2004	Certificate of Achievement	Stage 1	20	Self-development
Royal Academy of Dance	1 January 2011	Classical Ballet Advanced Foundation	Stage 1	10	Performance
		Classical Ballet Advanced 1	Stage 1	10	
		Classical Ballet Advanced 2	Stage 1	10	
		Classical Solo Seal Award	Stage 2	20	
Royal Life Saving Society (SA Branch)	1 January 2001	Bronze^ Medallion + First Aid Certificate	Stage 1	10	Volunteering
		Bronze Cross	Stage 1	10	
		Award of Merit	Stage 2	10	
		Distinction	Stage 2	10	
		Pool Lifeguard	Stage 1 + Stage 2	10 + 10	
AUSTSWIM (SA Business Centre)		Austswim Teacher	Stage 2	10	Volunteering
SA Country Basketball	1 January 2019	Club Coach (Level 1) plus Community Coach (Level 0)	Stage 1	10	Sports Skills and Management
SA Country Fire Service *Statement of Attainment is required	1 January 2004	Basic Firefighting 1	Stage 1 (+ credits for VET units of competency*)	20	Volunteering
Scouts Australia	1 January 2004	Queen's Scout Award	Stage 1 + Stage 2	30 + 20	Self-development
St Cecilia School of Music (does not include drum kit)	1 January 2003	Practical Music Grade 5	Stage 1	10	Performance
		Practical Music Grade 6	Stage 2	10	
		Practical Music Grade 7	Stage 2	10	
		Practical Music Grade 8	Stage 2	10	
		Health Care and Caring	Stage 1	10	Volunteering

Organisation	Start date	Award/Program	SACE Stage	SACE Credits	Area of Community Learning
St John Ambulance Australia Cadets* *An attachment will indicate the award is appropriate for SACE recognition	1 January 2004	Food and Nutrition	Stage 1	10	
		Communication	Stage 1	10	
STV One and All Sailing Program	1 January 2016	Youth Development Sail Training Program	Stage 1	10	Self-development
The Associated Board of the Royal Schools of Music	1 January 2019	Practical Music (any instrument/voice syllabus) Grade 5	Stage 1	10	Performance
		Practical Music (any instrument/voice syllabus) Grades 6, 7, and 8	Stage 2	10	
		Performance only ARSM Diploma	Stage 2	10	
		Music Performance Diplomas (Dip ABRSM, LRSM and FRSM)	Stage 2	20	
Trinity College London	1 January 2003	Music Performance Grade 5	Stage 1	10	Performance
		Music Performance Grade 6	Stage 2	10	
		Music Performance Grade 7	Stage 2	10	
		Music Performance Grade 8	Stage 2	10	

Students can apply for recognition of a Community-developed program by completing the application form and submitting the form to their school's SACE Coordinator.

The school's SACE Coordinator will send the completed application form and a copy of the original community certificate/award (from the recognised Community-developed program) attached to the form to the SACE Board.

For more information visit the SACE website

SELF-DIRECTED COMMUNITY LEARNING

Self-directed Community Learning may be gained through learning experiences that do not follow a formal, accredited curriculum.

Individual students may participate in a range of programs or sets of activities that are not formally accredited. Examples of this type of learning include:

- Acting as the carer for an elderly or disabled person
- Creating media productions (e.g. films, websites) outside school
- Officiating at a series of sporting events
- Performing in sport at an elite level
- Planning and coordinating community or recreational events
- Taking a leadership role in community land-care or conservation groups
- Taking a leadership role in community theatrical productions
- Taking a leadership role in volunteer organisations
- Taking a leadership role in the workplace
- Teaching others specialised skills (e.g. dance)

The process for students to have their self-directed community learning considered for recognition as part of their SACE involves the student filling in an application form attending an interview.

For more information visit the SACE website

TERTIARY INFORMATION

Before selecting senior school subjects, students should seriously consider their future study needs and prerequisites. It is best to keep future options open and take advice from teachers regarding the most appropriate course of study. The school will provide support for students during subject counselling. However, it is the responsibility of students and parents to find out about future study needs and course prerequisites.

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

For tertiary entrance students can apply to the South Australian Tertiary Admissions Centre (SATAC), or interstate equivalents, to receive an Australian Tertiary Admissions Rank (ATAR). The ATAR is a measure of a student's academic achievement compared to other students and is used by universities to select students who have completed Year 12 for offers of a university course offer.

A Tertiary Admission Subject (TAS) is a SACE Stage 2 subject which is recognised by the universities providing appropriate preparation for tertiary studies. The universities require students to study a minimum of 90 credits of TAS or eligible certificates to be eligible to receive a selection score or rank.

While most subjects in the SACE are recognised as TAS, there are some that won't be recognised by the universities for the purpose of calculating a student's ATAR. These non-TAS subjects including Community Studies and modified subjects (for students with disabilities).

Students should check both prerequisite and assumed knowledge subjects for all tertiary courses with the institution concerned. (Increasing numbers of courses have additional selection criteria, e.g. UMAT, interviews, portfolios of work and work experience).

UNIVERSITY ENTRANCE

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. For university entry, students need to achieve 90 credits at Stage 2, including three 20-credit Stage 2 subjects. The final Stage 2 credits can be gained in a variety of ways defined by the universities. Universities also specify required subjects for some of their courses.

Each University has their own entry requirements to each course of study. It is critical for students to check the entry requirements of specific courses in the SATAC guide and by contacting Universities directly.

TAFE ENTRANCE

TAFE centres offer a wide range of courses, with a variety of entry requirements. Course handbooks for TAFE are available from the TAFE website, students and parents are advised to contact TAFE directly to obtain accurate and up-to-date information on entry requirements for specific courses. TAFE SA recognises the SACE as meeting the entry requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes. TAFE courses have minimum entry requirements which are different for each Certificate level. For entry to TAFE you will need to meet the following requirements:

Certificate I – no Minimum Entry Requirements

Certificate II – successful completion of the literacy and numeracy requirements of the SACE

Certificate III and higher – successful achievement of the SACE and obtaining a TAFE Selection Score

Full details of university and TAFE entry requirements see the Tertiary Entrance Booklet published each July by South Australian Tertiary Admissions Centre (SATAC).

INTERSTATE AND OVERSEAS HIGHER EDUCATION

Students must make contact with individual institutions to determine course availability, entry requirements and application procedures. Their deadline dates are generally earlier than those for South Australia.

YEAR 10 CURRICULUM

VISUAL ART OR DESIGN – YEAR 10

Learning Area: Arts
Teacher Contact: Kristel.SmileyWaldowski959@schools.sa.edu.au

Visual Art enables students to manipulate materials, techniques and processes to represent their ideas and subject matter in art pieces. Students will gain experience in working as independent learners, encouraging the development of individual interest and extending personal expression. They learn in, through and about Visual Art practices, by identifying and analysing how other Artists use visual conventions to communicate ideas. This will prepare students for further study in art and design.

Content
Practical projects will be designed in negotiation with the teacher and could cover, but is not limited to:

- Painting
- Photography
- Image Manipulation
- Contemporary Art
- Environmental Art
- Ceramics
- Drawing
- Mosaic
- Sculpture
- Printmaking
- Graphic Design
- Conceptual Art
- Street Art
- Film/Video

Students study artworks in past and present contexts and different cultures. They learn to analyse design and art works based on aesthetics and function and interpret their meanings. They experiment and employ a variety of media.

Assessments

- Developmental work following the progression of an idea through to the finished piece.
- Finished art or design piece assessed using criteria.
- Visual study of an Artist/Practitioner or Art Style.

DRAMA – YEAR 10

Learning Area: Arts
Teacher Contact: Kristel.SmileyWaldowski959@schools.sa.edu.au

In Drama students have the opportunity to develop their curiosity and imagination, creativity, individuality, personal identity, self- esteem and confidence. They also have opportunities to participate in the planning, rehearsal and performance of a scripted performance piece. This area will allow students to continue to develop their skills and understanding of the Dramatic process of creating and presenting a performance.

Students explore ways in which theories and practices have shaped, and continue to shape Drama.

Themes

- Presentation of Dramatic works
- Dramatic Theory and Practice
- Individual Investigation and Presentation

Assessment
Students demonstrate evidence of their learning through the following assessment types:

- Performance
- Folio
- Investigation and Presentation
- Presentation of Dramatic works
- Dramatic Theory and Practice
- Individual Investigation and Presentation

DESIGN & TECHNOLOGY - YEAR 10 (MATERIALS)

Learning Area: Design and Technology
Teacher Contact: Mark.Inglis455@schools.sa.edu.au

Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these.

Content
By the end of Year 10 students will have had the opportunity to design and produce designed solutions focused on one or more of the technologies contexts: Engineering principles and systems, Materials and technologies specialisations. In Year 10 students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities. Students work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study.

Assessment
By the end of Year 10, students identify the changes necessary to designed solutions to realise preferred futures they have described.

When producing designed solutions for identified needs or opportunities, students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts.

Students create designed solutions based on a critical evaluation of needs or opportunities. They evaluate their ideas and designed solutions and processes. Students communicate and document projects. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, safely.

Further Information

Knowledge and understanding of machine use, techniques, safety and WHS underpin all aspects of the course.
Students will be expected to pay for their major products.

DESIGN & TECHNOLOGY - YEAR 10 (DIGITAL COMMUNICATION)

Learning Area: Design and Technology
Teacher Contact: Mark.Inglis455@schools.sa.edu.au

Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these.

Content
By the end of Year 10 students will have had the opportunity to design and produce designed solutions focused on one or more of the technologies contexts: computer-aided programs, graphics, multimedia, photography, or web-design. In Year 10 students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities. Students work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study.

Assessment
By the end of Year 10, students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They create and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose.

Further Information

Knowledge and understanding of digital technology use, techniques, cyber safety and WHS underpin all aspects of the course.

ENGLISH (FULL YEAR)

Learning Area: English
Teacher Contact: Mark.Millward252@schools.sa.edu.au

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.

In Year 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Content
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.

The range of literary texts for Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives.

Text structures are more complex and include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics and images.

Assessment
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.

Receptive Modes
(listening, Reading, and Viewing)
By the end of Year 10 students will;

- Evaluate how text structures can be used in innovative ways by different authors.
- Explain how the choice of language features, images and vocabulary contributes to the development of individual style.
- Develop and justify their own interpretations of texts.
- Evaluate interpretations, analysing the evidence used to support them.
- Listen for ways features within texts can be manipulated to achieve particular effects.

Productive Modes
(speaking, writing and creating)
By the end of Year 10 students will;

- Show how the selection of language features can achieve precision and stylistic effect.
- Explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments.
- Develop their own style by experimenting with language features, stylistic devices, text structures and images.
- Create a wide range of texts to articulate complex ideas.
- Demonstrate understanding of grammar, vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

EXPLORING IDENTITIES AND FUTURES – STAGE 1

Learning Area: Cross-disciplinary
Teacher Contact: morgan.randall622@schools.sa.edu.au
(Year 10)

Exploring Identities and Futures (EIF) is an exciting flagship subject that responds to the rapidly changing local and global context that our students are living and learning in. EIF is a Stage 1 subject that supports students to learn more about themselves and explore their aspirations and future.

EIF prepares students for a different way of thinking and learning in senior school. As students begin their SACE journey, they build the knowledge, skills, and capabilities required to be thriving learners and are empowered to take ownership of where their pathway leads, exploring interests, work, travel and/or further learning.

Assessment Types
Assessment Type 1: *Exploring me and who I want to be.*
Assessment Type 2: *Taking action and showcasing my capabilities.*

Teachers develop a program of work as responsive co-agents to engage students in a balanced exploration of their strengths, to build an optimistic vision of their future self, embracing resilience and uncertainty. Learning activities must include a broad range of options to enable student agency and support the growth of self-efficacy.

The role of the teacher, as a responsive co-agent in this subject, is important to support and coach the individual student to progress their learning. This requires teachers to support each student's growth and support decisions made in a partnership.

In this subject, students:
Develop agency by exploring their identity, interests, strengths, skills, capabilities and/or values; Demonstrate self-efficacy through planning and implementing actions to develop their capabilities and connecting with future aspirations. Apply self-regulation skills by contributing to activities to achieve goals, seeking feedback, and making decisions. Develop their communication skills through interaction, collaboration, sharing evidence of their learning progress.

HOME ECONOMICS – YEAR 10

Learning Area: Health and Physical Education
Teacher Contact: Robyn.Thomas207@schools.sa.edu.au

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

The Australian Curriculum provides a framework for all young Australians to understand and value the importance of good nutrition for health and wellbeing. This is across all learning areas, specifically within the Technologies learning area as a technologies context in food and wellbeing.

Students develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and discuss contemporary food and hospitality issues and current management practices.

Content
The focus of this subject will be on food preparation. Students are given the responsibility of planning, preparing and cooking for individuals and groups. They have the freedom to choose recipes of their liking that meets the criteria set.

Assessment
Students demonstrate evidence of their learning through the following assessment types:

Practical Activity
Group Activity
Investigation

PHYSICAL EDUCATION – YEAR 10

Learning Area: Health and Physical Education
Teacher Contact: Michael.Liebelt418@schools.sa.edu.au

In Physical Education students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. Students explore their own physical capacities and analyse performance, health, and lifestyle issues.

Content
Physical Education consists of the following:

- alcohol and other drugs (AD)
- food and nutrition (FN)
- health benefits of physical activity (HBPA)
- mental health and wellbeing (MH)
- relationships and sexuality (RS)
- safety (S)
- challenge and adventure activities (CA)
- games and sports (GS)
- lifelong physical activities (LLPA)
- rhythmic and expressive movement activities (RE)

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

Assessment
Assessment is school based. Students demonstrate evidence of their learning through the following assessment types:

- Practical
- Folio

GEOGRAPHY - YEAR 10

Learning Area: Humanities and Social Sciences
Teacher Contact: Kristel.SmileyWaldowski959@schools.sa.edu.au

There are two units of study in the Year 10 curriculum for Geography: Environmental change and management and Geographies of human wellbeing.

Content
Environmental change and management focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views – including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to these challenges. Students investigate a specific type of environmental change in Australia and one other country. They apply human–environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, and across the world as appropriate.

The key inquiry questions for Year 10 are:

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do world views influence decisions on how to manage environmental and social change?

Assessment
Assessment is school based. Students demonstrate evidence of their learning through the following assessment types:

- Knowledge and Understanding
- Geographical Inquiry Skills

HISTORY - YEAR 10

Learning Area: Humanities and Social Sciences
Teacher Contact: Kristel.SmileyWaldowski959@schools.sa.edu.au

Year 10 History provides a study 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.

Content
The history content at this year level involves two strands: historical knowledge and understanding, and historical skills.

Key inquiry questions are:

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

Students process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical argument.

Assessment
Assessment is school based. Students demonstrate evidence of their learning through the following assessment types:

- Knowledge and Understanding
- Historical Inquiry Skills

MATHEMATICS – YEAR 10

Learning Area: Mathematics
Teacher Contact: Kerrie.Duke536@schools.sa.edu.au

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

The Year 10 curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Topics:

- Simple and Compound interest
- Linear Equations and Inequalities.
- Algebraic and Graphical representations of relations.
- Surface Area and Volume
- Parallel and Perpendicular lines
- Plane shapes
- Bivariate data and Statistical relationships
- Binomial expressions and Quadratic expressions
- Quadratic and Simultaneous equations
- Congruence and Similarity
- Trigonometry
- Probabilities
- Quartiles and inter-quartile ranges

Assessment
Assessment is based on skills and application tasks, directed investigations and tests.

Pathways
A high level of achievement is recommended to proceed to Mathematics at Stage 1 (Year 11).

At Stage 1, students can choose from:

- Essential Mathematics
- General Mathematics
- Mathematics

JAPANESE BEGINNERS – STAGE 1

Learning Area: Languages
Teacher Contact: Jayde.Thamm496@schools.sa.edu.au

1JAB10 (Year 10)

Beginners level Japanese is designed for students with little or no previous knowledge and/or experience of the language before undertaking Stage1, and is designed as a **2-year program** for students who wish to begin their study of the language at senior secondary level.

Students develop the skills of listening, speaking, reading, and writing, and information and communication technologies to create and engage effectively with a range of spoken, written, visual, and multimodal texts in the particular language.

They develop and apply linguistic and intercultural knowledge, understanding, and skills.

Students study this course through the Open Access College. Jayde Thamm (Primary Japanese teacher) is available as an onsite mentor for students.

Who is this course for?
Students who have successfully studied Japanese in prior years, and for background speakers of Japanese by negotiation with a subject counsellor. This course has a pathway to Stage 2 Japanese Continuers.

What will I learn?
Students will build your skills in communicating in Japanese for a range of situations and purposes. You will complete tasks to develop your ability to speak, listen, read and write about a range of topics, including:

- The personal world
- Japanese-speaking communities
- The changing world

How will I be assessed?
Students will demonstrate evidence of your learning through the following assessment types.

- Interaction
- Text Production
- Text Analysis
- Investigation

SCIENCE – YEAR 10

Learning Area: Sciences
Teacher Contact: brianna.harris380@schools.sa.edu.au

Aims
Year 10 Science aims to ensure that students develop:

- an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live.
- an understanding of the vision that Science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things.
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions.
- an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims.
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of Science while taking into account ethical and social implications of decisions.
- a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of Science knowledge.

Content
Strands are:

- Science understanding
- Science as human endeavour
- Science inquiry skills

Assessment

- skills and application tasks
- Scientific Investigations
- Experiments/practical's
- Tests

AGRICULTURE – YEAR 10

Learning Area: Sciences

Teacher Contact: Tasha.Quinn331@schools.sa.edu.au

This subject aims to give students a foundation of understanding for SACE Agriculture Subjects, including Stage 2 Agricultural Systems, Animal Production and Plant Production. This subject gives students a strong foundation for Animal Systems, Plant Systems and Soil & Water Systems.

Content

The students will study components around the main concepts of Agriculture:

Animal Systems – Introduction to Animal Anatomy & Physiology with focus on Digestion, Reproduction, health and preparing for show.

Plant Systems – Introduction to Plant Anatomy & Physiology with focus on Growth & Nutrition, Reproduction and Health.

Soil & Water Systems – Wetlands Investigation Unit – Designing investigations to determine how characteristics of Soil and Water influence farming systems.

Assessment

- Agricultural Reports
- Skills and Application Tasks
- Practical skills

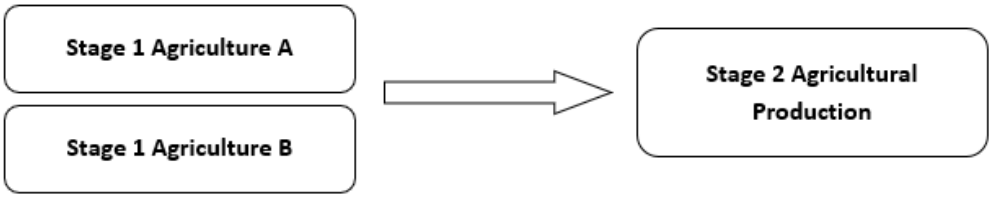
Variations to subject content include;

Alternate Topics:
Production, Preparing for Show, Husbandry, Wetlands, Environment Conservation and Land Management, Business & Agriculture, Running a Business and Production & Marketing.

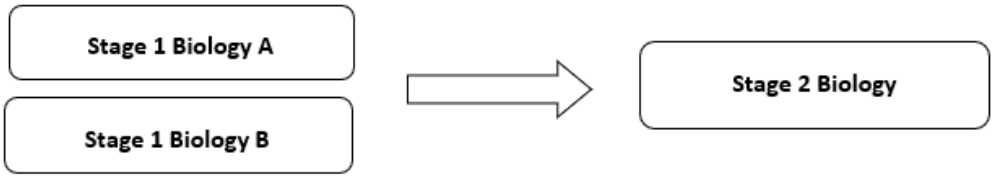
ASSUMED KNOWLEDGE REQUIRED FOR STAGE 2 SUBJECTS

Assumed Knowledge means that the course will be taught on the understanding that students already have a certain level of knowledge. The flowcharts below recommend Semester 1, at Stage 1 be completed before Semester 2, or before Stage 2 enrolment. It is the student's responsibility to ensure that they meet the Assumed Knowledge specified for the course. You will still be able to enrol even if you have not completed the Assumed Knowledge courses.

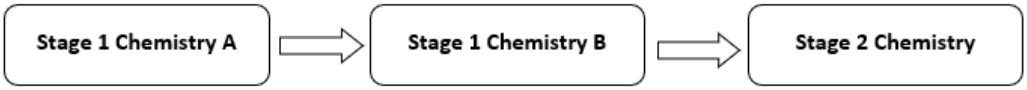
AGRICULTURE



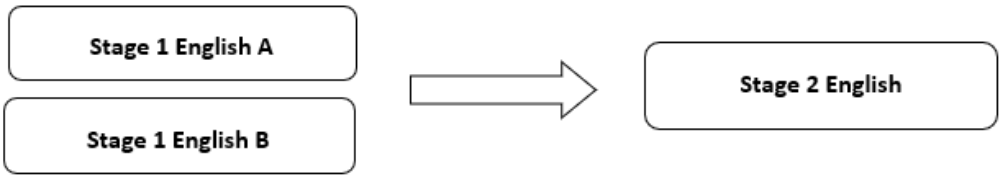
BIOLOGY



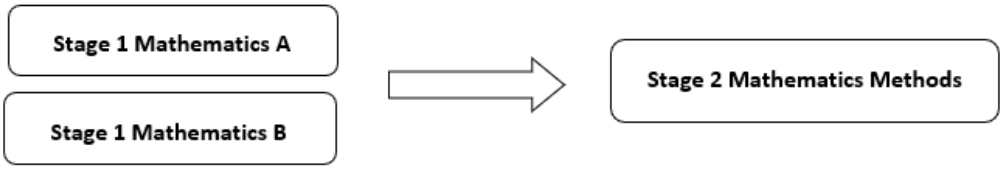
CHEMISTRY



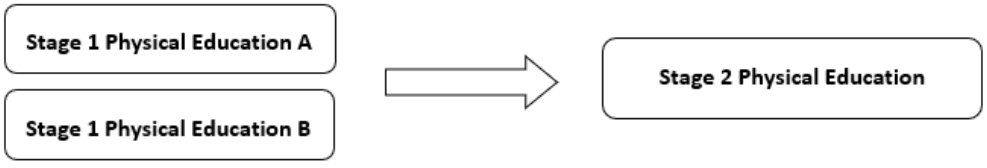
ENGLISH



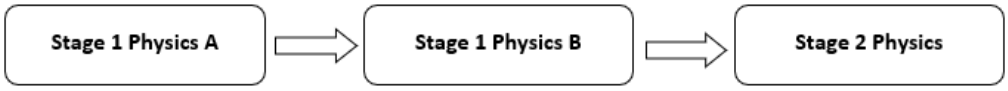
MATHEMATICS



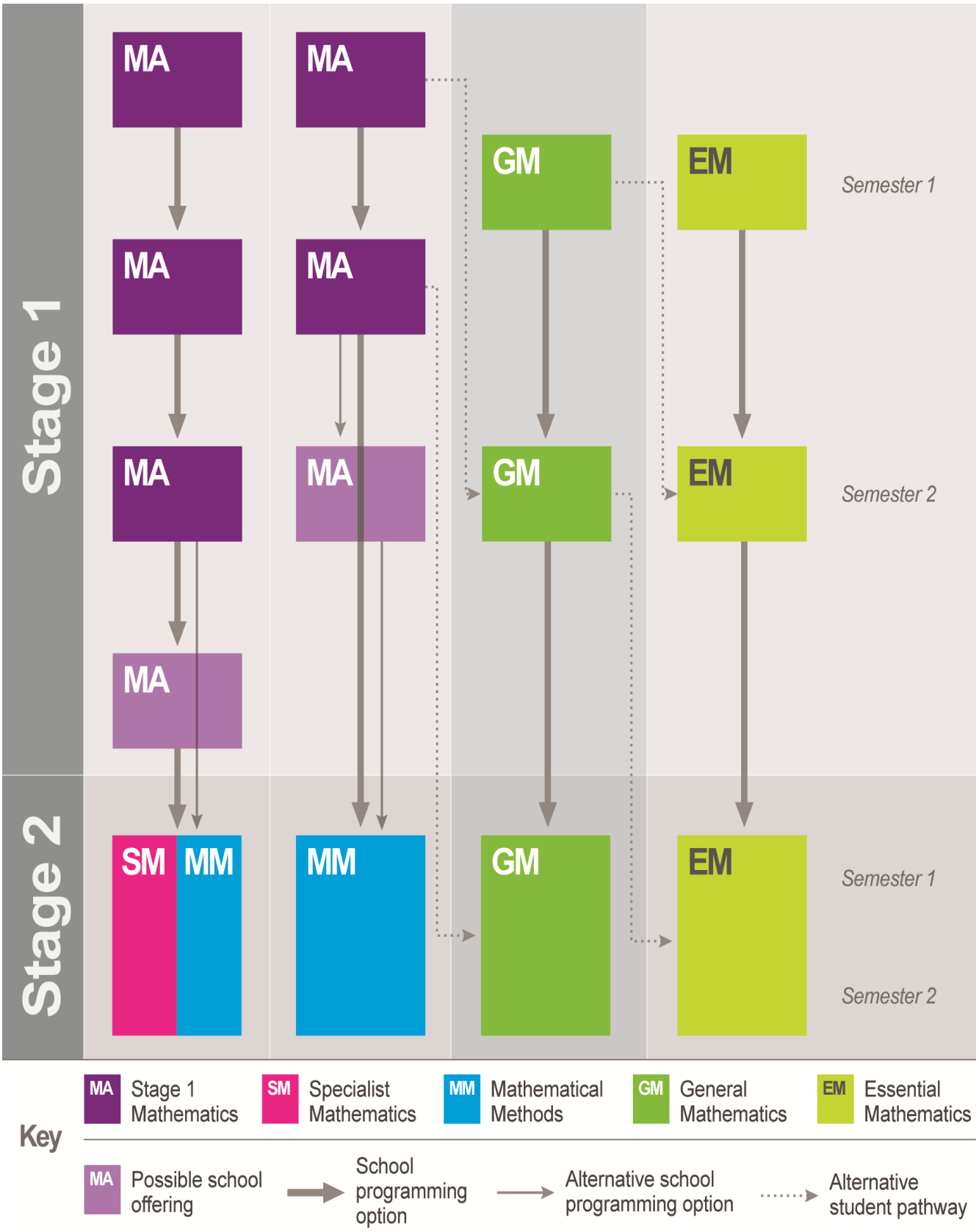
PHYSICAL EDUCATION



PHYSICS



Mathematics: Assumed Knowledge The flowchart below recommends Semester 1, at Stage 1 be completed before Semester 2, for the three variants of SACE Mathematics. (MA – Mathematics) (GM – General Mathematics) (EM – Essential Mathematics)



STAGE 1 (YEAR 11) CURRICULUM

CREATIVE ARTS – STAGE 1

Learning Area: Arts
Teacher Contact: Kristel.SmileyWaldowski959@schools.sa.edu.au

1CVA10

Creative Arts allows for the specialised study within or across one or more arts disciplines. Students actively participate in the development and presentation of creative arts products. Students may choose from the following pathways: Digital Art, Visual Art or an Individual Pathway for studying a particular field.

Practical pathways could include, but is not limited to:

Digital Art
- Photography
- Digital Manipulation
- Advertising
- Graphic Design
- Media Animation
- Movie Making

Visual Art
- Painting
- Drawing
- Craft activities
- Sculpture
- Artifacts
- Installations

Individual Pathways
- Connections to Vocational training
- Specific Local needs
- Specific interests

Content
In Creative Arts students work independently on the development of individual products under the guidance of their teacher. Students will investigate and participate in the development, production and reflection of the Creative Arts process. The discipline/s studied will be negotiated with the teacher on the basis of student interest, previous experience and expertise available. The areas to be studied through their chosen area of specialisation are:
- Creative Arts Process
- Development and Production
- Concepts in Creative Arts Disciplines
- Creative Arts in Practice

Assessment
Assessment at Stage 1 is school based. Students demonstrate evidence of learning by the completion of the following assessment types.
Stage 1 For a 10-credit subject,
- Develop and present one creative arts product
- Undertake one investigation and one skills assessment for the folio.

VISUAL ART – ART – STAGE 1

Learning Area: Arts
Teacher Contact: Kristel.SmileyWaldowski959@schools.sa.edu.au

1VAA10

Creativity and artistic expression are central to the learning in the Arts. Students will be immersed in learning experiences that involve researching the work of artists, developing personal ideas, and experimenting with techniques and media in the production of individual artworks.

Students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts. Students will have the opportunity to create resolved works which may include: Painting, drawing, mixed media, printmaking, photography, digital imaging, sculpture, ceramics, installation, assemblage, video, fabrication (wood, plastic, or metal), and textiles.

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

The broad area of **Art** encompasses both artistic and crafting methods and outcomes.

Students provide observations of their lived or imagined experiences in visual form.

Content
- *Visual Thinking*
- *Practical Resolution*
- *Visual Arts in Context*

Assessment
Students demonstrate evidence of their learning through the following assessment types:
Folio
Practical
Visual Study

VISUAL ART – DESIGN – STAGE 1

Learning Area: Arts
Teacher Contact: Kristel.SmileyWaldowski959@schools.sa.edu.au
1VAD10

Creativity and artistic expression are central to the learning in Visual Design. Students will be immersed in learning experiences that involve researching the work of designers, developing personal ideas, and experimenting with techniques and media in the production of individual design products.

Students create work that is based around the development and formulation of a design brief that specifies the parameters of their research and outcome. The finished practical item may be resolved as product, environmental or graphic and visual communication designs. Items that fall under these categories for example include: toy, fashion, furniture, interior and exterior design, branding, illustration and advertising.

Students will also complete a theory based task that requires them to view and analyse works in design, and consider the historical and cultural context in which they were made.

The broad area of **Design** encompasses communication and graphic design, environmental design, and product design. It emphasises a problem-solving approach, and the development of visual representation skills to communicate resolutions.

Students provide observations of their lived or imagined experiences in visual form.

Content

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

Assessment

Students demonstrate evidence of their learning through the following assessment types:
Folio
Practical
Visual Study

DRAMA – STAGE 1

Learning Area: Arts
Teacher Contact: Kristel.SmileyWaldowski959@schools.sa.edu.au
1DMA10

In Drama students have the opportunity to develop their curiosity and imagination, creativity, individuality, personal identity, self- esteem and confidence. They also have opportunities to participate in the planning, rehearsal and performance of a scripted performance piece. This area will allow students to continue to develop their skills and understanding of the Dramatic process of creating and presenting a performance. Students will have to option to take on either an on-stage or offstage role to develop a piece that is presented to an audience.

Students explore ways in which theories and practices have shaped, and continue to shape Drama.

Themes

- Presentation of Dramatic works
- Dramatic Theory and Practice
- Individual Investigation and Presentation

Possible Innovators for study:

- Konstantin Stanislavsky
- Antonin Artaud
- Alfred Hitchcock
- Baz Luhrman
- Bertolt Brecht
- Tim Burton

Possible Play-Script

- Caryl Churchill – Cloud Nine, Top Girls
- Anton Chekhov – the Seagull
- Henrick Ibsen – A Doll's House
- Eugene' Ionesco – Rhinoceros, The Bald Prima Donna
- Bertolt Brecht – Mother Courage
- William Shakespeare – The Tempest, Midsummer Night's Dream

Assessment

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

- Performance
- Folio
- Investigation and Presentation
- Presentation of Dramatic works
- Dramatic Theory and Practice
- Individual Investigation and Presentation

ACCOUNTING – STAGE 1

Learning Area: Business, Enterprise, and Technology
Teacher Contact: Morgan.Randall622@schools.sa.edu.au

1ACO10

The study of Accounting encompasses the successful management of financial affairs in business. It gives students opportunities to learn the practical skills needed to manage their own financial affairs and to develop an understanding of the ethical and regulatory considerations that affect financial decision-making in contemporary society.

Students acquire knowledge and skills related to the accounting process for organisational and business applications. They understand the processes involved in generating, recording, classifying, analysing, interpreting, and reporting accounting information as a basis for planning, control, and effective decision-making.

Content
Accounting may be undertaken as a 10-credit subject

A 10-credit subject consists of:
- Understanding accounting
- Understanding financial sustainability perspectives in accounting

The topics are as follows:
- Financial literacy
- Stakeholder information and decision-making
- Innovation

Assessment
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Accounting Skills 50%
- Accounting Inquiry 50%

Further Information
Students studying Stage 1 Accounting can choose to study Stage 2 Accounting in Year 12.

The Future of Accounting

DESIGN, TECHNOLOGY & ENGINEERING: MATERIAL SOLUTIONS – STAGE 1

Learning Area: Business, Enterprise and Technology
Teacher Contact: Mark.Inglis455@schools.sa.edu.au

1MRS10

Through the study of Design and Technology students develop the ability to identify, create, initiate, and develop products, processes or systems. Students learn to use tools, materials and systems safely and competently to complete a product. They explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences.

This subject is concerned with the study of traditional and contemporary methods of materials manufacturing. **Contexts** include metals, plastics, wood, composites, ceramics, and textiles.

Assessment
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning by completing their contract of work through the following assessment types:

Skills and Applications
- Demonstration of processes and techniques in preparation for the realisation of their products.
- Investigation and analyse the characteristics and properties of two or more materials they are considering in the creation of their product.

Folio
- Create a need, design brief, constraints for chosen project. Then investigate and plan the project.

Further Information
Knowledge and understanding of machine use, techniques, safety and WHS underpin all aspects of the course.

Important: Students will be expected to pay for their major products.

DESIGN, TECHNOLOGY & ENGINEERING: DIGITAL COMMUNICATION SOLUTIONS – STAGE 1

Learning Area: Business, Enterprise and Technology
Teacher Contact: Mark.Inglis455@schools.sa.edu.au

1DCS10

Communication Products involves the use of materials, such as symbols, signs, behaviour, speech, light, images, sound, or other data to design and make products that communicate information. Students produce outcomes that demonstrate the knowledge and skills associated with manipulation of communication media, both manual and digital. Examples of contexts for communication products include: computer-aided design, photography, web design.

The following tasks will be covered:

Skills and Applications
- Demonstration of processes and techniques in preparation for the realisation of their products.

Folio
- Create a need, design brief, constraints for chosen project. Then investigate and plan the project.

Product
- Construction and evaluation of chosen article.

Assessment
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment
Skills and Applications Tasks
Product

Design, Technology & Engineering

RESEARCH PRACTICES

Learning Area: Cross-disciplinary
Teacher Contact: Mark.Millward252@schools.sa.edu.au

1RPP10

This subject provides students with opportunities to examine the purpose of research; explore a range of research approaches, and develop their investigative and inquiry skills. Students explore research practices to develop skills in undertaking research, such as planning their research, developing and analysing their data, and presenting their research findings.

For this 10-credit subject, students will provide evidence of their learning through five assessments. Each assessment type has a weighting of 20%. Students undertake: one folio consisting of at least two written assessment tasks; three sources analysis assessments will directly mimic Stage 2 Research Project components, but at Stage 1 level.

The aim of this subject is to prepare students for The Research Project at Stage 2.

Content
Exploring Research Approaches
Exploring Research Skills

Assessment
Folio 50%
Source Analysis 50%

Introduction to Research Project

Research Project Explained

COMMUNITY STUDIES – STAGE 1

Learning Area: Cross-disciplinary
Teacher Contact: Morgan.Randall622@schools.sa.edu.au
1COM10

Community Studies offers students the opportunity to learn in a community context and to interact with teachers, peers and community members beyond the school environment.

Content
In developing an individual program of learning around his or her interests, knowledge, and skills, each student prepares a contract of work to undertake a community activity in one of the following six areas of study:

- Arts and the Community
- Communication and the Community
- Foods and the Community
- Health, Recreation, and the Community
- Science, Technology, and the Community
- Work and the Community.

As part of their program of learning, students may undertake a community activity that applies to more than one area of study. The area of study chosen should reflect the primary focus or emphasis of the activity.

Assessment
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning by completing their contract of work through the following assessment types:

Assessment type 1: Contract of Work
- Development of Contract
- Folio
- Community Activity

Assessment type 2: Reflection

WORKPLACE PRACTICES – STAGE 1

Learning Area: Cross-disciplinary
Teacher Contact: Morgan.Randall622@schools.sa.edu.au
1WPP10

Students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the value of unpaid work to society, future trends in the world of work, workers' rights and responsibilities and career planning.

Content
The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF). ***All students enrolled in Workplace Practices need to complete 30 hours (10 credit subject) of work placement***, which can be paid employment, volunteer work or Work Experience.

Study 1: Industry and Work Knowledge
- Topic 1: Work in Australian Society
- Topic 2: The Changing Nature of Work
- Topic 3: Industrial Relations
- Topic 4: Finding Employment
- Topic 5: Negotiated Topics

For a 10-credit subject, students undertake two or more negotiated topics from Topic 1 to 5.

Study 2: Vocational Learning
Vocational learning may include, for example:
- casual or part-time employment
- work experience, including work-shadowing or observation
- voluntary participation in a community organisation/project
- formal high-level training/performance programs (e.g. sporting or dance)
- events coordination or management

Study 3: VET
VET includes any accredited training provided under the AQF by an RTO.

Assessment
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning by;

Type 1: Folio
Type 2: Performance
Type 3: Reflection

ENGLISH – STAGE 1

Learning Area: English
Teacher Contact: Mark.Millward252@schools.sa.edu.au
1ESH10

Subject Description
In English, students analyse the interrelationship between 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, context, and audience is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

Content
Stage 1 English is a 10-credit, students study two semesters at Stage 1.

The content includes:

Responding to Texts: Students explore the human experience and the world through reading and examining a range of texts, including Australian texts, and making intertextual connections. In doing so, students come to understand connections between purpose, audience, and context, and how these are achieved through language and stylistic choices.

Creating Texts: Students create imaginative, interpretive, and/or persuasive texts for different purposes, audiences, and contexts, in written, oral, and/or multimodal forms. The text type and mode chosen for a creating text should be appropriate for the intended purpose, context, and audience, either real or implied.

Intertextual Study: Students reflect on their understanding of intertextuality by:

- Analysing the relationship between texts, or
- Demonstrating how their knowledge of other texts has influenced the creation of their own texts.

Evidence of Learning

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts
- Assessment Type 3: Intertextual Study

For a 10-credit subject, students will provide evidence of their learning through four assessments, with at least one assessment from each assessment type. At least one assessment will be oral or a multimodal presentation, and at least one should be in written form. Each assessment type will have a weighting of at least 20%.

The assessment design criteria are based on the learning requirements and are used by teachers to clarify for the student what they need to learn.

The specific features are as follows:

KU1 Knowledge and understanding of ideas and perspectives explored in texts.

KU2 Knowledge and understanding of language features, stylistic features, and conventions to make meaning.

KU3 Knowledge and understanding of ways in which texts are created for a range of purposes and audiences.

AN1 Analysis of the relationship between purpose, audience, and context, and how they shape meaning.

AN2 Analysis of how language features, stylistic features, and conventions are interpreted by readers.

AN3 Analysis of intertextual connections.

AP1 Precision, fluency, and coherence of writing and speaking.

AP2 Use of appropriate language features, stylistic features, and conventions for a range of audiences and purposes.

AP3 Use of evidence from texts to support conclusions, with textual references incorporated in responses.

Assessment

- Assessment Type 1: Responding to Texts 40%
- Assessment Type 2: Creating Texts 40%
- Assessment Type 3: Intertextual Study 20%

ESSENTIAL ENGLISH – STAGE 1

Learning Area: English
Teacher Contact: Mark.Millward252@schools.sa.edu.au
1ETE10

Subject Description
In Essential English 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 understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning. Texts for analysis include an Australian play and various commercial publications. Students question texts and/or purposes of texts, and develop a fuller understanding of the texts by predicting meaning, using their understanding of conventions and language features.

Content
Stage 1 English is a 10-credit subject.
The content includes:

- Responding to Texts
- Creating Texts

Responding to Texts
Students consider a variety of ways in which texts communicate information, ideas and perspectives. They explore the relationship between structures and features and the purpose, audience, and contexts of texts.

Students examine and respond to how language is used in social, cultural, community, workplace, and/or imagined contexts. They identify and develop an understanding of ways in which:

- Language is used and composed for different purposes, audiences, and contexts.
- Structural and language features are used to create meaning.

Creating Texts
By examining the links between language and the context in which texts are produced, students are supported to create their own texts.

Students develop their skills in using appropriate vocabulary, accurate spelling, punctuation, and grammar to enable effective communication. They create a range of texts, using appropriate language features, content, and mediums for different purposes.

Students recognise and use textual conventions and language features to communicate information and ideas that convey simple and complex thoughts in a range of mediums and digital technologies.

Evidence of Learning
For a 10- credit subject, students will provide evidence in their learning four assessments, with at least one assessment from each assessment type. At least one assessment will be an oral or multimodal presentation, and at least one will be in written form. Each assessment type will have a weighting of at least 20%.

The assessment design criteria are based on the learning requirements and are used by teachers to clarify for the student what they need to learn.
The specific features are as follows:

C1 Clarity and coherence of written and spoken expression, using appropriate vocabulary.
C2 Demonstration of grammatical control.
CP1 Comprehension of information, ideas, and perspectives in texts.
CP2 Understanding of the purpose, structure, and language features in texts.
AN1 Analysis of ways in which creators of texts convey information, ideas, and perspectives.
AN2 Identification and analysis of ways in which language features are used to create meaning in texts.
AP1 Creation of texts for different purposes, using appropriate textual conventions, in real or imagined contexts.

Assessment
The following assessments enable students to demonstrate their learning in Stage 1 Essential English:

- Assessment Type 1:
  Responding to Texts 50%
- Assessment Type 2:
  Creating Texts 50%

FOOD & HOSPITALITY – STAGE 1

Learning Area: Health & Physical Education
Teacher Contact: Robyn.Thomas207@schools.sa.edu.au

1FOH10

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

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

Content

The focus of this subject will be on food preparation. Students are given the responsibility of planning, preparing and cooking for individuals and groups. There is a written component to every task which will involve research/planning and a cooking evaluation.

Students study within the following five areas:

- Food, the individual and the family
- Local and global issues in Food and Hospitality
- Trends in food and culture
- Food safety
- Food and Hospitality Industry

Assessment

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

School-based Assessments

Practical Activity	50%
Group Activity	25%
Investigation	25%

Students are required to provide some of their own consumables for this subject (cost implication).

Food and Hospitality

HEALTH – STAGE 1

Learning Area: Health and Physical Education
Teacher Contact: Michael.Liebelt418@schools.sa.edu.au

1HEH10

Students learn about the factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living, and caring for themselves and the environment. They develop skills to consider how changing social structures, community values, environmental issues, and new technologies affect the health and well-being of individuals and communities.

Content

For a 10-credit subject, it is recommended that students:

- study one core concept
- undertake at least one option study

Core Concepts

Core Concept 1: Ways of Defining Health
Core Concept 2: Health Literacy

Option Studies

Teachers and students may negotiate appropriate topics that support the study of one or more options.

1: Health and Participation in an Active Lifestyle
2: The Effects of Alcohol, Tobacco, and Other Drugs on Health
3: Health and the Environment
4: Contemporary Health Priorities in Australia
5: Health and Relationships
6: Mental and Emotional Health
7: Growing up Healthy
8: Careers and Vocational Studies in Health

Assessment

Assessment at Stage 1 is school based.
Teachers design a set of assessments that enable students to demonstrate the knowledge, skills and understanding they have developed to meet the learning requirements of the subject. These assessments provide students' evidence of learning.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Health:

- Assessment Type 1: Issues Response 40%
- Assessment Type 2: Group Activity 30%
- Assessment Type 3: Investigation 30%

OUTDOOR EDUCATION – STAGE 1

Learning Area: Health and Physical Education
Teacher Contact: Michael.Liebelt418@schools.sa.edu.au

1OUT10

In Outdoor Education students gain an understanding of ecology, environmental sustainability, cultural perspectives and physical and emotional health through participating in outdoor activities. Through these experiences, students develop self-confidence and group skills to productively grow their practical and personal skills.

Content

The 10-credit subject consists of the following three focus areas:

- 1: Environment and conservation
- 2: Planning and management
- 3: Personal and social growth and development.

For a 10-credit subject, at least one journey will be undertaken, with a duration of at least 3 days in the field.

Planning and Management

Students develop basic skills in planning and implementing outdoor activities and lightweight journeys.

Focus studies in this topic could include:

- aspects such as food, clothing and shelter
- implementing risk management practices for an outdoor journey
- health-related issues
- Land management issues in using natural environments for outdoor activities
- Leadership and group management practices for an outdoor journey

Outdoor Activities

Examples include:

- Bushwalking
- Sailing
- Surfing
- Kayaking
- Orienteering or Rogaining

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- About Natural Environments (50%)
- Experiences in Natural Environments (50%)

PHYSICAL EDUCATION – STAGE 1

Learning Area: Health and Physical Education
Teacher Contact: Michael.Liebelt418@schools.sa.edu.au

1PHD10

Students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. They explore their own physical capacities and analyse performance, health, and lifestyle issues. Students develop skills in communication, investigation, and the ability to apply knowledge to practical situations

Content

Students complete practicals across a range of activities and that cater for the different skills, interests of the students. Topics may include:

- Swimming and Water Safety
- Archery
- Badminton
- Personal Fitness Training
- Gymnastics
- Athletics
- Volleyball
- Table Tennis

In movement

Students explore physical activity by extending and applying their knowledge of movement concepts and strategies and skill learning. They investigate how the body responds to physical activity and apply biophysical and psychological knowledge to improve performance and/or participation in physical activity.

Through Movement

Students explore physical activity through movement concepts and strategies with a socio-cultural lens. They explore barriers and enablers to physical activity identifying how personal, social, and cultural factors affect participation. Students initiate and contribute to the development of strategies that promote equity and inclusivity through a range of theme-based games, sporting and physical activities.

About Movement

Students develop theoretical knowledge to understand the richness and diversity of movement experiences, including real-life experiences to evaluate participation and performance outcomes.

Evidence of Learning

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

CHILD STUDIES - STAGE 1

Learning Area: Health and Physical Education
Teacher Contact: Ashlee.Pontt190@schools.sa.edu.au

1CSD10

Child Studies is the study of children and their development from conception to 8 years.

Content
Students have the opportunity to develop knowledge and understanding of young children through individual, collaborative, and practical learning. They explore concepts such as the development, needs, and rights of children, the value of play, concepts of childhood and families, and the roles of parents and care-givers. They also consider the importance of behaviour management, child nutrition, and the health and well-being of children.

Students investigate contemporary issues that are relevant to children and their development. They may consider broad themes such as those related to children who are migrants or refugees, displacement, health issues for children in Indigenous communities, access to education, the exploitation of children, literacy and numeracy, disability and equity, child protection, gender stereotyping in play, clothing, textiles, and merchandising, and children's television. Students analyse current trends in relation to children, and critique government and global initiatives and strategies for the well-being and protection of children.

Child Studies is a 10-credit subject at Stage 1.

There are three areas of study in Stage 1 Child Studies:

- The nature of childhood and the socialisation and development of children.
- Children in wider society
- Children, rights and safety

Students are assessed using the following assessment types:

- Practical activity
- Group activity
- Investigation

ECONOMICS – STAGE 1

Learning Area: Humanities and Social Sciences
Teacher Contact: Morgan.Randall622@schools.sa.edu.au

1ENO10

The study of Economics enables students to understand how an economy operates, the structure of economic systems, and the way in which economic systems function. Central to the study of Economics is the economic problem and the related concepts of scarcity, opportunity cost, and interdependence. Economic systems are continually evolving in response to the economic problem to determine what goods and services to produce, how these goods and services are produced, and for whom they are produced.

By studying Economics, students develop an understanding of different economic systems and institutions, and learn to assess the degree to which these systems and institutions help satisfy people's needs and wants. Students become aware that economic decisions are not value free and have outcomes that may be inconsistent with social, moral, and ethical values.

Content
Stage 1 Economics is undertaken as a 10-credit subject. The content may be derived from, but is not limited to, the topics described below.

- The Economic Problem
- Economic Systems
- The Market Economy
- Government Involvement in the Market Economy
- The Circular Flow of Income
- Economic Thinkers
- Trade in a Global Economy
- Price Stability
- Economic Development
- Poverty and Inequality
- Employment and Unemployment

Assessment
The following assessment types enable students to demonstrate their learning in Stage 1 Economics:

- Assessment Type 1: Folio 30%
- Assessment Type 2: Issues Investigation 30%
- Assessment Type 3: Skills and Application Task 40%

Assessment at Stage 1 is school based.

GEOGRAPHY – STAGE 1

Learning Area: Humanities and Social Sciences
Teacher Contact: Kristel.SmileyWaldowski959@schools.sa.edu.au

1GHY10

Students develop understanding and application of key geographical concepts, and of the interdependence of human and physical environments. They explore contemporary geographical issues and examine geographical features, concepts, and issues through the use of a range of skills and techniques, including spatial technologies. Fieldwork, in its various forms, is central to the study of geography as it enables students to develop their understanding of the world through direct experience

Content

Theme 1: Sustainable Places
- Topic 1: Rural and/or remote places
- Topic 2: Urban places
- Topic 3: Megacities

Theme 2: Hazards
- Topic 4: Natural Hazards
- Topic 5 : Biological and Human Induced Hazards

Theme 3: Contemporary Issues
- Topic 6: Local Issues
- Topic 7: Global Issues

Assessment
The following assessment types enable students to demonstrate their learning in Stage 1 Geography:
- Assessment Type 1:
  Geographical Skills and Applications 50%
- Assessment Type 2:
  Fieldwork 50%

For a 10-credit subject, students provide evidence of their learning through four assessments.

Assessment at Stage 1 is school based.

LEGAL STUDIES – STAGE 1

Learning Area: Humanities and Social Sciences
Teacher Contact: Kristel.SmileyWaldowski959@schools.sa.edu.au

1LEG10

Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. Legal Studies provides students with a sound understanding of the structures of the Australian legal system and demonstrates how that system responds and contributes to social change while acknowledging tradition. By analysing the Australian Legal system, students consider how diverse groups in society, including Indigenous Australians., influence and are influenced by the legal system. Legal Studies provides insight into law-making and the processes of dispute resolution and administration of justice. Students evaluate the merits of the adversary system of trial and other forms of dispute resolution systems and processes; in addition, students investigate legal perspectives on contemporary issues in society.

Content
Topic 1: Law and Society
Followed by a study of topics Selected from either those listed below or alternative topics developed by teachers in collaboration with students.
Topic 2: People, Structures and processes
Topic 3: Law-making
Topic 4: Justice and Society
Topic 5: Young people and the law
Topic 6: Victims and the Law
Topic 8: Young workers and the Law
Topic 9: Relationships and the Law

Assessment
The following assessment types enable students to demonstrate their learning in Stage 1 Legal Studies:
- Assessment Type 1: Folio 50%
- Assessment Type 2: Issues Study 30%
- Assessment Type 3: Presentation. 20%

Legal Studies

MODERN HISTORY – STAGE 1

Learning Areas: Humanities and Social Sciences
Teacher Contact: Morgan.Randall622@schools.sa.edu.au

1MOD10

In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short-term and long-term consequences on societies, systems, and individuals.

Students explore the impacts that these developments and movements had on people's ideas, perspectives, and circumstances. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies. Students build skills in historical method through inquiry. They examine and evaluate evidence from different sources and they explore different interpretations of history. Students communicate ideas and develop reasoned historical arguments.

Content:
Modern History consists of the following topics:

1: Imperialism	4: Social movement
2: Decolonisation	5: Revolution
3: Indigenous peoples	6: Elective

For a 10-credit subject, students study two or more topics, one of which may be an elective.

The historical study is based on an aspect of the world since 1750. Students inquire into, explore, interpret, and research a historical idea, event, person, or group in depth. The focus of the historical study may be chosen by the teacher, or negotiated by a student.

Assessment
The following assessment types enable students to demonstrate their learning in Stage 1 Modern History.

- Assessment Type 1: Historical Skills 70%
- Assessment Type 2: Historical Study 30%

Why Study Modern History

TOURISM – STAGE 1

Learning Areas: Humanities and Social Sciences
Teacher Contact: Mark.Millward252@schools.sa.edu.au

1TOS10

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

Content
The content of the subject consists of themes and topics (listed below) and practical tourism skills.

Our location in the Mid-North allows us to utilise the thriving tourism market and travel to many sites nearby. Examples used for excursions are Redbanks, Redruth Jail/Gaol and the Burra Gorge. The filming of Wolf Creek and Breaker Morant in Burra, offers us the opportunity to study film site locations as a drawcard for niche tourism markets. Students will be required to 'sell' these and other sites to a fictitious market segment.

Themes

- Understanding the Tourism Industry
- Identifying Visitors and Hosts
- Creating Sustainable Tourism
- Working in the Tourism Industry

Content

- Careers in Tourism *(Student Choice - e.g. Travel Agent, Hotel Management, Cruise Director, Tour Guide, etc.)*
- Sectors Analysis *(Student Choice – e.g. Accommodation, Transportation, Attractions and Theme Parks, etc.)*
- Tour Guiding *(Goyder Council – from any of the Burra Heritage Trail sites)*.
- Redbanks Conservation Park – from Motorbikes to Dinosaurs
- Uluru – culture versus tourism.
- Develop an International Itinerary – *(Student Choice – e.g. Paris, Rome, Bali, etc,)*
- A chosen trend in the industry *(e.g. Culinary Tourism, Solo Travel, the Orphanage Scam, TripAdvisor and online bookings, etc.)*

Assessment
Students demonstrate evidence of their learning through the following assessment types:

- Case Study
- Sources Analysis
- Practical Activity
- Investigation

MATHEMATICS - STAGE 1

Learning Area: Mathematics
Teacher Contact: Kerrie.Duke536@schools.sa.edu.au

1MAM10

Mathematics is a diverse and growing field of human endeavour. Mathematics can make a unique contribution to the understanding and functioning of today's complex society. By facilitating current and new technologies and institutional structures, mathematics plays a critical role.

Individuals require many aspects of mathematics in order to function adequately as members of society. The unprecedented changes that are taking place in today's world will profoundly affect the future of today's students. The effective use of technology and the processing of large amounts of quantitative data are becoming more important. Mathematics is increasingly relevant to the workplace and in everyday life. The study of Mathematics provides students with the abilities and skills to thrive now and in the future.

Mathematics is much more than a collection of concepts and skills; it is a way of approaching new challenges by investigating, modelling, reasoning, visualising, and problem-solving, with the goal of communicating to others the relationships observed and problems solved.

Mathematics is a universal language that is communicated in all cultures. It is appreciated as much for its beauty as for its power. Mathematics can be seen in patterns in nature and art, in the proportions of architecture, in the form of poetry, and in the structure of music. Mathematics describes systematic, random, and chaotic behaviour; it is about relationships, exploration, intuition, and strategy.

Stage 1 Mathematics allows students to achieve the numeracy requirement of the SACE. Students must achieve a C grade or better in 10 credits to successfully meet the numeracy requirement of SACE studies.

Content

Semester 1 10 Credits

- Topic 1: Functions and graphs
- Topic 2: Polynomials
- Topic 3: Trigonometry

Semester 2 10 Credits

- Topic 4: Counting and statistics
- Topic 5: Growth and decay
- Topic 6: Introduction to differential calculus

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks 60%
- Folio 40%

Further Information

Mathematics at Stage 1 is a pre-requisite to proceed to Stage 2 Mathematical Methods and Specialist Mathematics subjects.

Topics have not been designed to be of equivalent length. It is anticipated that some topics will need a greater allocation of time than others. The topics selected will be sequenced and structured to suit individual cohorts of students. The suggested order of the topics provided above is a guide only. Each topic consists of a number of subtopics.

Mathematical Methods can lead to Specialist Mathematics, and can be a pathway to mathematical sciences, engineering, and physical sciences. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods at Stage 1.

If Specialist Mathematics is the desired pathway, students will need to study Topics 7 to 12 prepare for Stage 2 Specialist Mathematics.

Semester 3 10 Credits

- Topic 7: Arithmetic and geometric sequences and series
- Topic 8: Geometry
- Topic 9: Vectors in the plane
- Topic 10: Further trigonometry
- Topic 11: Matrices
- Topic 12: Real and complex numbers

MATHEMATICAL GENERAL – STAGE 1

Learning Area: Mathematics
Teacher Contact: Kerrie.Duke536@schools.sa.edu.au
1MGM10

Mathematics is a diverse and growing field of human endeavour. Mathematics can make a unique contribution to the understanding and functioning of today's complex society. By facilitating current and new technologies and institutional structures, mathematics plays a critical role.

Stage 1 Mathematical General allows students to achieve the numeracy requirement of the SACE. Students must achieve a C grade or better in 10 credits to successfully meet the numeracy requirement of SACE studies.

Content

Topic 1	Financial Models
Topic 2	Measurement
Topic 3	Statistics
Topic 4	Linear Relations
Topic 5	Matrices
Topic 6	Discrete Models

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks 60%
- Folio 40%

Further Information

Students who enrol in Mathematical General will obtain a background knowledge essential for proceeding into Stage 2 Mathematical General.

Topics have not been designed to be of equivalent length. It is anticipated that some topics will need a greater allocation of time than others. The topics selected will be sequenced and structured to suit individual cohorts of students. The suggested order of the topics provided above is a guide only. Each topic consists of a number of subtopics.

ESSENTIAL MATHEMATICS - STAGE 1

Learning Area: Mathematics
Teacher Contact: Kerrie.Duke536@schools.sa.edu.au
1MEM10

Essential Mathematics enables students to build on their knowledge and understanding of mathematical information and its relationship to everyday contexts.

This subject is intended primarily for those students who, through their personal learning plans, have identified numeracy skills as an area for development. Essential Mathematics also carers to 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.

Stage 1 Essential Mathematics allows students to achieve the numeracy requirement of the SACE. Students must achieve a C grade or better in 10 credits to successfully meet the numeracy requirements of SACE studies.

Content

Teachers develop a program based on one or a combination of contexts for study. In each of the five contexts for study, the starting point is a focus on the particular mathematics subject and numeracy skills and strategies that are relevant to the needs of the students.

Contexts for Study

- Earning and Spending
- Investing
- Time, Number, Rate and Ratio
- Data in Context
- Measurement
- Geometry

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks 50%
- Folio 50%

Further Information

Students who enrol in Essential Mathematics will obtain a background knowledge for proceeding into Stage 2 Essential Mathematics.

AGRICULTURE - STAGE 1

Learning Area: Sciences
Teacher Contact: Tasha.Quinn331@schools.sa.edu.au

1AGU10

Agriculture encompasses the primary industries and includes enterprises such as livestock (for fibre, meat, milk, and egg production), broadacre cropping, horticulture, viticulture, forestry, and aquaculture. Through the study of agriculture, students develop and apply their knowledge and understanding of concepts from science, technology, economics, and marketing. Work health, safety, and ethical principles underpin all aspects of this subject.

Content
Agriculture is a 10-credit subject at Stage 1.

Students consider the changes in agricultural practices over time. They analyse different methods of agricultural production in relation to benefits, risks, and opportunities. They deepen their understanding of sustainable management of the physical and biological environments and of how agriculture impacts on their lives, their communities, and the environment.

Integrated throughout student learning are:

Animal Systems – Introduction to Animal Anatomy & Physiology with focus on Digestion, Reproduction, health and preparing for show

Plant Systems – Introduction to Plant Anatomy & Physiology with focus on Growth & Nutrition, Reproduction and Health.

Soil & Water Systems – Wetlands Investigation Unit – Designing investigations to determine how characteristics of Soil and Water influence farming systems.

Assessment
Assessment Type 1: Agricultural Reports
Assessment Type 2: Applications.

For a 10-credit subject, students provide evidence of their learning through four assessments.

Students complete:
- Agricultural reports
- Application tasks
- Practical skills tasks

BIOLOGY - STAGE 1

Learning Area: Sciences
Teacher Contact: brianna.harris380@schools.sa.edu.au

1BGY10

Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function. These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives, society, and the environment. They apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world.

Biology is a 10 credit subject. Students who plan to undertake Stage 2 Biology are advised to enrol in Semester 1 – Biology A.

Content
The topics in Stage 1 Biology provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.

The topics for Stage 1 Biology are:
Topic 1: Cells and Microorganisms
Topic 2: Infectious Disease
Topic 3: Multicellular Organisms
Topic 4: Biodiversity and Ecosystem Dynamics

For a 10-credit subject, students study a selection of concepts from at least two of these topics.

Assessment
The following assessment types enable students to demonstrate their learning in Stage 1 Biology:

- Assessment Type 1: Investigations Folio.
- Assessment Type 2: Skills and Applications Tasks.

For a 10-credit subject, students provide evidence of their learning through four assessments.

Students complete:
- at least one practical investigation
- one investigation with a focus on science as a human endeavour
- at least one skills and applications task

CHEMISTRY - STAGE 1

Learning Area: Sciences
Teacher Contact: brianna.harris380@schools.sa.edu.au

1CEM10

In the study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources.

Students study the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. They undertake a critical study of the social and environmental impact of materials and chemical processes. Students consider how human beings make use of the Earth's resources and the impact of human activities on the environment.

Stage 1 Chemistry is a 10 credit subject. Students who plan to undertake Stage 2 Chemistry are advised to complete a full year of Stage 1 Chemistry.

Content
The topics for Stage 1 Chemistry are:

- Topic 1: Materials and Their Atoms
- Topic 2: Combinations of Atoms
- Topic 3: Molecules
- Topic 4: Mixtures and Solutions
- Topic 5: Acid and Bases
- Topic 6: Redox Reactions

Assessment
The following assessment types enable students to demonstrate their learning in Stage 1 Chemistry:

- Assessment Type 1: Investigations Folio.
- Assessment Type 2: Skills and Applications

For a 10-credit subject, students provide evidence of their learning through four assessments.

Students complete:

- at least one practical investigation
- one investigation with a focus on science as a human endeavour
- at least one skills and applications task.

EARTH AND ENVIRONMENTAL SCIENCE – STAGE 1

Learning Areas: Sciences
Teacher Contact: Morgan.Randall622@schools.sa.edu.au

1EES10

Earth and Environmental Science develops and extends student inquiry skills, including in designing and undertaking investigations, and collecting and analysing primary and secondary data. They interpret and evaluate information, and synthesise and use evidence to construct and justify conclusions.

At Stage 1, students critically examine the scientific evidence for the origin of life, linking this with their understanding of the evolution of the Earth's hydrosphere and atmosphere. Students review evidence from the fossil record that demonstrates the interrelationships between major changes in the Earth's systems and the evolution and extinction of organisms. Environments are characterised with a focus on systems thinking and a multidisciplinary approach, including ecological, geological, biological, physical, and chemical aspects.

Content
The topics for Stage 1 Earth and Environmental Science are:

- Topic 1: Turbulent Earth
- Topic 2: Composition of the Geosphere
- Topic 3: Processes in the Geosphere
- Topic 4: The Earth's Atmosphere
- Topic 5: Importance of the Hydrosphere
- Topic 6: Biosphere

The topics selected can be sequenced and structured to suit individual groups of students.

Assessment
The following assessment types enable students to demonstrate their learning in Stage 1 Earth and Environmental Science:

- Assessment Type 1: Investigations Folio
- Assessment Type 2: Skills and Applications Tasks.

For a 10-credit subject, students provide evidence of their learning through four assessments.

Students complete:

- at least one practical investigation, either in the laboratory or in the field
- one investigation with a focus on science as a human endeavor
- at least one skills and applications task.

NUTRITION – STAGE 1

Learning Area: Science
Teacher Contact: brianna.harris380@schools.sa.edu.au

1NUT10

Students investigate scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. They explore the links between food, health, and diet-related diseases, and have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous, and global concerns and associated issues. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

Content
For a 10-credit subject, students undertake the study of two or three topics. Topics include;

- Fresh versus processed foods
- Macronutrients and micronutrients
- Australian dietary guidelines and nutrition in the life cycle
- The psychology of food marketing
- Indigenous Australians: food changes from the traditional to the contemporary
- Contaminated food
- Safe food handling
- Organic food versus genetically modified food
- Sustainable food futures
- Water

Assessment
Assessment at Stage 1 is school based.

The following assessment types enable students to demonstrate their learning in Stage 1 Nutrition

- Assessment Type 1: Investigations Folio
- Assessment Type 2: Skills and Applications Tasks

Students undertake:

- At least one practical investigation and at least one issues investigation for the folio
- At least one skills and applications task

PHYSICS - STAGE 1

Learning Area: Sciences
Teacher Contact: Morgan.Randall622@schools.sa.edu.au

1PYI10

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

In this way, they develop skills in physics that support career pathways, including those that are related to work, and as informed and reflective citizens in a world shaped by physics and technology.

Content
Stage 1 Physics comprises the following areas of study.

- Movement

- Motion in One and Two Dimensions

- Waves

- Sound and Light

- Astronomy

- Astrophysics

- Electricity and Magnetism

- DC Circuits and Motors

- Wind Farms and Solar Cells

- Nuclear Physics and Radioactivity

- Atomic and Nuclear Structure

- Fusion v. Fission

- Forces

- Forces and Newton's Laws of Motion

- Designing Safer Cars

- Energy

- Energy and Work

- Geosequestration or Nuclear Energy?

Assessment
The following assessment types enable students to demonstrate their learning in Stage 1 Physics:

- Assessment Type 1: Investigations Folio 60%
- Assessment Type 2: Skills and Applications Tasks. 40%

Students undertake:

- at least one practical investigation and at least one issues investigation for the folio
- at least one skills and applications task.

PSYCHOLOGY - STAGE 1

Learning Area: Sciences
Teacher Contact: brianna.harris380@schools.sa.edu.au

1PSC10

Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It does this through the systematic study of behaviour, the processes that underlie it, and the factors that influence it. Through such study, students come to better understand themselves and their social worlds.

Psychology also addresses the ways in which behaviour can be changed. It offers a means of liberation for both individuals and societies. It can help not only individuals who are in distress but also those who seek a more satisfying and fulfilling life. It offers a means for making society more cohesive, creative, and equitable; that is, psychology offers ways of intervening to advance the well-being of individuals, groups, and societies.

Content
The following topics are offered in Stage 1 Psychology:

Introduction to Psychology (compulsory)

- Emotion
- Life Span
- Neuropsychology
- Cognitive Psychology
- Wellbeing
- Psychology in Context

Assessment
Stage 1 Psychology is school based assessment.

The following assessment types enable students to demonstrate their learning;

- Assessment Type 1: Investigations Folio 50%
- Assessment Type 2: Skills and Applications Tasks. 50%

Students undertake:

- at least one practical investigation and at least one Human Endeavour investigation for the folio
- at least one skills and applications task.

STAGE 2 (YEAR 12) CURRICULUM

CREATIVE ARTS - STAGE 2

Learning Area: Arts
Teacher Contact: Kristel.SmileyWaldowski959@schools.sa.edu.au
2CVA20

Creative Arts allows for the specialised study within or across one or more arts disciplines. Students actively participate in the development and presentation of creative arts products. Students may choose from the following pathways: Digital Art, Visual Art or an Individual Pathway for an interest in a particular field.
Practical pathways could include, but is not limited to:

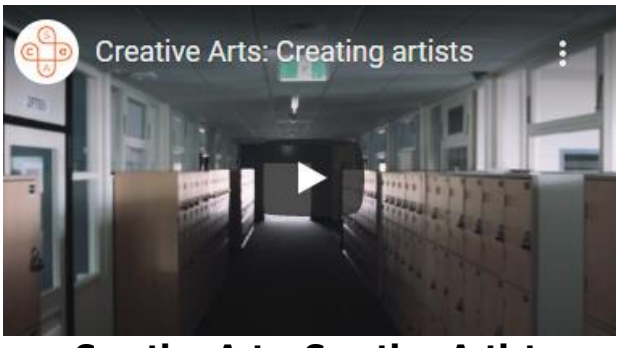
Digital Art	**Visual Art**	**Individual Pathway**
Photography	Painting	Connections to Vocational training Specific interests
Digital Manipulation	Drawing	
Adverting	Craft activities	
Design	Sculpture	
Animation	Artifacts	
Video/ film	Installations	

Assessment tasks are designed to enable student choice in conjunction with teacher directed learning. Students are required to work as independent artists, craftspeople or designers negotiating their arts pathway with their teacher.

Content
The discipline/s studied will be negotiated with the teacher on the basis of student interest, previous experience and expertise available. The areas to be studied through their chosen area of specialisation are:

- Creative Arts Process
- Development and Production
- Concepts in Creative Arts Disciplines
- Creative Arts in Practice

Assessment
All Stage 2 subjects have a school assessment component and an external assessment component.



Creative Arts: Creating Artists

VISUAL ART – ARTS - STAGE 2

Learning Area: Arts
Teacher Contact: Kristel.SmileyWaldowski959@schools.sa.edu.au
2VAA20

In Stage 2 Visual Arts students work independently on the development of individual artworks. Students are expected to work as a 'practicing artist' who negotiates both practical and research based assignments. Students will be required to undertake significant practical experimentation, research and analysis.

In Visual Arts students have the opportunity to express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and audio visual techniques leading to resolved art works. Students undertake research and have opportunities to understand and reflect upon visual artworks in their cultural and historical contexts.

Content:
Visual Thinking includes the ability to view works of art and understand the visual codes that describe, explain, analyse, interpret and ultimately develop a personal visual aesthetic; visually record inspirations, influences, ideas.

Practical Resolution
Art: video, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, wood, plastic, or metal fabrication, sculpture, ceramics, and textiles

Visual Arts in Context
Students are provided with opportunities to contextualise art; that is, to place works of art or design culturally, socially, and/or historically.

Assessment 20-Credits:
Assessment Type 1: Folio 40%
Students produce two folios, one for each practical that documents preliminary ideas, experimentation, critical analysis and research of other artists to support their practicals.

Assessment Type 2: Practical 30%
Students complete two artworks that are each accompanied by 'Practitioner Statements'.

Assessment Type 3: Visual Study - Externally accessed 30%
Students complete one Visual Study based on an art movement. They undertake research, exploration, experimentation and critical analysis to inform their practice.

VISUAL ART – DESIGN - STAGE 2

Learning Area: Arts
Teacher Contact: Kristel.SmileyWaldowski959@schools.sa.edu.au
2VAD20

In Stage 2 Visual Arts Design students work independently on the development of individual design products. Students are expected to work as 'practicing designers' who negotiate both practical and research based assignments. Students will be required to undertake significant practical experimentation, research, analysis and written components.

Students are exposed to graphic and communication design, environmental design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.

Content
For the 20-credit program, the following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

In Visual Design students have the opportunity to express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and audio visual techniques leading to resolved design products. Students undertake research and have opportunities to understand and reflect upon visual design products in their cultural and historical contexts.

Assessment
Students demonstrate evidence of their learning through the following assessment types:

20-Credits
Assessment Type 1: Folio 40%
Students produce two folios, one for each practical that documents preliminary ideas, experimentation, critical analysis and research of other artists to support their practical.

Assessment Type 2: Practical 30%
Students complete two artworks that are each accompanied by 'Practitioner Statements'.

Assessment Type 3: Visual Study - Externally accessed 30%
Students complete one Visual Study based on a design approach. They undertake research, exploration, experimentation and critical analysis to inform their practice.

DESIGN, TECHNOLOGY & ENGINEERING: MATERIAL SOLUTIONS - STAGE 2

Learning Area: Design and Technology
Teacher Contact: Mark.Inglis455@schools.sa.edu.au
2MRS20

Students study the traditional and contemporary methods of manufacturing technologies such as tools, machines, and/or systems to convert resistant materials into useful products

Content
The following tasks will be covered:

Skills and Applications

- Demonstration of processes and techniques in preparation for the realisation of their products.
- Investigation and analyse the characteristics and properties of two or more materials they are considering in the creation of their product.

Folio

- Create a need, design, brief, constraints for chosen project. Then investigate and plan the project.

Product

- Construction and evaluation of a cabinet furniture article.

Assessment
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	
Skills and Applications Tasks	20%
Product	50%
External Assessment	
Folio	30%

Further Information
Knowledge and understanding of machine use, techniques, safety and HSW underpin all aspects of the course.

Important: Students will be expected to provide some of their own consumables for this subject (cost implication).

DESIGN, TECHNOLOGY & ENGINEERING: DIGITAL COMMUNICATION SOLUTIONS - STAGE 2

Learning Area: Design and Technology
Teacher Contact: Mark.Inglis455@schools.sa.edu.au

2DCS20

Communication Products involves the use of materials, such as symbols, signs, behaviour, speech, light, images, sound, or other data to design and make products that communicate information. Students produce outcomes that demonstrate the knowledge and skills associated with manipulation of communication media, both manual and digital. Examples of contexts for communication products include: computer-aided design, photography, web design.

The following tasks will be covered:

Skills and Applications
- Demonstration of processes and techniques in preparation for the realisation of their products.

Folio
- Create a need, design brief, constraints for chosen project. Then investigate and plan the project.

Product
- Construction and evaluation of chosen article.

Assessment
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	
Skills and Applications Tasks	20%
Product	50%
External Assessment	
Folio	30%

RESEARCH PROJECT

Learning Area: Cross-disciplinary
Teacher Contact: Mark.Millward252@schools.sa.edu.au

2RPA10 & 2RPB10

The Research Project is a compulsory 10-credit Stage 2 subject that students need to complete with a 'C-' grade or better to achieve their SACE.

Students choose a research question that is based on an area of interest to them. They explore and develop one or more capabilities in the context of their research. The term 'research' is used broadly and may include:
- community-based projects
- technical or practical activities
- work-related research
- subject-related research

The Research Project provides a valuable opportunity for SACE students to develop and demonstrate skills essential for learning and living in a changing world. It enables students to develop vital planning, research, synthesis, evaluation, and project management skills to prepare them for the further education, training, and work.

Students receive a result in one of two forms:
- Research Project A, or
- Research Project B depending on the external assessment chosen.

Research Project A has an external assessment in the form of a review. Research Project B, which has an external assessment in the form of an evaluation.

Assessment

School-based assessment	
Folio	30%
Research Outcome	40%
External assessment	
Evaluation	30%

Welcome to the Research Project

COMMUNITY STUDIES

Learning Area: Cross-disciplinary
Teacher Contact: Morgan.Randall622@schools.sa.edu.au
Multiple Codes

Community Studies offers students the opportunity to learn in a community context and to interact with teachers, peers and community members beyond the school environment.

Content
In developing an individual program of learning around interests, knowledge, and skills, each student prepares a contract of work to undertake a community activity in one of the following six areas of study:

- Arts and the Community
- Communication and the Community
- Foods and the Community
- Health, Recreation, and the Community
- Science, Technology, and the Community
- Work and the Community.

As part of their program of learning, students may undertake a community activity that applies to more than one area of study. The area of study chosen should reflect the primary focus or emphasis of the activity.

Assessment
Assessment at Stage 2 is both school based and external. Students demonstrate evidence of their learning by completing their contract of work through the following assessment types:

Assessment type 1:
Contract of Work (70%)
- Development of Contract
- Folio
- Community Activity

Assessment type 2:
Reflection (30%)

COMMUNITY CONNECTIONS

Learning Area: Cross-disciplinary
Teacher Contact: Morgan.Randall622@schools.sa.edu.au
Multiple Codes

Community Connections offers students the opportunity to learn in a community context and to interact with teachers, peers and community members beyond the school environment. The B variant was introduced for students who wanted to study the same content as in *mainstream* subjects but under adjusted assessment conditions. Students who choose this option, study the same content as the TAS subject however assessment tasks are modified to enable students to achieve at the highest possible level of achievement.

Content
In developing an individual program of learning around interests, knowledge, and skills, each student prepares a contract of work to undertake a community activity in one of the following six areas of study:

- Humanities and the Community
- Interdisciplinary Learning & the Community
- STEM and the Community
- Practical Connections

Assessment
Assessment at Stage 2 is both school based and external. Students demonstrate evidence of their learning by completing a folio of learning through the following assessment types:

Assessment type 1:
Folio of Learning (70%)
- Folio

Assessment type 2:
Community Application Activity (30%)

ENGLISH - STAGE 2

Learning Area: English
Teacher Contact: Mark.Millward252@schools.sa.edu.au
2ESH20

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

Students explore how the purpose of a text is achieved through the application of text and 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.

Content:
Stage 2 English is a 20-credit subject.
The content includes:

- Responding to Texts
- Creating Texts

Responding to Texts: students demonstrate a critical understanding of the language features, stylistic features, and conventions of particular text types and identify the ideas and perspectives conveyed by texts. This includes how language conventions influence interpretations of texts, and how omissions and emphases influence the reading and meaning of a text. Students reflect on the purpose of the text and the audience for whom it was produced.

Creating Texts: students create a range of texts for a variety of purposes. By experimenting with innovative and imaginative language features, stylistic features, and text conventions, students develop their personal voice and perspectives. They demonstrate their ability to synthesise ideas and opinions, and develop complex arguments.

Texts studied include:

- 'Bowling for Columbine' by Michael Moore.
- 'The Road' by Cormac McCarthy.
- 'A Streetcar Named Desire' by Tennessee Williams.

Evidence of Learning:
The following assessment types enable students to demonstrate their learning in Stage 2 English:

School Assessment
Assessment Type 1: Responding to Texts (30%)

- Assessment Type 2: Creating Texts (40%)

External Assessment
Assessment Type 3: Comparative Analysis (30%)

- For a 20-credit subject, students will provide evidence of their learning through eight assessments, including the external assessment component.

Assessment Design Criteria
The assessment design criteria are:

KU1 Knowledge and understanding of ideas and perspectives in texts.

KU2 Knowledge and understanding of ways in which creators of texts use language features, stylistic features, and conventions to make meaning.

KU3 Knowledge and understanding of ways in which texts are created for different purposes, audiences, and contexts.

AN1 Analysis of ideas, perspectives, and/or aspects of culture represented in texts.

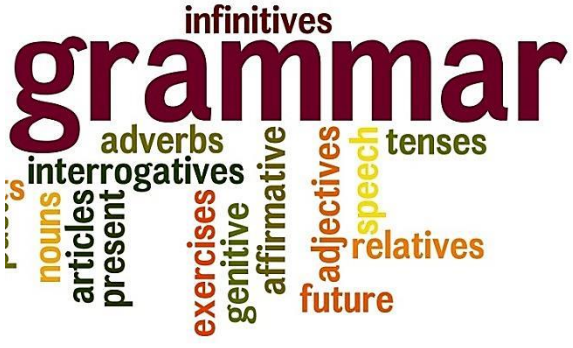
AN2 Analysis of language features, stylistic features, and conventions, and evaluation of how they influence audiences.

AN3 Analysis of similarities and differences when comparing texts.

AP1 Use of language and stylistic features to create texts that address the purpose, audience, and context.

AP2 Use of evidence from texts to develop and support a response.

AP3 Use of clear, accurate, and fluent expression.



ESSENTIAL ENGLISH - STAGE 2

Learning Area: English
Teacher Contact: Mark.Millward252@schools.sa.edu.au
2ETE20

In Essential 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. At Stage 2 students respond to, and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts.

Content
Responding to texts:
Students produce three responses to texts. At least one of the responses must be produced in written form, and at least one in oral form. Students respond to a range of texts that instruct, engage, challenge, inform, and connect readers. They consider information, ideas, and perspectives represented in the chosen texts.

Creating Texts:
Students create three texts for procedural, imaginative, analytical, persuasive, and/or interpretive purposes. One must be an advocacy text that argues for an issue, cause, or process relevant to a context in which the student is living, studying, and/or working. At least one of the responses must be in written form, and at least one in oral form.

Language Study:
The language study focuses on the use of language by people in a context outside of the classroom and is chosen by the student. The focus of study is an understanding of the use of spoken, non-verbal, visual, and/or written language.

Assessment

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

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

FOOD & HOSPITALITY – STAGE 2

Learning Area: Health & Physical Education
Teacher Contact: Robyn.Thomas207@schools.sa.edu.au
2FOH20

Stage 2 Food & Hospitality focuses on the contemporary and changing nature of the food and hospitality industry. Students critically examine attitudes and values about the food and hospitality industry and the influences of economic, environmental, legal, political, socio cultural, and technological factors at local, national, and global levels.

Content
Students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality. Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

Students develop relevant knowledge and skills as consumers and/or industry workers. Students may be required to participate in activities outside school hours, both within the school and in the wider community to replicate environments reflective of industry.

There are five areas of study in Stage 2 Food and Hospitality, as described below.

- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Sociocultural Influences
- Technological Influences

Assessment
School Assessment
Assessment Type 1: Practical Activity (50%)
Assessment Type 2: Group Activity (20%)

External Assessment
Assessment Type 3: Investigation (30%)

PHYSICAL EDUCATION - STAGE 2

Learning Area: Health and Physical Education
Teacher Contact: Michael.Liebelt418@schools.sa.edu.au

2PHE20

In Physical Education students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. Students explore their own physical capacities and analyse performance, health, and lifestyle issues.

Content

Focus Area 1: In movement
Education 'in' physical activity is about students making meaning of personal movement experiences.

Focus Area 2: Through movement
Education 'through' physical activity is about students using movement, including personal, intellectual, and social skill development. Such skill development will allow students to engage more purposefully in physical activity.

Focus Area 3: About movement
Education 'about' physical activity enables students to develop theoretical knowledge to understand the richness and diversity of movement experiences. Students apply their knowledge to real-life experiences to evaluate participation and performance outcomes.

Assessment

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

- two or three diagnostics tasks
- one improvement analysis task
- one group dynamics task.

School Assessment
Assessment Type 1: Diagnostics (30%)
Assessment Type 2: Improvement Analysis (40%)
External Assessment:
Assessment Type 3: Group Dynamics (30%).

Physical Education

MODERN HISTORY - STAGE 2

Learning Area: The Humanities
Teacher Contact: Morgan.Randall622@schools.sa.edu.au

2MOD20

The study of history gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions and phenomena students gain an insight into human nature and the ways in which individuals and societies function. Students' research and review sources within a framework of inquiry and critical analysis.

Students investigate the growth of modern nations at a time of rapid global change. 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.

Content

Students study one topic from 'Modern nations' and one topic from 'The world since 1945', selected from the following list;

Modern Nations
Topic 1: Australia (1901–56)
Topic 2: United States of America (1914–45)
Topic 3: Germany (1918–48)
Topic 4: The Soviet Union and Russia (1945–c.2004)
Topic 5: Indonesia (1942–2005)
Topic 6: China (1949–c.2012)

The World Since 1945
Topic 7: The changing world order (1945–)
Topic 8: Australia's relationship with Asia and the South Pacific Region (1945 -)
Topic 9: National self-determination in South-East Asia (1945–)
Topic 10: The struggle for peace in the Middle East (1945–)
Topic 11: Challenges to peace and security (1945-)
Topic 12: The United Nations and establishment of a global perspective (1945–

Assessment

Students demonstrate evidence of their learning through the following assessment types:
School-based Assessment

- Folio 50%
- Essay 20%

External Assessment

- Examination 30%

TOURISM – STAGE 2

Learning Areas: Humanities and Social Sciences
Teacher Contact: Mark.Millward252@schools.sa.edu.au
2TOS20

Students develop an understanding of the nature of tourists, tourism, and the tourism industry.

Students' understanding of the sustainable management of tourism is central to this subject. Students consider the ever-changing nature of tourism and how it responds to challenges, opportunities, and realities such as globalisation, economic crises, security issues, environmental needs, world events, and technological developments. Students explore tourism as a business and its impact on the economy.
Tourism presents opportunities and benefits, as well as problems and threats, to people and the environment.

Students identify and investigate tourism trends, developments, and contemporary issues. They apply their knowledge, skills, and understanding about tourism to form personal opinions, make informed recommendations, form reasoned conclusions, and predict future options.

Themes
- Operations and Structures of the Tourism Industry
- Travelers' Perceptions, and the Interaction of Host Community and Visitor
- Planning for and Managing Sustainable Tourism
- Evaluating the Nature of Work in the Tourism Industry

Topics
- Global Indigenous Tourism
  Compare Australia to any other country
- Adelaide Zoo's Pandas
  Sustainable attraction?
- Grey Nomads and Burra
  Interactions with a host community. Excursion/s.
- Burra Gorge (World's End)
  Conservation versus Tourism. Excursion/s.
- Investigation – (Student Choice – e.g. Dark Tourism, Outback, Hunting Wild Game and Ethical Tourism, etc.)
- Exam Revision (models, concepts, terminology)

Assessment
School Assessment
- Assessment Type 1: Folio (20%)
- Assessment Type 2: Practical Activity (25%)
- Assessment Type 3: Investigation (25%)

External Assessment
- Assessment Type 4: Examination (30%)

MATHEMATICS GENERAL - STAGE 2

Learning Area: Mathematics
Teacher Contact: Kerrie.Duke536@schools.sa.edu.au
2MGM20

Mathematics is a diverse and growing field of human endeavour. Mathematics can make a unique contribution to the understanding and functioning of today's complex society. By facilitating current and new technologies and institutional structures, mathematics plays a critical role.

Stage 2 General Mathematics topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, networks and matrices, and discrete models. Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

A problem-based approach is integral to the development of the computational models and associated key concepts in each topic. Through key questions, teachers develop the key concepts and processes that relate to the mathematical models required to address the problems posed.

Content
Stage 2 Mathematics General is a 20-credit subject that consists of the following five topics:
Topic 1: Modelling with Linear relationships
Topic 2: Modelling with Matrices
Topic 3: Statistical models
Topic 4: Financial models
Topic 5: Discrete models

Each topic consists of a number of subtopics, which are presented as key questions and ideas.

Assessment
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	
Skills and Applications Tasks	40%
Folio	30%
External Assessment	
Examination	30%

Topics 3, 4, and 5 are the basis for the external examination. Students will require access to technology, where appropriate, to support the computational aspects of this subject.

MATHEMATICAL METHODS – STAGE 2

Learning Area: Mathematics
Teacher Contact: Kerrie.Duke536@schools.sa.edu.au
2MHS20

Through the study of Mathematical Methods students explore, describe and explain aspects of the world around them in a mathematical way. Students understand fundamental concepts, demonstrate mathematical skills, and apply routine mathematical procedures, making informed and critical use of electronic technology.

Content
Stage 2 Mathematical Methods consists of the following six topics:
Topic 1: Further differentiation and applications
Topic 2: Discrete random variables
Topic 3: Integral calculus
Topic 4: Logarithmic functions
Topic 5: Continuous random variables and the normal distribution
Topic 6: Sampling and confidence intervals.

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

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

Assessment
Type 1: Skills and Applications Tasks (50%)
Type 2: Folio – 2 Investigations (20%)

External Assessment
Type 3: Examination (30%)

Students will require access to technology, where appropriate, to support the computational aspects of this subject.

AGRICULTURAL PRODUCTION - STAGE 2

Learning Area: Sciences
Teacher Contact: Tasha.Quinn331@schools.sa.edu.au
2AGD20

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 to the Mid North area.

Agriculture encompasses the primary industries and includes enterprises such as livestock (for fibre, meat, milk, and egg production), broadacre cropping, horticulture, viticulture, forestry, and aquaculture. Through the study of agriculture, students develop and apply their knowledge and understanding of concepts from science, technology, economics, and marketing. Work health, safety, and ethical principles underpin all aspects of this subject.

Content
The topics for Stage 2 Agricultural Production are:
- Topic 1: Animal Production
- Topic 2: Plant Production
- Topic 3: Resource Management
- Topic 4: Agribusiness.

Assessment
Assessment Type 1: Agricultural Reports (30%)
Assessment Type 2: Applications (40%)

External Assessment
Assessment Type 3: Production Investigation (30%).

Students provide evidence of their learning through seven assessments, including the external assessment component. Students complete:
- three agricultural reports: two with a practical focus, including one with individual student design, and one with a focus on science as a human endeavour
- three applications tasks
- one production investigation.

At least one agricultural report or applications task will involve collaborative work.

AGRICULTURAL SYSTEMS - STAGE 2

Learning Area: Sciences
Teacher Contact: Tasha.Quinn331@schools.sa.edu.au
2AGY20

Agricultural Systems focuses on the scientific principles that underpin agricultural systems. Students develop an understanding of the relevant agricultural concepts that inform ways in which animal and plant production, and soil and water resources are managed. Students explore aspects of agriculture that are important locally, nationally, and/or globally.

Content
The topics for Stage 2 Agricultural Systems are:

Topic 1: Animal systems
Students investigate ways in which knowledge of the anatomy and physiology of agricultural animals maximises production, informs the choice of optimal feeding systems, and maintains healthy farm animals. They explore how the processes of mechanical and chemical digestion affect nutrient uptake.

Topic 2: Plant systems
Students investigate ways in which knowledge of the anatomy and physiology of agricultural plants maximises effective plant production. They examine intensive and extensive plant production systems, and explore how farmers modify and/or manage environmental factors to maximise the productivity of agricultural plants

Topic 3: Soil and water systems
Students investigate the fundamental role of soil and water in agricultural systems. They explore the interconnections between agriculture and the management and sustainability of natural resources

Assessment
Assessment Type 1: Agricultural Reports (30%)
Assessment Type 2: Applications (40%)

External Assessment
Assessment Type 3: Production Investigation (30%).

BIOLOGY - STAGE 2

Learning Area: Sciences
Teacher Contact: brianna.harris380@schools.sa.edu.au
2BIG20

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. These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives, society, and the environment.

Content
The Stage 2 Biology subject outline is organised around the following four themes:

Topic 1: DNA and Proteins
- The structure of DNA, Structure and function of proteins, Enzymes, Gene expression and mutation, DNA profiling, Genetic Engineering and Biotechnology

Topic 2: Cells as the Basis of Life
- Cell structure, Cellular respiration, Cell division, The cell cycle, Cell culturing

Topic 3: Homeostasis
- Maintaining a stable internal environment, Tolerance limits of organisms, Nervous System, Endocrine System

Topic 4: Evolution
- Evolution of life, Reproductive isolation mechanisms, Evolution and natural selection, Speciation, Human impact on biodiversity

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

External Assessment
- Assessment Type 3: Examination (30%)

Students provide evidence of their learning through eight assessments, including the external assessment component. Students complete:
- at least two practical investigations
- one investigation with a focus on science as a human endeavour
- at least three skills and applications tasks
- one examination.

CHEMISTRY - STAGE 2

Learning Area: Sciences
Teacher Contact: brianna.harris380@schools.sa.edu.au
2CME20

In Chemistry, students study the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. They undertake a critical study of the social and environmental impact of materials and chemical processes.
Students consider how human beings make use of the Earth's resources and the impact of human activities on the environment. They develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers.

Content
The topics for Stage 2 Chemistry are:

Topic 1: Monitoring the Environment
Global warming and climate change, Photochemical smog, Volumetric analysis, Chromatography, Atomic spectroscopy

Topic 2: Managing Chemical Processes
Rates of reactions, Equilibrium and yield, Optimising production

Topic 3: Organic and Biological Chemistry
Introduction, Alcohols, Aldehydes and Ketones, Carbohydrates, Carboxylic acids, Amines, Esters, Amides, Triglycerides, Proteins

Topic 4: Managing Resources
Energy, Water, Soil, Materials

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

External Assessment
- Assessment Type 3: Examination (30%)

Students provide evidence of their learning through eight assessments, including the external assessment component. Students complete:
- at least two practical investigations
- one investigation with a focus on science as a human endeavor
- at least three skills and applications tasks
- one examination.

PSYCHOLOGY - STAGE 2

Learning Area: Sciences
Teacher Contact: brianna.harris380@schools.sa.edu.au
2PSC20

This subject sits between the life sciences and the humanities, whose backgrounds and interests lie both in the humanities and in the sciences. Since most of the dominant paradigms in psychology in the last hundred years have been scientific ones, this subject emphasises the construction of psychology as a scientific enterprise. Psychology is based on evidence gathered as a result of planned investigations following the principles of the scientific method. The study of Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (that is, observation, experimentation, and experience), this subject allows students to develop useful skills in analytical and critical thinking and in making inferences.

Content
The following six topics are offered in Stage 2 Psychology:
- The Individual
- Health and Wellbeing
- Organisational Psychology
- Social Influence
- Psychobiology of Learning

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

External Assessment
Assessment Type 3: Examination (30%)

For a 20-credit subject, students will provide evidence of their learning through eight to ten assessments, including the external assessment component.

Students undertake:
- one individual design investigation and one Human Endeavour task for the folio
- at least four skills and applications tasks
- one examination

OPEN ACCESS COLLEGE

For more information visit www.openaccess.edu.au/curriculum

The **Open Access** College provides courses for students who are unable to access the curriculum offered at Burra Community School. Students have one online 60 minute lesson per week with their teacher. For the remaining 150 minutes per week, students work independently on learning set by the Open Access College using course materials that they provide.

Student enrolment in Open Access courses are subject to approval; after negotiation with students, families and course counsellors. It is recommended that Senior students at Burra Community School enrol in **One subject only**, unless the learning is *assumed knowledge* or a *prerequisite* subject for future study or training. The Open Access College amends subject offerings annually based on student demand and staff availability. Below is a list of subjects offered in 2023 (2024 list will be released in December of 2023).

Stage 1 Subjects - OAC

Subject	Semester	Learning Area	SACE Code
Aboriginal Studies	Semester 1	HASS	1ABG10
Accounting	Semester 2	HASS	1ACG10
Biology A	Semester 1	Science	1BGY10 A
Biology B	Semester 2	Science	1BGY10 B
Business Innovation	Semester 1	HASS	1BNV10
Chemistry A	Semester 1	Science	1CEM10 A
Chemistry B	Semester 2	Science	1CEM10 B
Child Studies	Semester 1 or 2	HPE	1CSD10A 1CSD10B
Chinese Beginners A	Semester 1	Languages	1CHB10
Chinese Beginners B	Semester 2	Languages	1CHB10
Chinese Continuers A	Semester 1	Languages	1CHC10
Chinese Continuers B	Semester 2	Languages	1CHC10
Community Studies A	Semester 1	Cross-Disciplinary	1COM10 A
Community Studies B	Semester 2	Cross-Disciplinary	1COM10 B
Creative Arts	Semester 1 or 2	Arts	1CVA10
Digital Communication Solutions (Digital Image Manipulation)	Semester 2	Technologies	1DCS10B
Digital Communication Solutions (Photographic Image Capture)	Semester 1	Technologies	1DCS10A
Digital Technology A (Coding Ideas)	Semester 1	Technologies	1DGT10
Digital Technology B (Coding Skills)	Semester 2	Technologies	1DGT10
Earth and Environmental Science	Semester 2	Science	1EES10
Economics	Semester 1	HASS	1EMS10
English A	Semester 1	English	1ESH10 A
English B	Semester 2	English	1ESH10 B
English Literary Studies	Semester 2	English	1ESH10 B

Subject	Semester	Learning Area	SACE Code
Essential English A	Semester 1	English	1ETE10 A
Essential English B	Semester 2	English	1ETE10 B
Essential Literacy A	Semester 1	English	1ETE10 A
Essential Literacy B	Semester 2	English	1ETE10 B
Food and Hospitality	Semester 2	HPE	1FOH10
French Continuers A	Semester 1	Languages	1FRC10
French Continuers B	Semester 2	Languages	1FRC10
Geography	Semester 2	HASS	1GHY10
German Beginners A	Semester 1	Languages	1GEB10
German Beginners B	Semester 2	Languages	1GEB10
German Continuers A	Semester 1	Languages	1GEC10
German Continuers B	Semester 2	Languages	1GEC10
Health A	Semester 1	HPE	1HEH10A
Health B	Semester 2	HPE	1HEH10B
History	Semester 1 or 2	HASS	1MOD10
Indonesian Beginners A	Semester 1	Languages	1INB10
Indonesian Beginners B	Semester 2	Languages	1INB10
Indonesian Continuers A	Semester 1	Languages	1INC10
Indonesian Continuers B	Semester 2	Languages	1INC10
Industry and Entrepreneurial Solutions (3D Design & Printing)	Semester 1 or 2	Technologies	1IES10 A
Information Processing & Publishing B (Digital Presentation & Web Page Publication)	Semester 2	Technologies	1IPR10 B
Information Processing & Publishing A (Business Documents & Advertising)	Semester 1	Technologies	1IPR10 A
Japanese Beginners A	Semester 1	Languages	1JAB10
Japanese Beginners B	Semester 2	Languages	1JAB10
Japanese Continuers A	Semester 1	Languages	1JAC10
Japanese Continuers B	Semester 2	Languages	1JAC10
Legal Studies A	Semester 1	HASS	1LEG10
Legal Studies B	Semester 2	HASS	1LEG10
Mathematics Essential A	Semester 1	Mathematics	1MEM10
Mathematics Essential B	Semester 2	Mathematics	1MEM10
Mathematics General A	Semester 1	Mathematics	1MGM10 A
Mathematics General B	Semester 2	Mathematics	1MGM10 B
Mathematics Methods A	Semester 1	Mathematics	1MAM10 A
Mathematics Methods B	Semester 2	Mathematics	1MAM10 B
Mathematics Specialist A	Semester 1	Mathematics	1MAM10 A
Mathematics Specialist B	Semester 2	Mathematics	1MAM10 B
Media Studies A	Semester 1	HASS	1MES10
Media Studies B	Semester 2	HASS	1MES10
Personal Learning Plan	Semester 1 or 2	Cross-Disciplinary	1PLP10

Subject	Semester	Learning Area	SACE Code
Physics A	Semester 1	Science	1PYI10 A
Physics B	Semester 2	Science	1PYI10 B
Psychology	Semester 1 or 2	Science	1PSC10
Research Practices	Semester 1	Cross-Disciplinary	1RPP10
Research Project A or Research Project B (For Year 11 Students)	Semester 2	Cross-Disciplinary	
Robotic and Electronic Systems A (Mechatronics)	Semester 1	Technologies	1RES10 A
Robotic and Electronic Systems B (Mechatronics)	Semester 2	Technologies	1RES10 B
Science – STEM	Semester 1	Science	1STU10
Society and Culture	Semester 2	HASS	1SOR10
Spanish Beginners A	Semester 1	Languages	1SPB10
Spanish Beginners B	Semester 2	Languages	1SPB10
Spanish Continuers A	Semester 1	Languages	1SPC10
Spanish Continuers B	Semester 2	Languages	1SPC10
Sport and Recreation	Semester 2	Cross Disciplinary	1ILN10
Visual Arts A	Semester 1	Arts	1VAA10 A
Visual Arts B	Semester 2	Arts	1VAA10 B

Stage 2 Subjects - OAC

Subject	Semester	Learning Area	SACE Code	SACE Credits
12 Digital Communication Solutions (Photography & Graphic Design)	Full Year	Technologies	2DCS20	20
Aboriginal Studies	Full Year	HASS	2ABG20	20
Accounting	Full Year	HASS	2ACG20	20
Biology	Full Year	Science	2BGY20	20
Business Innovation	Full Year	HASS	2BNV20	20
Chemistry	Full Year	Science	2CEM20	20
Child Studies	Full Year	HPE	2CSD20	20
Chinese Beginners	Full Year	Languages	2CHB20	20
Chinese Continuers	Full Year	Languages	2CHC20	20
Community Studies A	Full Year	Cross-Disciplinary		20
Creative Arts	Full Year	Arts	2CVA20	20
Earth and Environmental Science	Full Year	Science	2EES20	20
Economics	Full Year	HASS	2EMS20	20
English	Full Year	English	2ESH20	20
English Literary Studies	Full Year	English	2ELS20	20
Essential English	Full Year	English	2ETE20	20
French Continuers	Full Year	Languages	2FRC20	20
Geography - Global Studies	Full Year	HASS	2GHY20	20
German Beginners	Full Year	Languages	2GEB20	20
German Continuers	Full Year	Languages	2GEC20	20
Health	Full Year	HPE	2HEH20	20
Indonesian Beginners	Full year	Languages	2INB20	20
Indonesian Continuers	Full Year	Languages	2INC20	20
Industry and Entrepreneurial Solutions (Architectural Design & CAD)	Full Year	Technologies	2IES20	20
Information Processing & Publishing (Digital Business Publications)	Full Year	Technologies	2IPR20	20
Japanese Beginners	Full year	Languages	2JAB20	20
Japanese Continuers	Full Year	Languages	2JAC20	20
Legal Studies	Full Year	HASS	2LEG20	20
Mathematical Methods	Full Year	Mathematics	2MHS20	20
Mathematics General	Full Year	Mathematics	2MGM20	20
Mathematics Specialist	Full Year	Mathematics	2MSC20	20
Media Studies	Full Year	HASS	2MES20	20
Modern History	Full Year	HASS	2MOD20	20
Nutrition	Full Year	Science	2NUT20	20
Physics	Full Year	Science	2PYI20	20
Psychology	Full Year	Science	2PSC20	20
Research Project A or Research Project B (Full Year)	Full Year	Cross-Disciplinary		10

Subject	Semester	Learning Area	SACE Code	SACE Credits
Research Project A or Research Project B (Semester 2)	Semester 2	Cross-Disciplinary		10
Society and Culture	Full Year	HASS	2SOR20	20
Spanish Beginners	Full Year	Languages	2SPB20	20
Spanish Continuers	Full Year	Languages	2SPC20	20
Visual Arts	Full Year	Arts	2VAA20	20
Women's Studies	Full Year	HASS	2WOM20	20
Workplace Practices	Full Year	Business	2WPC20	20
Workplace Practices Sport/Performance	Full Year	Business	2WPC20S	20

USEFUL WEBSITES & CONTACTS

SACE Board of South Australia Student & Families
Phone: 08 8372 7400
Results: 1800652230 (free call for country students during the results release period)
Email:
General info@saceboard.sa.gov.au
www.sace.sa.edu.au

South Australian Tertiary Admissions Centre (SATAC)
www.satac.edu.au
Phone: (08) 8224 4000
1300 138 440 (local call cost for country and interstate)

University of South Australia
www.unisa.edu.au
Phone: (08) 8302 2376
Future student enquiries
Email: ask@campuscentral.unisa.edu.au

Flinders University
www.flinders.edu.au
Phone: 1300 354 633
Fax: www.flinders.edu.au/international/contact-us
Email: admissions@flinders.edu.au

University of Adelaide
www.adelaide.edu.au
Phone: (08) 8313 4455
Email: www.adelaide.edu.au/ask-adelaide/

TAFE SA
www.tafesa.edu.au
Freecall: 1800 882 661
Phone: 8207 9700
Email: www.tafesa.edu.au/about-tafesa/contact-us

My Future
www.myfuture.gov.au
Comprehensive site with career information, a state by state list of career events, advice on applying for jobs and more.

GLOSSARY OF TERMS

AQF	**A**ustralian **Q**ualifications **F**ramework
SBATs	**S**chool **B**ased **A**pprenticeships and **T**raineeships – includes part-time paid work, Certificate of Training (VET competencies) and School. Students complete an ASBA whilst they are enrolled in school. Vet competencies are recognised as part of their SACE (stage 1 or 2 depending on qualification).
ATAR	**A**ustralian **T**ertiary **A**dmission **R**ank (formerly TER). An indicator of how well a student has performed relative to other students who have qualified for a university aggregate. It is used by universities to determine whether school leavers are competitive enough to be selected for a place in various courses.
Assumed Knowledge	Background knowledge in a SACE stage 1 or 2 subject, or an identified skill, that a student is expected to have to enhance the student's understanding of the content of a given tertiary course. Student are still eligible to apply for a course if they have not studied an *assumed knowledge* subject, however they may find that they need to do a bridging course to meet the academic demands of the intended course.
Bonus Points Schemes	Burra Community School students qualify for bonus points to assist them in gaining access to university.
CAR	TAFE SA courses have **C**ourse **A**dmission **R**equirements which applicants must meet in order to be eligible for selection. CARs differ according to the level and type of course.
Credits	Students earn credits for a completed subject. One semester equates to 10 credits. Students must complete 200 credits to gain their SACE.
Flexible Option	The final 20 credits of study contributing to the university aggregate or TAFESA selection score.
NTCET	**N**orthern **T**erritory **C**ertificate of **E**ducation and **T**raining
EIF	Exploring Identities and Futures. A compulsory stage 1, 10 credit subject usually studied in year 10.
Precluded (subject) combination	A named pair of stage 2 subjects that cannot both be counted when calculating the University or TAFE aggregate. Two subjects are a precluded combination if the Universities and TAFESA define them as having significant overlap in content.
Prerequisite (subject)	A TAS subject in which a student must gain a minimum 'C-' grade or better to be eligible for selection into a university course for which the prerequisite has been nominated.
Recognised Community Learning	Includes community developed programs and self-directed learning. Generally not recognised in calculation of a person's ATAR.
Recognised Studies	Studies including VET awards approved by the SACE Board as counting towards the SACE and deemed by Universities and TAFE as being eligible to be included in the calculation of the ATAR.
RTO	**R**egistered **T**raining **O**rganisation
SACE	**S**outh **A**ustralian **C**ertificate of **E**ducation
SATAC	**S**outh **A**ustralian **T**ertiary **A**dmissions **C**entre – processes applications from persons seeking admission to courses, at tertiary institutions, listed in the SATAC guide. www.satac.edu.au
Scaling	A mathematical process which provides a basis for comparing performance in different SACE/NTCET Stage 2 subjects (and subject combinations).
Semester	A period of half a year of schooling – equivalent to 50 – 70 hours of programmed learning.
STAT	**S**pecial **T**ertiary **A**dmissions **T**est. An alternative entry assessment *tool*, used by universities to assess a range of competencies. Applicants need to be 18 by February of the year they wish to attend university.
Subject Achievement Score	A score which represents the assessment of a student's achievement in a SACE stage 2 subject.
TABS	**T**AFESA **A**ssessment of **B**asic **S**kills. A series of multiple choice tests addressing literacy and numeracy; alternative for applicants to demonstrate they meet CAR for entry into a TAFE course.
TAS	**T**ertiary **A**dmissible **S**ubject. SACE Stage 2 subjects which have been approved by the Universities and TAFESA as providing appropriate preparation for tertiary studies.
TGSS	Training Guarantee for SACE Students. Supports students who are at least 16 years of age to complete a "Certificate III completion pathway" as part of their SACE.
University Aggregate	Ranges from 0 – 90. Calculated from the best scaled scores from three 20 credit TAS plus the best 30 credits from various flexible options. (See page 9 - 14 SATAC Tertiary Entrance Booklet)
VET	**V**ocational **E**ducation and **T**raining
VISA	**V**et in **S**chools **A**greement – an agreement between the school and RTO to deliver VET competencies.