KADINA
MEMORIAL SCHOOL

Curriculum Prospectus

learning for our future
Ngadlu wambadja dha-dhargarri

CONTENTS

Midji

Acknowledgement of Country

We acknowledge the Aboriginal people as the Traditional Owners of this land and we pay our respects to Elders past and present.

INTRODUCTION

THE SACE

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

To gain the SACE, students complete about two years of fulltime study, which can be spread over 3 years. There are two stages.

Stage 1 – This is completed mostly in Year 11, apart from the Exploring Identities and Futures (EIF) Exploring Identities and Futures which is completed in Year 10.

Stage 2 – This is completed mostly in Year 12.

Each subject or course successfully completed earns 'credits' towards the SACE, with a minimum of 200 credits required for students to gain the certificate. Each completed semester subject is worth 10 credits.

This booklet has been designed to give students and their families important information about the subjects and courses that are available at Kadina Memorial School. It includes details about the Senior School subject offerings and we hope that it allows students to make informed decisions about their future pathways beyond Kadina Memorial School.

Students are graded by A-E for each subject. For compulsory subjects, students need to achieve a C grade or better. The Compulsory subjects are:

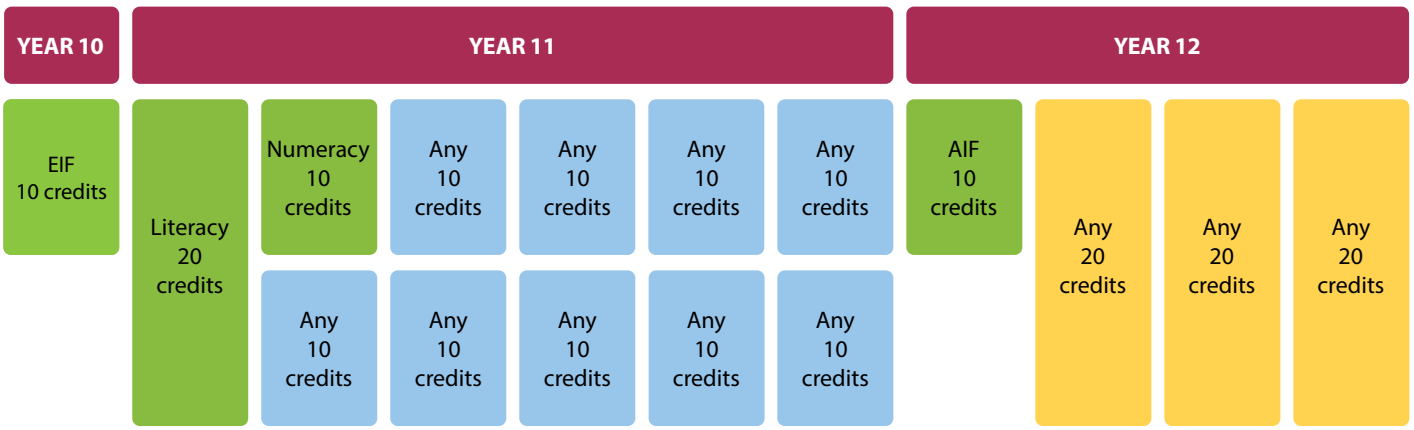
- Exploring Identities and Futures (EIF) – 10 credits at Stage 1
- Literacy - 20 credits at Stage 1 - available from a range of English subjects.
- Numeracy - 10 credits at Stage 1 - available from a range of Mathematics subjects.
- Activating Identities and Futures (AIF) - 10 credits at Stage 2 - An in-depth major project undertaken at KMS in Year 11.

At least 60 credits must be achieved at a Stage 2 level. The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or SACE Board recognised VET courses of a student's choice.

Although every effort will be made to accommodate student choices, this is always dependent on the school's capacity to form viable classes. This depends on student numbers and teacher availability.

I encourage parents and caregivers to fully participate in the career counselling experience. Having an enjoyable, challenging and achievable curriculum is vital for student engagement and future success. If you have any questions after reading this handbook, or would like further information, I invite you to call Kadina Memorial School and we will have one of our friendly staff answer any queries you may have.

Verity Williams
Head of Senior School



SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION - SACE

EXPLORING IDENTITIES & FUTURES (EIF)

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. This is a revitalised subject from the Personal Learning Plan. Previously at KMS we have referred to the EIF as SACE Dynamics. EIF is a Stage 1 subject that supports students to learn more about themselves and explore aspirations for the future.

Students will undertake this in Year 10 for one semester as part of their compulsory curriculum and will follow their Care Group Class Group.

ACTIVATING IDENTITIES AND FUTURES (AIF)

In Activating Identities and Futures (AIF), students have the opportunity to study an area of interest in depth. They use their creativity and initiative, while developing the research and presentation skills they will need in further study or work. At Kadina Memorial School students undertake the AIF in Year 11.

The AIF contributes 10 Stage 2 credits towards the SACE. Students must achieve a C- grade or better to successfully complete the subject.

VOCATIONAL EDUCATION & TRAINING

Vocational Education and Training (VET) is education and training that gives students skills and knowledge for work. VET operates through a national training system, and is delivered, assessed and certified by Registered Training Organisations (RTOs).

The SACE is designed to give students increased flexibility, including greater opportunities to have diverse forms of learning and achievement recognised. The SACE enables students to include a significant amount of VET in their SACE studies. Students can gain recognition for up to 180 SACE credits at Stage 1 and/or Stage 2 for successfully completed VET.

These recognition arrangements help students to build coherent pathways in the SACE through VET, and encourage students to complete, or make significant progress towards completing VET qualifications while completing the SACE.

For further information about VET at Kadina Memorial School see pages 6-8 and to see how many credits are offered by each course, contact the VET Coordinator or visit **HERE** for more information.

COMMUNITY LEARNING

The SACE Board recognises that learning doesn't just happen in the classroom, but in all kinds of settings. SACE students can earn credits for community service or activities in two ways:

- Community-developed programs through a current award or certificate from a community-developed program, such as those offered by the Royal Life Saving Society or the Duke of Edinburgh's Award. Other activities such as State and National representation in a chosen field will also qualify for this.
- Self-directed community learning such as taking care of a family member, supporting a refugee family, or volunteering for a community project. To gain recognition for this kind of community learning, students need to show evidence about what they have learnt.

For further information on community learning contact Karm Kleinig or visit **HERE** for more information. The SACE offers a range of modified subjects to provide opportunities for students with disabilities to demonstrate their learning.

MODIFIED LEARNING

Modified subjects are intended for students who have any of the following:

- severe multiple disabilities
- moderate to profound disability
- mild intellectual disability

Modified subjects are available for Stage 1 and Stage 2, subject to eligibility requirements.

STUDENTS ONLINE

'Students Online' is a one-stop-shop for information about an individual and their current progress in achieving their SACE. It can help students:

- plan their SACE, by looking at subjects and courses and deciding what combinations are best suited to them
- check their progress
- access their results

Students can log into 'Students online' by visiting the following **website**.

They will need their SACE registration number and PIN to log in. Their PIN is usually the first 4 digits of their birthday, eg 14th of June is 1406.

POST SCHOOL PATHWAYS

Post Wambana-wardli Pathways

Attaining the SACE is the main method used by South Australian students to gain admission into university and TAFE courses. However, there are a number of other things students need to know to be eligible to apply.

TERTIARY ADMISSION SUBJECTS (TAS)

All Stage 2 subjects, except Community Connections, may be used for calculation of the ATAR. Whilst there are no grouping restrictions, there may be pre-requisite and/or assumed knowledge requirements for some tertiary courses.

Students and parents are advised to check the South Australian Tertiary Admissions Centre (SATAC) Guide or the SATAC website (**www.satac.edu.au**) for details of pre-requisite requirements, assumed knowledge, precluded combinations of subjects, counting restrictions and further details of application procedures and timelines for TAFE and University entrance.

To calculate the ATAR or TAFE SA selection scores Tertiary Admissions Subjects (TAS) will be used.

During Term 3 of Year 12, the Senior School Wellbeing Leader will meet with each student to discuss their future pathway and complete a SATAC application (if required) to support a life beyond Kadina Memorial School.

UNIVERSITY ENTRY REQUIREMENTS

To be eligible for selection into a university course/program you must:

- qualify for the SACE
- obtain an Australian Tertiary Admissions Rank (ATAR)
- meet any prerequisite subject requirements for the course / program

COMPETITIVENESS

Your competitiveness in relation to other applicants is based on your Selection Rank which is made up of your ATAR plus any bonuses for which the university deems you eligible. The ATAR is a rank given to students on a range from 0 to 99.95 and is calculated from your university aggregate.

To obtain a university aggregate and an ATAR you must:

- qualify for the SACE
- comply with the rules regarding precluded combinations
- comply with the rules regarding counting restrictions
- complete at least 90 credits of study in Tertiary Admissions Subjects (TAS) and recognised studies at Stage 2 from a maximum of three attempts which need not be in consecutive years of the 90 credits of study a minimum of 60 credits of study must be from 20 credit Tertiary Admissions Subjects (TAS) and a maximum of 20 credits can be Recognised Studies.
- normally 10 credit subjects do not count towards this requirement but some 10 credit subjects in the same area, when studied in pairs (e.g. music), can substitute for a 20 credit subject.

CALCULATING THE UNIVERSITY AGGREGATE

The university aggregate is calculated from scaled scores and will be a score out of 90. These are numeric measures of your performance in TAS which are derived from your grades, and are reported to you out of 20.0 for 20 credit subjects and out of 10.0 for 10 credit subjects. The score out of 90 is then converted to an ATAR which is a ranking between 0-100.

Please note that if you do not attempt the externally assessed component of a TAS (e.g. an examination or investigation), you will be given a scaled score of 0.0 for that subject.

The university aggregate is calculated from the best scaled scores from three 20 credit TAS plus the best outcome from the flexible option, which is the best 30 credits of scaled scores or scaled score equivalents from:

- the scaled score of a 20 credit TAS;
- half the scaled score of 1 or more TAS;
- the scaled score of 1 or more 10 credit TAS;
- scaled score equivalents for Recognised Studies to the value of 10 or the maximum of 20 credits.

Subject to precluded combination and counting restriction rules. Subjects with scaled scores of 0.0 can be used in the calculation of the university aggregate. The subjects used in the calculation can only come from a maximum of three attempts which need not be in consecutive years.

TAFE ENTRY REQUIREMENTS

For entry to TAFE using the SACE, students will have to meet the following requirements:

- for Certificate I level courses there are no Minimum Entry Requirements (MER)
- for Certificate II level courses students must successfully complete the literacy and numeracy standards in the SACE – this means achieving a 'C' grade or better in 20 credits of a Stage 1 or Stage 2 English subject(s) and 10 credits of a Stage 1 or Stage 2 Mathematics subject
- for Certificate III level courses and higher students must achieve the SACE for Certificate IV level courses and higher student must achieve the SACE and gain a TAFE SA Selection Score.

THE AUSTRALIAN CURRICULUM

The Australian Curriculum sets out what all young Australians are to be taught, and the expected quality of that learning as they progress through schooling. At the same time, it provides flexibility for teachers and schools to build on student learning and interest.

In 2008, the Australian education ministers agreed that a national curriculum would play a key role in delivering quality education and committed to the development of a Foundation to Year 12 national curriculum.

The Australian Curriculum is the mandated curriculum for Years 7 to 10. The South Australian Teaching for Effective Learning Framework (TfEL) supports the implementation of the Australian Curriculum through a focus on pedagogy in the design of learning and teaching programs responsive to the needs of all learners.

THE STRUCTURE OF THE AUSTRALIAN CURRICULUM

The Australian Curriculum is made up of three interconnected elements:

- learning areas
- general capabilities
- cross-curriculum priorities

The general capabilities are skills, dispositions, understandings and attributes considered crucial to young people's successful participation in 21st century life and work.

The seven general capabilities include:

- literacy
- numeracy
- ICT competence
- critical and creative thinking
- personal and social
- intercultural understanding
- ethical understanding

These general capabilities will be made explicit in each learning area as appropriate.

Three cross-curriculum priorities are also embedded within learning areas:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

These are designed to ensure that the Australian Curriculum is relevant and prepares students for active and responsible local and global citizenship.

More information can be found at:
www.australiancurriculum.edu.au

VOCATIONAL EDUCATION & TRAINING

WHAT IS VOCATIONAL EDUCATION AND TRAINING (VET)?

Vocational Education and Training (VET) courses are nationally accredited qualifications available to Year 11 and 12 students.

Completing a VET qualification provides increased opportunity for students to connect with industry and school, ensures the focus and content of training is relevant, and that skills are developed to industry standards.

VET completion can count towards the completion of SACE and, in certain cases, the calculation of an ATAR. VET courses also articulate into other trade and para-professional qualifications at a higher level after school.

Students can gain access to a wide range of VET options off-campus delivered by training organisations such as TAFE SA and other private providers. Students will need to travel to the delivery sites to access this training. Information about courses approved by the Department for Education (DfE) for delivery in schools (termed Flexible Industry Pathways) can be found at **https://studentpathways.sa.edu.au/**

At Kadina Memorial School, students are able to access a broad range of VET program choices. VET programs are hosted by schools across Yorke Peninsula including the Port Augusta Technical College and Registered Training Organisations (RTO's). Students remain enrolled at KMS and attend school and/or a host school or RTO for their chosen VET program.

Due to our regional location, students may be limited in their choices of available courses to them as face-to-face attendance on a weekly basis is generally required. We try to access as many training providers as we can who are in the Northern Yorke region, however, there are some courses that are only available in Adelaide. There are limited courses available where students are able to access all materials online.

VET WITHIN SACE

Of the 200 credits which students must gain to complete the SACE, up to 150 can be gained through VET, for either completed or partially completed qualifications.

Students can earn five SACE credits for successfully completing 35 hours of VET and 10 SACE credits for 70 hours. The SACE Board decides whether the SACE credits earned for a particular VET qualification are recognised at SACE Stage 1 or Stage 2. For more information about VET and to check the VET Recognition Register, visit: **HERE.**

Students can undertake training at a number of different Certificate levels whilst still at school; although Certificate II and III are the most common.

Certificate II offers students an entry level or slightly higher level of qualification in a chosen industry. A Certificate II generally helps with SACE Stage 1 completion, although some Certificate II courses maybe credited at SACE Stage 2 level.

Most Certificate III courses are equivalent of Stage 2 standard and can contribute to a student's Stage 2 completion. Most completed Certificate III courses can also be included for calculating an ATAR.

Some Certificate II/III courses can only be completed under a Contract of Training as an Apprentice or Trainee (on-the-job training).

When considering career pathways options, it is wise for students to consider **current labour market information** regarding to employment opportunities in that industry.

FLEXIBLE INDUSTRY PATHWAYS (FIP'S)

Students can gain access to a wide range of VET options off-campus delivered by Training organisations such as TAFE SA, AIE Equals International, RST and other private providers. Students will need to travel to the delivery sites to access this training. There are very limited courses which offer students the ability to complete learning online.

The Department for Education has identified 25 Flexible Industry Pathways (**Studentpathways.sa.edu.au**) in which they offer subsidies to students to complete qualifications in areas considered to be strategically important to the economy in terms of job growth and skills shortages. The FIPs available for delivery to students in 2026 include:

- **aged care and disability**
- **allied health**
- **animal care**
- **agriculture**
- **aquaculture**
- **automotive retail, servicing and repair**
- **building and construction**
- **business**
- **civil construction, resources and infrastructure**
- **conservation and land management**
- **cyber**
- **early childhood and education**
- **electrotechnology**
- **engineering**
- **food processing**
- **forestry**
- **hair and beauty**
- **health support**
- **horticulture**
- **hospitality and tourism**
- **information technology**
- **manufacturing**
- **maritime**
- **plumbing**
- **screen and media production, game development and visual effects**.

VET ENROLMENT PROCESS

All VET courses are applied for by the VET Coordinator on the student's behalf via an online application system called VETRO (VET Readiness Orientation).

Upon application, students must provide evidence of industry immersion in the field they are applying for. This typically comes via work experience or attending come and try activities, but may also take the form of volunteering or paid work.

Ideally, applications are submitted in Term 3 and students are notified of their success in Term 4. It is a requirement of all "VETRO" courses that students complete a Language Literacy and Numeracy Assessment to ensure that students' diverse needs are catered for. Students can prepare for this by accessing the following resources: **Literacy and Numeracy quizzes**

Students will need to create a Unique Student Identifier (USI) and this can be done **here** at usi.gov.au.

Individual training providers also have their own enrolment forms that will need to be completed and submitted as the enrolment process is finalised.

HOW DO STUDENTS APPLY FOR A VET PROGRAM WHILST AT KMS?

Step 1: Working with the school's VET Coordinator, students choose the course they are interested in applying for and carefully read, then complete a copy of the 'VET expression of interest' form with assistance from their parents/caregivers.

Step 2: Completed and signed forms are returned to the school's VET Coordinator who will then initiate the online enrolment VETRO referral (Part A).

Step 3: Families will receive contact notifying them of the completion of Part A.

Step 4: Either the training organisation will contact the student to arrange a time to sit the Language, Literacy and Numeracy (LLN) assessment or this will be arranged to be sat at KMS.

Step 5: Upon successful completion of Part B, families will receive Part C via email. Once this is signed off, the student is enrolled in the course.

HOW MUCH WILL IT COST?

Course costs vary. They are paid for by the student or their family. The school's VET Coordinator will provide details during the course counselling process.

Courses identified by the Department for Education and listed on the Flexible Industry Pathway list are subsidised by the State Government, which significantly lowers the cost of completing targeted courses. These fees are usually no more than $300 per qualification. A handful of courses will have a higher fee. Students who have access to School Card funding will pay no more than $100 per course.

WHAT ARE THE BENEFITS OF CHOOSING VET?

Some of the benefits include:

- Gaining a national recognised qualification while completing your SACE
- Getting a 'head-start' in your chosen career
- Making your senior school studies more relevant and interesting
- Providing opportunities to learn 'on-the-job' through workplace learning
- Gaining skills and knowledge that employers seek in their employees
- Providing pathways into apprenticeships, traineeships (including school-based apprenticeships and traineeships), further education or training, and direct employment

EXPECTATIONS FOR VET STUDENTS

All students are required to arrange their own transport to VET courses and Work Placement unless otherwise organised with host schools such as the Port Augusta Technical College. Some VET programs require students to complete Work Placement as part of their training, in a real or simulated work environment. These placements provide valuable training and mentoring to aid development of technical and employability skills. In many cases, training organisations will work with students to secure these placements, but it is up to the student to ensure that the Workplace Learning Agreement form has been completed and returned to the school.

Students may miss lessons for other subjects whilst at a VET program and Work Placement. It is important to be well organised and work closely with subject teachers and the VET Coordinator to ensure the impact is minimised.

WHAT OTHER SUBJECTS COULD I STUDY THAT ARE RELEVANT TO MY VET PROGRAM?

Once Stage 1 and 2 subjects that is highly recommended for VET students is Workplace Practices, as this can be directly linked to your VET program. In this subject, students develop knowledge, skills and understanding of the nature, type and structure of the workplace. They learn about the value of unpaid work to society, future trends in the world of work, workers' rights and responsibilities and career planning. Students can undertake VET and workplace learning (work experience) as part of this subject.

WHAT ARE VET PROGRAMS AT KADINA MEMORIAL SCHOOL (KMS)?

VET programs provide students in Years 10, 11 and 12 with increased vocational pathway options through a broad range of VET program choices. VET programs are hosted by schools and Registered Training Organisations (RTOs). Students remain enrolled at KMS and attend school and / or a host school or RTO for their chosen VET program.

Further on is information on VET programs offered onsite at KMS as well as through RTOs.

HOW WILL I TRAVEL TO MY VET PROGRAM?

In most cases, students will be required to arrange their own transport to VET programs and workplace learning.

HOW WILL DOING A VET PROGRAM AFFECT MY OTHER SUBJECTS?

Some students may miss lessons for other subjects while at their VET program. This means that they will need to be well organised and prepared to negotiate subject learning requirements by working closely with their subject teachers and VET Coordinator.

WILL I NEED TO DO WORKPLACE LEARNING AS PART OF MY VET PROGRAM?

Many VET programs require students to undertake Structured Workplace Learning (SWL). This involves learning opportunities related to your VET program in a real or simulated workplace. These placements provide on-the-job training and mentoring t o develop your technical and employability skills. SWL also provides opportunity for on-the-job assessment as part of your VET program.

SCHOOL BASED APPRENTICESHIPS AND TRAINING

WHAT IS AN AUSTRALIAN SCHOOL BASED APPRENTICESHIP (ASBAT)?

A School Based Apprenticeship is a great way to start your career while completing your SACE. ASBAs allow senior school students to combine paid work, training and school, while working towards their SACE and nationally-recognised qualification. Students undertaking ASBAs commence a Contract of Training through a part-time Apprenticeship or Traineeship. They learn skills (competencies) on-the-job and through training with a Registered Training Organisation (RTO).

WHAT ARE THE BENEFITS OF UNDERTAKING A SCHOOL BASED APPRENTICESHIP OR TRAINEESHIP?

Some benefits include:

- Gaining a head start in your chosen job without competing with the rest of the school leavers in the state
- Earning credits as part of your training which accrue towards your SACE
- Starting your career and earning money while you are still at school
- Working towards or gaining a nationally-recognised qualification
- Gaining hands-on experience in a career-orientated job
- Having adult responsibility as a member of the workforce

DOES AN AUSTRALIAN SCHOOL BASED APPRENTICE GET PAID?

Yes! The relevant industry Award covers most School Based Apprenticeships. Students are paid for the time spent in the workplace.

HOW LONG DOES AN AUSTRALIAN SCHOOL BASED APPRENTICESHIP TAKE TO COMPLETE?

If the ASBAT is not completed prior to the student completing SACE, students will continue on as a permanent employee until it is completed. Apprenticeships are now competency-based, which means that if all the training is successfully completed and the employer believes the Apprentice or Trainee is competent in all areas, the Contract of Training can be 'signed off'. Students commencing a Certificate III or IV generally work part-time while still attending school, then continue full-time to complete the Apprenticeship when their schooling is finished (SACE is achieved).

HOW MUCH TIME DOES A SCHOOL BASED APPRENTICE SPEND AWAY FROM SCHOOL?

As facilitated by the school's Vet Coordinator, the School Based Apprenticeship can be organised in a number of ways. It can be working one or more days a week; on weekends; during school holidays or block of time (eg a number of weeks in a row). This is negotiated between the employer, the school and the student. At least eight hours per week on-the-job is required (this can be averaged over time).

MIDDLE SCHOOL CURRICULUM PATTERNS

Barara Wambana-wardli Curriculum

YEAR 7

ENGLISH FULL YEAR	MATHEMATICS FULL YEAR	SCIENCE FULL YEAR	HASS (HUMANITIES AND SOCIAL SCIENCES) FULL YEAR	HEALTH & PHYSICAL EDUCATION FULL YEAR	VISUAL ART 1 TERM DRAMA 1 TERM MUSIC 1 TERM CREATIVE ARTS 1 TERM	SUSTAINABILITY 1 TERM FOOD TECHNOLOGY 1 TERM ENGINEERING PRINCIPLES 1 TERM BUILDING AND CONSTRUCTION 1 TERM

YEAR 8

ENGLISH FULL YEAR	MATHEMATICS FULL YEAR	SCIENCE FULL YEAR	HASS (HUMANITIES AND SOCIAL SCIENCES) FULL YEAR GEOGRAPHY FULL YEAR	HEALTH & PHYSICAL EDUCATION FULL YEAR	VISUAL ART 1 TERM DRAMA 1 TERM MUSIC 1 TERM CREATIVE ARTS 1 TERM	DESIGN & TECHNOLOGIES 1 SEMESTER FOOD TECHNOLOGY 1 TERM DIGITAL TECHNOLOGIES 1 TERM

YEAR 9

ENGLISH FULL YEAR	MATHEMATICS FULL YEAR	SCIENCE FULL YEAR	HISTORY FULL YEAR GEOGRAPHY FULL YEAR	HEALTH & PHYSICAL EDUCATION FULL YEAR	CHOICE 1 SEMESTER CHOICE 1 SEMESTER	CHOICE 1 SEMESTER CHOICE 1 SEMESTER

YEAR 9 CHOICE SUBJECTS

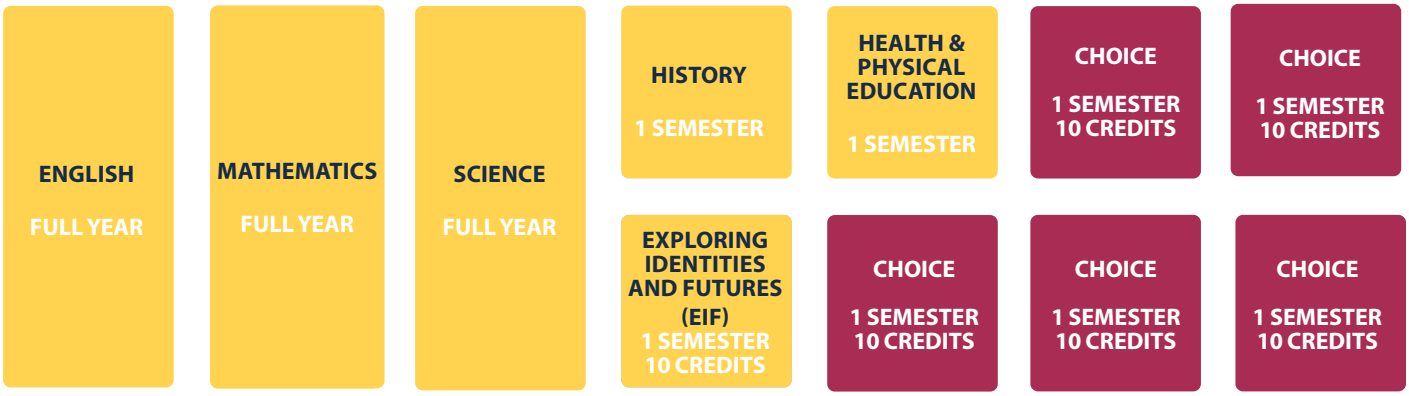
Students must nominate seven possible choice subjects from the list below. The four choice subjects that best fit the timetable will be chosen to complete their curriculum pattern. Each subject is equal to one semester.

AFL
Agriculture
Advanced Manufacturing Systems (AMS)
Creative Arts
Cultural Connections
Digital Technology
Drama 1
Drama
Food Technology
Design and Technology
Metal Technology
Music
Production
Real World Ready
Visual Arts - Art
Visual Arts - Design
Wood Technology
Writer's Lab

SENIOR SCHOOL CURRICULUM PATTERNS

Yaggana-yunga wambana-wardli curriculum

YEAR 10



YEAR 10 CURRICULUM

Year 10 students are required to study a core group of compulsory subjects. Exploring Identities and Futures (EIF) is a part of this and by achieving a C or better will fulfil this requirement of the SACE.

COMPULSORY SUBJECTS

English
Mathematics
Science
History
Exploring Identities and Futures (EIF)

Health & Physical Education
Students must choose one of the following:

- **Sport & Fitness**
- **Sport & Recreation**
- **Girls Physical Education**

YEAR 10 CHOICE SUBJECTS

Students must nominate seven possible choice subjects from the list below. The five choice subjects that best fit the timetable will be chosen to complete their curriculum pattern. Each subject is equal to one semester.

AFL
Agriculture
Advanced Manufacturing Systems (AMS)
Automotive Technology
Doorways to Construction
Creative Arts
Digital Technology
Drama
Food Technology
Girls Physical Education
Food Technology
Food and Nutrition
Metal Technology
Music
Outdoor Pursuits
Mathematical Methods Intro (Semester 2 only)
Production (Full Year)
Science Extension (Semester 2 only)
Sport & Fitness
Sport & Recreation
Visual Arts
Wood Technology
Writer's Lab

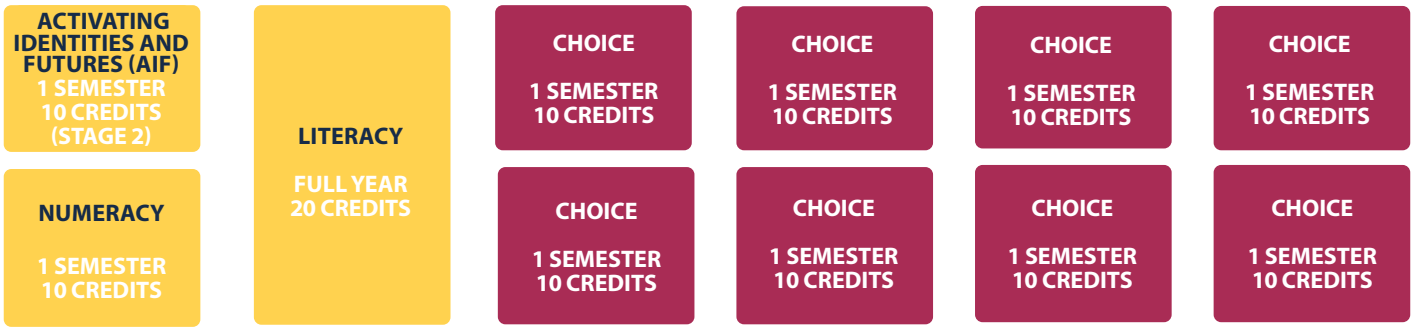
YEAR 10 SUBJECT SELECTION PROCESS

In preparation for Year 10, our Year 9 students will participate in a detailed subject selection process at the end of Term 3.
Students will take subject selection sheets home prior to selection and will make preliminary choices together with parents/caregivers.

SENIOR SCHOOL CURRICULUM PATTERNS

Yaggana-yunga wambana-wardli curriculum

YEAR 11 - STAGE 1



YEAR 11 CURRICULUM

Year 11 students are required to study a full year of a literacy (English) based subject and at least one semester of a numeracy (Mathematics) based subject. Students must achieve a C grade or better in these subjects in order to meet the compulsory literacy and numeracy requirements of the SACE.

Year 11 students will also complete the Stage 2 Activating Identities and Futures during Semester 2. Students must achieve a C grade or better to meet this compulsory requirement of the SACE.

One semester in Year 11 is equivalent to 10 SACE Stage 1 credits.

COMPULSORY SUBJECTS

- **Activating Identities and Futures (AIF)**

Literacy Subjects

Students must choose a full year of:

- **Essential English**
- **English**

Numeracy Subjects

Students must choose at least one semester:

- **Lifestyle Mathematics**
- **General Mathematics**
- **Mathematical Methods**
- **Specialist Mathematics**

YEAR 11 CHOICE SUBJECTS

Students must nominate nine possible choice subjects from the list below. The eight choice subjects that best fit the timetable will be chosen to complete their curriculum pattern. Each subject is equal to one semester or 10 credits.

Aboriginal Studies
Agriculture
Advanced Manufacturing Systems (AMS)
AFL
Biology 1
Biology 2
Building and Construction (Stage 2)
Business Innovation
Chemistry
Child Studies
Creative Arts
Digital Technology
Drama
Food & Hospitality
General Mathematics
Information Processing and Publishing
Lifestyle and Recreation
Lifestyle Mathematics
Mathematical Methods
Metal Technology
Music
Modern History
Nutrition 1
Nutrition 2
Outdoor Education
Physics
Physical Education
Psychology
Production (Full Year)
Society and Culture
Specialist Mathematics
Visual Arts - Art
Visual Arts - Design
Wood Technology
Workplace Practices
Writer's Lab

YEAR 11 SUBJECT SELECTION PROCESS

In preparation for Year 11, our Year 10 students will participate in a detailed subject selection process. There will be a family information night at the beginning of Term 3. Following this, students and their families (if needed) will meet with Course Counsellors. They will use Semester 1 results along with teacher recommendations and possible career pathways to choose subjects for the following year.

SENIOR SCHOOL CURRICULUM PATTERNS

Yaggana-yunga wambana-wardli curriculum

YEAR 12 - STAGE 2

CHOICE	CHOICE	CHOICE	CHOICE
FULL YEAR 20 CREDITS	FULL YEAR 20 CREDITS	FULL YEAR 20 CREDITS	FULL YEAR 20 CREDITS (FOR ATAR)

YEAR 12 CURRICULUM

Year 12 students are required to study at least 60 credits in which they must achieve a C- grade or better to meet the compulsory requirements of the SACE.

Students must study at least 80 credits as well as the 10 credit Research Project if they are aiming to get an ATAR and hence go onto tertiary study.

Each Stage 2 subject is 20 credits long or a full year of study.

Although every effort will be made to accommodate student choices, this is always dependant on the school's capacity to form viable classes. This depends on student numbers and teacher availability. Some subjects may be offered in a flexible delivery mode which could include the following:

- Studied in conjunction with a Stage 1 class or another Stage 2 class
- Study at another school
- Study through the Open Access College
- Study through digital technologies eg. video conferencing

Students should study subjects that fit their future pathway in regards to future study, training and/or employment. They should also choose subjects that will allow them to achieve the highest ATAR score possible.

YEAR 12 SUBJECTS

Students must nominate six possible choice subjects from the list below. The four choice subjects that best fit the timetable will be chosen to complete their curriculum pattern. Each subject is equal to one year or 20 credits.

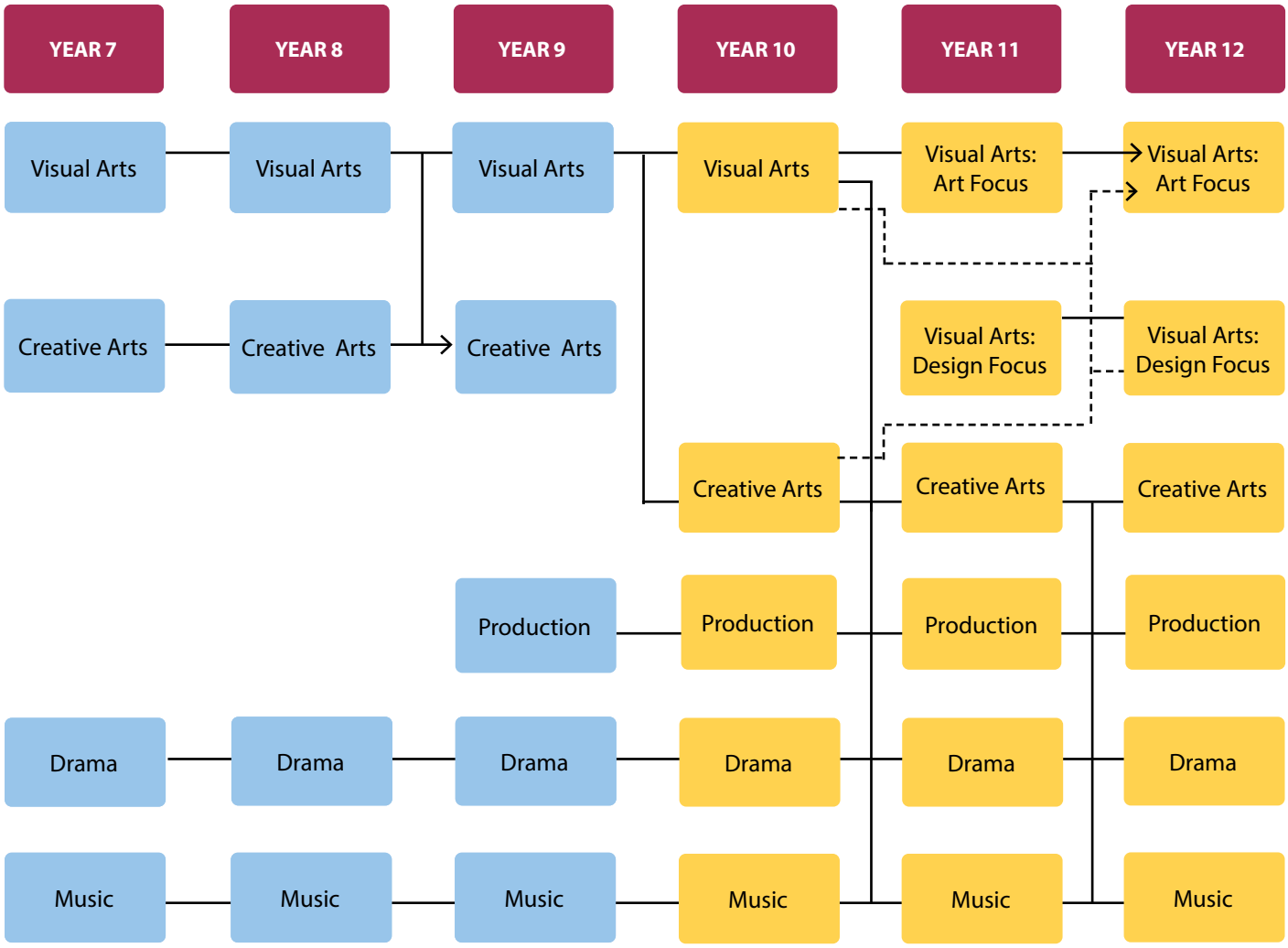
Advanced Manufacturing Systems (AMS)
Agriculture
AFL
Biology
Business Innovations
Chemistry
Child Studies
Community Connections
Creative Arts
Digital Technology
Drama
English
English Literary Studies
Essential Maths
Fitness & Lifestyle
Food & Hospitality
General Mathematics
Information Processing & Publishing
Lifestyle and Recreation
Mathematical Methods
Metal Technology
Modern History
Music
Nutrition
Outdoor Pursuits
Physics
Physical Education
Production
Psychology
Specialist Mathematics
Visual Arts - Art
Visual Arts - Design
Workplace Practices
Wood Technology

YEAR 12 SUBJECT SELECTION PROCESS

In preparation for Year 12, our Year 11 students will participate in a detailed subject selection process. There will be a parent and caregivers information night at the beginning of Term 3. Following this, students and their families (if needed) will meet with Course Counsellors. They will use Semester 1 results along with teacher recommendations and possible career pathways to choose subjects for the following year.

ARTS

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. The five distinct but related Arts subjects - Visual Arts, Creative Arts, Drama, Production and Music - share and communicate understanding and expressions of ourselves and others. Rich in tradition, the Arts play a major role in the development and expression of contemporary cultures and communities, locally, nationally and globally.



**Dashed pathway is possible, but not ideal.

Kadina Memorial School Curriculum Prospectus 2026

INSTRUMENTAL MUSIC PROGRESSION CHART

Year Level	Flute	Clarinet	Saxophone	Trumpet	Trombone	Guitar	Drums	Ensembles
Year 4								Recorder,Choir
Year 5- Beginner 1st Year Can start learning an instrument	✓	✓	✓	✓	✓	✓	✓	Beginner Ensemble
Year 6- 2nd Year	✓	✓	✓	✓	✓	✓	✓	Continuers Ensemble
Year 7- 3rd Year	✓	✓	✓	✓	✓	✓	✓	Continuers Ensemble or Mr. Hahn's Concert Band
Year 8- 4th Year	✓	✓	✓	✓	✓	✓	✓	Mr. Hahn's Concert Band
Year 9- 5th Year	✓	✓	✓	✓	✓	✓	✓	Mr. Hahn's Concert Band
Year 10- 6th Year	✓	✓	✓	✓	✓	✓	✓	Mr. Hahn's Concert Band

YEAR 9

Students need to select the equivalent of 4 semesters from the following topics. If they wish to do a subject for a full year it must be selected for the first and second semester. This means that they only have another 2 semesters to select. *Tech Studies and Food Technology are one semester subjects only.

MUSIC

Students will develop their knowledge in music, and should be prepared to complete music theory, class ensemble, instrumental studies and compositions. It is compulsory for students to perform to a live audience either in class time or as parts of a concert/s in and out of school hours.

*IM students are encouraged to complete 2 Semesters of Music to complement their Instrumental lessons.

In line with the Australian Curriculum they will:

- Develop knowledge and understanding of musical theory concepts.
- Present a solo and ensemble performance on an instrument of choice including; guitar (electric and/or acoustic), bass guitar, voice, piano, drums, percussion, strings, woodwind and brass.
- Explore historical events, key figures and development of styles.

VISUAL ARTS

For one term students will build on knowledge from years 7 and 8 Visual Arts by creating a major artwork in painting, drawing, ceramics, printmaking or sculpture. The media choice will vary each semester. Students will focus on brainstorming, artist research, media experimentation, idea generation and resolution of a finished artwork that conveys a message to the viewer.

The second term students will complete a visual study focusing on media experimentation and artist research.

In line with the Australian Curriculum they will:

- Develop and refine techniques in a variety of 2 and 3 dimensional media.
- Present and evaluate displays of artworks.
- Explore art works from different cultures, times and places.
- Present learning in both visual and written forms.

CREATIVE ARTS

Students participate in a range of Media and Design tasks. Each student has a personalised program focus and explores these areas over the duration of the semester.

In line with the Australian Curriculum they will:

- Experiment with ideas to manipulate art and media conventions.
- Manipulate art and media representations to identify and examine social and cultural values and beliefs.
- Develop and refine production skills.
- Plan and design artworks for a range of audiences.

DRAMA

Students can expect to participate in the creation, rehearsal and performance of dramatic works. All students will participate in Class Production (backstage and onstage).

In line with the Australian Curriculum they will:

- Explore ideas and improvise with ways to represent ideas.
- Develop and refine understanding of skills and techniques.
- Share Drama through performance or presentation.
- Respond to and interpret artworks.

PRODUCTION

The Production subject focuses on building performing arts skills in the rehearsal and presentation of a Musical. Students will be auditioned into one of these roles: performer in a main role or a chorus role; or in an off-stage role, including stage management, costume/make-up, lighting, sound, set design, multi-media, promotions, and other roles as needed. It is compulsory for students to perform to a live audience in class or as part of a concert/s in and out of school hours. This subject may run rehearsals on a weekend just before the performance.

This will be a composite class of Year 9 to Year 12 students and will be taught by two performing arts teachers (Mr. Sandy Hahn and Mr. Andre Starr).

This course is a full year course. You cannot opt in the subject unless you are successful in an audition.

Production is taught in even years starting in 2026.

YEARS 9-12

PRODUCTION

LEVEL - 9–12
LENGTH - 2 SEMESTERS (FULL YEAR COURSE)
CONTACT - SANDY HAHN

RECOMMENDED BACKGROUND
Successfully completed Music and/or Drama and have a clear focus on the performing arts to produce a Musical style performance and/or play.

CONTENT
The Production subject focuses on building performing arts skills in the rehearsal and presentation of a Musical. Students will be auditioned into one of these roles: performer in a main role or a chorus role; or in an off-stage role, including stage management, costume/make-up, lighting, sound, set design, multi-media, promotions, and other roles as needed. It is compulsory for students to perform to a live audience in class or as part of a concert/s in and out of school hours. IM students are encouraged to do Production as the Musical requires a live band.

This will be a composite class of Year 9 to Year 12 students and will be taught by two performing arts teachers (Mr. Sandy Hahn and Mr. Andre Starr).

ASSESSMENT- YEAR 9-10
Practical Exploration 40%
Connections 30%
Personal Venture 30%

INTEGRATED LEARNING- STAGE 1 – 20 CREDITS
Practical Exploration (1000 words in total) 40%
Connections (1000 word)s 30%
Personal Venture (1000 words) 30%

INTEGRATED LEARNING- STAGE 2 – 20 CREDITS
Practical Inquiry (2000 words in total) 30%
Product x 2 (2000 words) 40%
Personal Venture (2000 words) 30%

ADDITIONAL REQUIREMENTS

- All roles are subject to an audition process.
- Students should be aware there will be some out of school rehearsals including weekends - some compulsory.
- Production is a full year subject. Students are expected to perform in all roles in and out of school time.
- It is an important part of the SACE and Australian Curriculum to attend live performances to complete reviews, which will incur an extra cost of approximately $50-$80.

YEAR 10

MUSIC

CODE - 0MUS1A
LEVEL - YEAR 10
LENGTH - 1 OR 2 SEMESTERS (PREFERRED)
CONTACT - SANDY HAHN

RECOMMENDED BACKGROUND

Students should have successfully completed one semester of Year 9 Music. Students who complete two semesters of Music in Year 9 will be better equipped to meet the performance standards at a higher level. They should have a genuine interest in music and a willingness to learn one of the following instruments; guitar, bass guitar, drums, piano or keyboard, vocals (singing), saxophone, clarinet, flute, trumpet, trombone or other. If you are intending on studying music in Stage 1, you will need to complete music for 2 semesters. It is **compulsory** for students to perform to a live audience either in class time or as part of a concert/s in and out of school hours.

CONTENT

During the semester students will develop their knowledge in music, and should be prepared to complete music theory, class ensemble, instrumental studies and compositions. Students will have an opportunity to perform at community events and record projects in the school's studio.

ASSESSMENT

Students will be assessed on:

- Use of practice/class time
- Presentation of several performances
- Knowledge and understanding of musical theory concepts
- Understanding of historical events, key figures and development of styles in music

VISUAL ARTS

CODE - 0VIS1A OR 0VIS2A
LEVEL - YEAR 10
LENGTH - 1 OR 2 SEMESTERS
CONTACT - KAREN GEORGE

RECOMMENDED BACKGROUND

A passing grade in Year 9 Art is recommended.

CONTENT

The course is aimed at preparing students for senior Art (Art and Design) by encouraging more self-directed learning. Students will begin to specialise in the materials they find most engaging. During each semester, students will undertake Practical One with a supporting Folio of 12 x A3 pages and an accompanying Artist Statement. The media studied may include drawing, painting, ceramics, printmaking or sculpture.

Visual Study: Students develop a portfolio exploring a theme or artist (for example portraiture, landscape, or the human form in art). They will research, examine and replicate the styles and process of established artists.

Practical:
Students will further develop skills in creative and conceptual thinking. They will plan, research, develop and create an artwork in a chosen media based on a theme or topic. Students will experiment with media and develop skills relevant to the subject matter, materials and styles they employ. They document this learning across 10-12 A3 folio pages, that includes both practical and written work.

Final resolved works will be exhibited in a class exhibition, with a 250-word Artist Statement.

ASSESSMENT

Students will be assessed on their skills and knowledge shown through visual and written work.

- Back-up Folio (40%)
- Final Practical (30%)
- Visual Study (40%)

ADDITIONAL REQUIREMENTS

We endeavour to supply diverse materials as options for this subject. However, depending on the practical they choose for their final piece, some students may need to purchase unusual materials not stocked at school.

CREATIVE ARTS

CODE - 0CVA1A OR 0CVA2A
LEVEL - YEAR 10
LENGTH - 1 SEMESTER OR 2 SEMESTERS
CONTACT - JACQ BARRY

RECOMMENDED BACKGROUND

Successfully completed at least one semester of Music, Drama, Creative or Visual Art in Year 9. Through the completion of previous years, students should have a general idea of their creative art focus. Each semester students will need a different program focus.

CONTENT

In creative arts students have the opportunity to take on a self-directed project from within any arts area including photography, character design, visual art or media.

During each semester, students are required to undertake an inquiry into art practitioners and their work, which is relevant to student's artistic interests.

Students must create one practical work or performance for the semester. The product is self-directed and will need to be negotiated with the teacher. Some examples of possible topics include music video, children's book, dance performance, choreography, typography, fashion piece, mural, electronic music and production, photography and digital editing, graphic design and many more. Students are required to document the development of this project from the initial brainstorm through to resolved work.

In addition to their major project, students are required to develop a skills folio - a collection of up to 6 skills, related to their arts area, which are not covered in the major product. The student needs to research each skill, its relevance and how it is done, then undertake the skill and reflect on their results. The skills folio is to be presented in an A3 document of 1000 words or equivalent in multi modal form.

ASSESSMENT
Students will be assessed on the development and presentation of

- Product and Folio
- Inquiry
- Skills Development Folio

ADDITIONAL REQUIREMENTS
To successfully complete a semester course, students may be required to undertake some of their work outside of school hours. Students may need to purchase unusual materials not stocked by the school.

DRAMA

CODE - 0DRA1A OR 0DRA2A
LEVEL - YEAR 10
LENGTH - 1 OR 2 SEMESTERS
CONTACT - ANDRE STARR

RECOMMENDED BACKGROUND
Successfully completed one semester of Drama in Year 9 achieving a C grade or better.

CONTENT
Students will participate in the devising, rehearsal and performance of a dramatic work. They will produce written work for a folio, which will include journal entries, planning and production reports.

Semester 1
Symbolism, Music Drama and Group Production

Semester 2
Theatre Styles (Naturalism, Surrealism, and Political Theatre), and a Group Production.

In line with the Australian Curriculum they will:

- Explore ideas and improvise with ways to represent ideas.
- Manipulate and apply the elements/concepts with intent.
- Develop and refine understanding of skills and techniques.
- Structure, organise and communicate ideas to produce dramatic works.
- Share artworks through performance, presentation or display.
- Analyse and reflect upon intentions.
- Respond to and interpret works.

EXCURSIONS
It is an important part of the Australian Curriculum to attend a live performance to complete a theatre review, which will incur an extra cost.

ASSESSMENT
Students will be assessed on:

- Scripted Group Production (on- stage or off-stage)
- Theatre Styles studies and performances
- Written Folio
- Participation and Ensemble- work

YEAR 11

MUSIC

CODE - 1MXE10
LEVEL - STAGE1
LENGTH - 10 CREDIT / 20 CREDITS [FULL YEAR PREFERRED]
CONTACT - SANDY HAHN

RECOMMENDED BACKGROUND
Students are assumed to have attained a performance standard that reflects at least 3 years of development on their chosen instrument or voice. Students without this background may have difficulty in successfully meeting the performance standards for this subject.

As a guide, students should have succecssfully completed 1 semester of Music in Years 8, 9 and 10 and should have a passion for music with a willingness to develop their performance skills to a high standard. If you are intending on studying music in Stage 2 you will need to do music for 2 semesters. It is compulsory for students to perform to a live audience either in class time or as part of a concert/s in and out of school hours.

CONTENT
Students should be prepared to complete music theory, solo performance, ensemble performance, instrumental studies, composition, recording and technology. Students will perform at community events.

ASSESSMENT
Students will be assessed on their use of practice/class time, presentation of performances, knowledge and understanding of musical theory concepts, understanding of historical events, key figures and development of styles.

- Assessment Type 1: Creative Work (50%)
- Assessment Type 2: Musical Literacy (50%)

*IM students are encouraged to do Stage 1 Music with Production.

VISUAL ARTS - ART FOCUS

CODE - 1VAA10 OR 1VAA20
LEVEL - STAGE1
LENGTH - 10 OR 20 CREDITS
CONTACT - KAREN GEORGE

RECOMMENDED BACKGROUND

It is recommended that students have achieved a passing grade in Visual Art at Year 9 and/or 10.

CONTENT

The semester length courses are able to be studied alone or concurrently, with students exposed to a variety of media (acrylic paint, watercolour, pencil, charcoal, ceramics etc). Each major task requires students to study two or three artists using the same media or theme within their work and apply their skills and techniques to their own work. Originality and creativity are encouraged by students using their own images (drawings or photos) as a starting point for their work.

Folio:

- Students use a back-up folio, 15 A3 pages to show their thoughts and visual ideas used in the development of their artwork

Practical:

- A final artwork is produced for exhibition with a supporting 250 word Artist's Statement

Visual Study:

- 15 x A3 pages of an Art movement, media or theme, including 750 word response to the research topic or statement with practical responses and a written conclusion.

ASSESSMENT

Students will be assessed on their skills and knowledge shown through visual and written work.

- Folio (40%),
- Final Practical (30%)
- Visual Study (40%)

ADDITIONAL REQUIREMENTS

We endeavour to supply diverse materials as options for this subject. However depending on the practical they choose for their final piece, some students may need to supply unusual materials that are not stocked at school.

As part of this course students in the first semester may be required to attend the senior art excursion. Cost is approximately $20 (based on 2023 costs).

VISUAL ARTS - DESIGN FOCUS

CODE - 1VAD10 OR 1VAD20
LEVEL - STAGE 1
LENGTH - 10 OR 20 CREDITS
CONTACT - KAREN GEORGE

RECOMMENDED BACKGROUND

It is recommended that students have achieved a passing grade in Visual or Creative Arts at Year 9 and or 10.

CONTENT

In Design students assume the role of a design industry professional and undertake a mock design job in such fields as graphic design, web design, interior design, fashion design, architectural design, sign writing, product design, illustration or another area negotiated with the teacher.

Folio:
Over 12-15 A3 pages, students will research and conduct practical experimentations to learn more about the career and works of a designer, design company or industry. They will respond to their experiments with written annotations.

Practical:
For each semester studied, students must complete a major resolved work. They are to act as designers and set themselves a design job and work through the process of developing a resolved work, which could be presented to a waiting client. Students are welcome to structure their design tasks around real businesses, research their existing marketing strategies or image and develop branding materials for them. The backup folio required will cover 12-15 A3 pages. The final work is to be presented for display and accompanied by a 250 word Practitioner's Statement.

ASSESSMENT

Students will be assessed on:

- Visual Study (30%)
- Major Work (30%)
- Back Up Folio (40%)

ADDITIONAL REQUIREMENTS

We endeavour to supply diverse materials as options for this subject. Depending on the practical they choose for their final piece, some students may need to supply unusual materials that are not stocked at school.

As part of this course students in the first semester may be required to attend the senior art excursion. Cost is approximately $20 (based on 2025 costs).

CREATIVE ARTS

CODE - 1CVA10 OR 1CVA20
LEVEL - STAGE 1
LENGTH - 10 OR 20 CREDITS
CONTACT - JACQ BARRY

RECOMMENDED BACKGROUND
Successfully completed at least one semester of Music, Drama, Creative Arts or Visual Art in Year 9 and 10.

CONTENT
In Creative Arts, students have the opportunity to take on self-directed projects from within any arts area including but not limited to visual art, media, music, dance or drama. Each semester, students are required to have a different program focus.

Each semester, students are required to undertake an Inquiry of 1000 words into the career and works of an arts practitioner relevant to their artistic interests. Students must create one practical work or performance for each semester. The product is self- directed and will need to be negotiated with the teacher.

Some examples of possible topics include; music video, children's book, dance performance, choreography, typography, fashion piece, mural, electronic music and production, photography and digital editing, graphic design and many more. Students are required to document the development of this project from initial brainstorm through to resolved work and provide photographic evidence. This is to be presented in an A3 report document which cannot
exceed 1000 words or equivalent in multi modal form.

In addition to their major project, students are required to develop a skills folio - a collection of up to 6 skills related to their arts area, which are not covered in the major product. The student needs to research each skill, its relevance and how it is done, then undertake the skill and reflect on their results. The skills folio is to be presented in an A3 document of 1000 words or equivalent in multi modal form.

ASSESSMENT
Students will be assessed on the development and presentation of
- Product and Folio (50%)
- Inquiry (20%)
- Skills Development Folio (30%)

ADDITIONAL REQUIREMENTS
To successfully complete the course students may be required to undertake some of their work outside of school hours. We endeavour to supply diverse materials as options for this subject. Depending on the practical they choose for their final piece, some students may need to supply unusual materials that are not stocked at school.

DRAMA

CODE - 1DRA10 OR 1DRA20
LEVEL - STAGE 1
LENGTH - 10 OR 20 CREDITS
CONTACT - ANDRE STARR

RECOMMENDED BACKGROUND
It is recommended that students have achieved a passing grade in Drama at Year 9 and or 10.

CONTENT
The three areas of study in Drama are the Presentation, Responding to Drama and Creative Synthesis. Students can expect to:
- Participate in the planning, rehearsal, and performance of a dramatic work, including a Major Production
- Produce written work the responds to Drama including theatre or film reviews and a production report
- Investigate an area of study in the dramatic arts, such as acting, direction, stage management, or design (set, costume, make-up or lighting) and create a real or hypothetical production

EXCURSIONS
It is an essential part of the SACE to attend a live performance to complete a theatre review. This involves a trip to Adelaide or Port Pirie, which will incur an extra cost.

It is an expectation that students will make themselves available after school for rehearsals and performance of the Group Production.

ASSESSMENT
Students will be assessed on:
- Performance (On-stage or off-stage) (40%)
- Responding to Drama (30%)
- Creative Synthesis (30%)

YEAR 12

MUSIC

CODE - 2MXE20
LEVEL - STAGE 2
LENGTH - 20 CREDITS
CONTACT - SANDY HAHN

RECOMMENDED BACKGROUND
Students who undertake performance subjects are assumed to have attained a performance standard that reflects at least 4 years of development on their chosen instrument or voice. As a guide students should have successfully completed and passed 1 semester of music in Years 8, 9 and 10 plus a full year of SACE Stage 1 Music. It is compulsory for students to perform to a live audience either in class or as part of a concert/s in and out of school hours.

CONTENT
Stage 2 Music can be completed as a 20 credit course, choosing

from two 10 credit performance subjects or one of the 20 credit subjects. All courses, either 10 or 20 credit must be undertaken for the full year. For students wishing to obtain an ATAR, they need to complete a 20 credit subject or two 10 credit performance subjects in Year 12 or two 10 credit performance subjects over two years.

Music Studies (20 credits)
Music studies is a theoretical and analytical course which should only be undertaken by students who wish to go on and study music at university level. Students will develop a high level of understanding and ability in aural skills, composition, theory and analysis.

Music Explorations (20 credits)
Students explore and experiment with musical styles, influences, techniques, and/or music production, as they develop their understanding of music. They develop and apply their musical understanding as they explore how others create, present, and/or produce music and experiment with their own creations.

Performance Solo (10 credits)
Students undertake a full year of study preparing for three separate performances totalling 24 minutes. These assessments include a written or verbal discussion of the learning process.

Performance Ensemble (10 credits)
Students undertake a full year of study preparing for three separate performances totalling 24 minutes. These assessments include individual part testing and a written or verbal discussion of the learning process.

ASSESSMENT
All units of work undertaken will be assessed in the following way either through performances, folios, skills development tasks or exams.

- School assessment (70%)
- External assessment (30%)

ADDITIONAL REQUIREMENTS
To successfully complete the course students may be required to undertake some of their work outside of school hours.

VISUAL ARTS - ART FOCUS

CODE - 2VAA20
LEVEL - STAGE 2
LENGTH - 20 CREDITS
CONTACT - KAREN GEORGE

RECOMMENDED BACKGROUND
To study Stage 2 Visual Arts successfully it is recommended students have studied at least one semester of Stage 1 Visual Arts with a sound pass.

CONTENT
In Visual Arts, students can choose a variety of media (acrylic paint, watercolour, pencil, charcoal, ceramics etc). Major practical tasks require students to study two or three artists using the same media or theme within their work and apply their skills and techniques to their own work. Originality and creativity are encouraged by students using their own (drawings or photos) as a starting point. Students complete 2 Major Practicals for the year, each with their own 20 page-A3 Folio. They will also complete a Visual Study on a topic of their choice.

Folio:
20 x A3 pages for each major artwork to show their thoughts and visual ideas used in the development of the artwork.
Practical:
Two final artworks are produced for exhibition, each with a supporting 500 word Practitioner's Statement.
Visual Study:
20 x A3 pages of an Art movement, media or theme, including written and practical examples is also required, with a 2000 word limit.

ASSESSMENT
Students will be assessed on their skills and knowledge shown through visual and written work.
School Assessment

- Folio (40%)
- Final Practicals (30%)

External Assessment

- Visual Study (30%)

ADDITIONAL REQUIREMENTS
We endeavour to supply diverse materials as options for this subject. However depending on the practical they choose for their final piece, some students may need to supply unusual materials that are not stocked at school.

As part of this course students in the first semester may be required to attend the senior art excursion. Cost is approximately $20 (based on 2023 costs).

VISUAL ARTS - DESIGN FOCUS

CODE - 2VAD20
LEVEL - STAGE 2
LENGTH - 20 CREDITS
CONTACT - KAREN GEORGE

RECOMMENDED BACKGROUND
It is recommended that students have achieved a passing grade in Design, Visual or Creative Art in Years 10 or 11.

CONTENT
In Design students assume the role of a design industry professional and undertake a mock design job in such fields as graphic design, web design, interior design, fashion design, architectural design, sign writing, product design, illustration or another area negotiated with the teacher.

Visual Study:
Over 20 A3 pages, students will research and conduct practical experimentations to learn more about the career and works of a designer, design company or industry. They will respond to their experiments with written annotations. This Visual Study cannot exceed 2000 words.

Practical:
For each semester studied, students must complete one major

practical work. They are to act as designers and set themselves a design brief to work through the process of developing a resolved work, which could be presented to a client. Students can structure their design tasks around existing businesses, researching their existing marketing strategies, images and develop branding materials for them.

Folio:
Students will document the development of their Major Practical work over 20 A3 pages. This should follow the project from initial brainstorm to final work as well as all experimentations with media and concepts.

Practitioner's Statement:
Students present their final work with a written 500 word Practitioner's Statement.

ASSESSMENT
Students will be assessed on:
- Visual Study 30%
- Major Work 30%
- Back Up Folio 40%

ADDITIONAL REQUIREMENTS
We endeavour to supply diverse materials as options for this subject. However depending on the practical they choose for their final piece, some students may need to supply unusual materials that are not stocked at school.

As part of this course students in the first semester may be required to attend the senior art excursion. Cost is approximately $20 (based on 2019 costs).

CREATIVE ARTS

CODE - 2CVA20
LEVEL - STAGE 2
LENGTH - 20 CREDITS
CONTACT - JACQ BARRY

RECOMMENDED BACKGROUND
Successfully completed at least one semester of Music, Drama, Creative-Arts or Visual Art in either Year 10 or 11.

CONTENT
In Creative Arts, students have the opportunity to take on self-directed projects from within any arts area including Visual Art, Design, Media, Music, Dance or Drama.

Students are required to undertake a 2000 word Inquiry into the career and works of an arts practitioner or artistic style relevant to their artistic interests.

Students must create two products or performances. Some examples of possible topics include music video, children's book, dance performance, choreography, typography, fashion piece, mural, electronic music and production, photography and digital editing, graphic design and many more. Students are required to document the development of this project from initial brainstorm through to resolved work and photographic evidence. This is to be presented in an A3 report document or multimodal form. One project may inform the next.

In addition to their product, students are required to develop a skills folio - a collection of up to 12 pieces of evidence related to their arts area, which are not covered in the product. The student needs to research each skill, its relevance and how it is done, then undertake the skill and evaluate their results.

ASSESSMENT
Students will be assessed on the development and presentation of:
- Product and Folio (50%)
- Inquiry (20%)
- Skills Development Folio (30%)

ADDITIONAL REQUIREMENTS
To successfully complete the course students may be required to undertake some of their work outside of school hours. We endeavour to supply diverse materials as options for this subject. Depending on the practical they choose for their final piece, some students may need to supply unusual materials that are not stocked at school.

DRAMA

CODE - 2DMA20
LEVEL - STAGE 2
LENGTH - 20 CREDITS
CONTACT - ANDRE STARR

RECOMMENDED BACKGROUND
It is recommended that students have achieved a passing grade in Drama at Year 11.

CONTENT
The two main areas of focus are:
- Company and Production – learning specialised theatre roles while collaborating and producing dramatic works as a theatre company
- Exploration and Vision – engaging with dramatic ideas, theories and works from professional productions, innovators, or teachers

Excursions
As a part of the Exploration and Vision component of the course, is it essential to attend a live theatre performance or workshop. This will incur an extra financial cost and possibly time after school.

It is also an expectation that students will make themselves available after school for rehearsals and performance of the Group Production.

ASSESSMENT
Students show their understanding of 'Company and Production' and 'Exploration and Vision' through three assessment tasks.

Group Production (40%)
Students are led by the teacher to conceive, explore, develop, produce, refine, and perform a dramatic work. Students take on a role as though in a theatre company and then collaborate with other students to produce a dramatic work, such as a play, for a live audience. Students also present evidence of their learning through a video of their creative process as a dramatic artist.

Evaluation and Creativity (30%)
Students complete two interrelated tasks. Part One involves responding to Drama through seeing live theatre, attending a workshop or visiting artist. Part Two involves creating Drama. This will involve taking creative risks and to experiment while imagining, conceiving, and developing a hypothetical creative outcome.

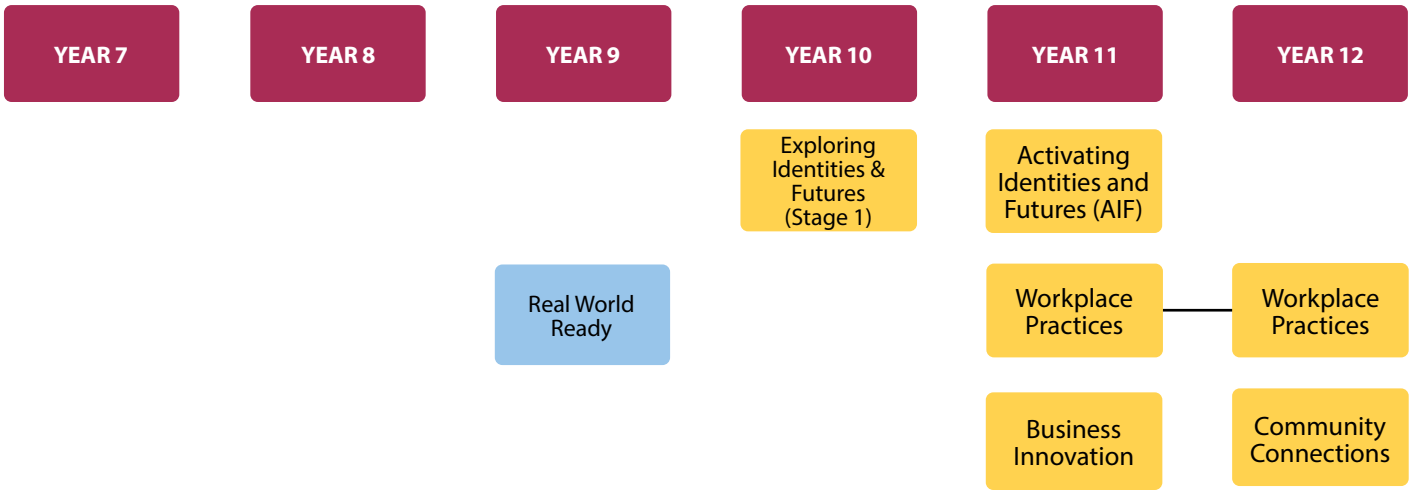
Presentation (30%)
Students collaborate in small groups of between two and five to conceive, plan, and produce a creative dramatic presentation. The presentation may take a variety of forms including, for example, but not limited to, a live performance, a film or screen production, designs within an ensemble dramatic concept, a workshop, or a masterclass.

ADDITIONAL REQUIREMENTS
We endeavour to supply diverse materials as options for this subject. However depending on the practical they choose for their final piece, some students may need to supply unusual materials that are not stocked at school.

CROSS DISCIPLINARY STUDIES

Cross-Discipline priorities are addressed through learning areas and are identified wherever they are developed or applied in content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning in content elaborations. They will have a strong but varying presence depending on their relevance to the learning area.

The priorities provide dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within learning areas. They enable the delivery of learning area content at the same time as developing knowledge, understanding and skills relating to the student directly. Incorporation of the priorities will encourage conversations between learning areas and between students, teachers and the wider community.



YEAR 9

REAL WORLD READY

CONTENT
In Real World Ready, students will build the capabilities they need to thrive in school, work, and life. Through real-world scenarios, collaborative projects, and creative challenges, students will develop critical thinking, communication, digital literacy, and problem-solving skills. Whether it's navigating online spaces, pitching an idea, managing a team, or thinking outside the box — this course gets students ready for the future, one skill at a time.

YEAR 10

EXPLORING IDENTITIES & FUTURES (EIF)

CODE - 1EIF10
LEVEL - STAGE 1
LENGTH - 10 CREDITS
CONTACT - MICHAEL DITTMAR

RECOMMENDED BACKGROUND
Compulsory for all SACE students

CONTENT
Exploring Identities and Futures (EIF) is a 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 aspirations for the future. EIF prepares students for their SACE journey and the knowledge, skills, and capabilities required to be thriving learners. An important part of this subject includes the opportunity to complete a week-long work experience placement. Students will undertake this in Year 10 for one semester as part of their compulsory curriculum and will follow their Care Group Class Group.

ASSESSMENT
- Assessment Type 1: Folio
- Assessment Type 2: Personal Project

ADDITIONAL INFORMATION
Students will have the opportunity to participate in a week-long work experience. Students will complete work readiness preparation within class.

YEAR 11

ACTIVATING IDENTITIES AND FUTURES (AIF)

CODE - 2AIF10
LEVEL- STAGE 2
LENGTH- 10 CREDITS
CONTACT- CAROLINE KENNETT

RECOMMENDED BACKGROUND
Stage 1 Exploring Identities and Futures (EIF)

CONTENT
Activating Identities and Futures (AIF) gives students the opportunity to explore an area of personal interest through a process of self-directed inquiry. It is a compulsory component of the SACE and students must achieve a C- grade or higher.

This subject is about how you learn, rather than how much information you can remember. You take ownership of the learning by setting your own learning goal, creating your own plans, and choosing how you will communicate what you have learnt. AIF will help you develop awareness of your own thinking and learning, and teach you how to seek and respond to relevant feedback along the way.

ASSESSMENT
School assessment
- Assessment Type 1: Portfolio (35%)
- Assessment Type 2: Progress Checks (35%)

External assessment
- Assessment Type 3: Appraisal (30%)

ADDITIONAL REQUIREMENTS
Nil

WORKPLACE PRACTICES

CODE - 1WPS10 OR 1 WPS20
LEVEL - STAGE 1
LENGTH - 10 CREDITS OR 20 CREDITS
CONTACT - GLEN WILLIAMS

RECOMMENDED BACKGROUND

In order to be successful in Stage 1 Workplace Practices, students should be prepared to undertake 15-30 hours of Vocational Learning (work experience/formal training/volunteering).

CONTENT

Workplace Practices aims to develop student employability skills, enabling them to make a smooth transition from school into the workplace.

They will prepare for entry into work by compiling a job application package, gaining an understanding of their rights and responsibilities, and participating in work experience. Students develop knowledge and understanding of the nature, type, and structure of the workplace.

The subject also enables students the opportunity to explore the options of VET, School Based Apprenticeships, TAFE courses and further training options.

Semester 1

- Worker's Rights and Responsibilities
- Career Planning
- Vocational Performance
- Reflection

Semester 2

- The Value of Unpaid Work to Society
- Career Planning 2
- Vocational Performance
- Reflection

ASSESSMENT

- Folio Tasks (45%)
- Vocational Performance (30%)
- Reflections (25%)

ADDITIONAL REQUIREMENTS

Students wishing to gain full First Aid qualifications will incur a cost of approximately $60. This is not a compulsory part of the course.

Students who choose not to complete the 15-30 hours Vocational Learning will not be encouraged to undertake the subject in Semester 2.

BUSINESS INNOVATIONS

CODE - 1BNV10
LEVEL - STAGE 1
LENGTH - 10 CREDITS
CONTACT - PATRICK KEANE

RECOMMENDED BACKGROUND

Nil

CONTENT

Business Innovation is a subject, which allows students to investigate the ever-changing business environment, coinciding with students interests. Students will engage in problem solving, group work and delving into business decisions in a range of contexts. Students will delve into the success and failures of business to aid their knowledge in creating their own solutions.

Students will also take part in designing of a model to aid a specific disadvantaged group type. This will then be the basis of a business pitch to investors and stakeholders. Creativity and an eagerness to investigate megatrends of economic climate will be beneficial in students success.

ASSESSMENT

Assessment Type 1: Business Skills – weighting 70 %
Assessment Type 2: Business Pitch – weighting 30 %

ADDITIONAL REQUIREMENTS

Nil

YEAR 12

COMMUNITY CONNECTIONS

CODE - VARIOUS
LEVEL - STAGE 2
LENGTH - 20 CREDITS
CONTACT - MEGAN TUCKER

RECOMMENDED BACKGROUND
Open to all students following negotiation with Megan Tucker.

CONTENT
Students base their learning on the knowledge, skills and understanding of key elements/concepts described in a particular Stage 2 subject, and frame this learning within the most appropriate field of study. They also demonstrate their learning through a community application activity that is based on the selected subject.

AREAS OF STUDY
- Humanities and the Social Sciences Connections
- STEM Connections
- Practical Connections
- Interdisciplinary Connections

ASSESSMENT
- Assessment type 1 - School Assessment (50%)
  Four folio tasks related to a Board-accredited SACE Stage 2 subject.
- Assessment type 2 - Reflection (20%)
- Assessment type 3 - External Assessment (30%)Evidence of Community Application Activity

ADDITIONAL REQUIREMENTS
Parental consent will be required to enrol in this subject as students will not be eligible for an ATAR upon completion.

WORKPLACE PRACTICES

CODE - 2WPC20
LEVEL - STAGE 2
LENGTH - 20 CREDITS
CONTACT - GLEN WILLIAMS

RECOMMENDED BACKGROUND
Students should have successfully completed work experience in Year 11. They should be prepared to undertake further work experience/formal training/volunteering as a compulsory component of the course.

CONTENT
Stage 2 Workplace Practices enables students to engage in meaningful work placement over a sustained period of time. Students must complete between 30-60 hours of Vocational Learning (work experience/formal training/volunteering) with either one or two host employers. This encourages students to make a more educated decision when considering their transition from school into the workforce.

Students continue to develop their knowledge of work through folio tasks that explore industrial relations, and the way in which the work force has changed over time.

Workplace Practices also encourages self -reflection whereby students assess their own skills and knowledge with relation to their preferred career path.

The subject also enables students the opportunity to explore the options of VET, Training Guarantees and School Based Apprenticeships.

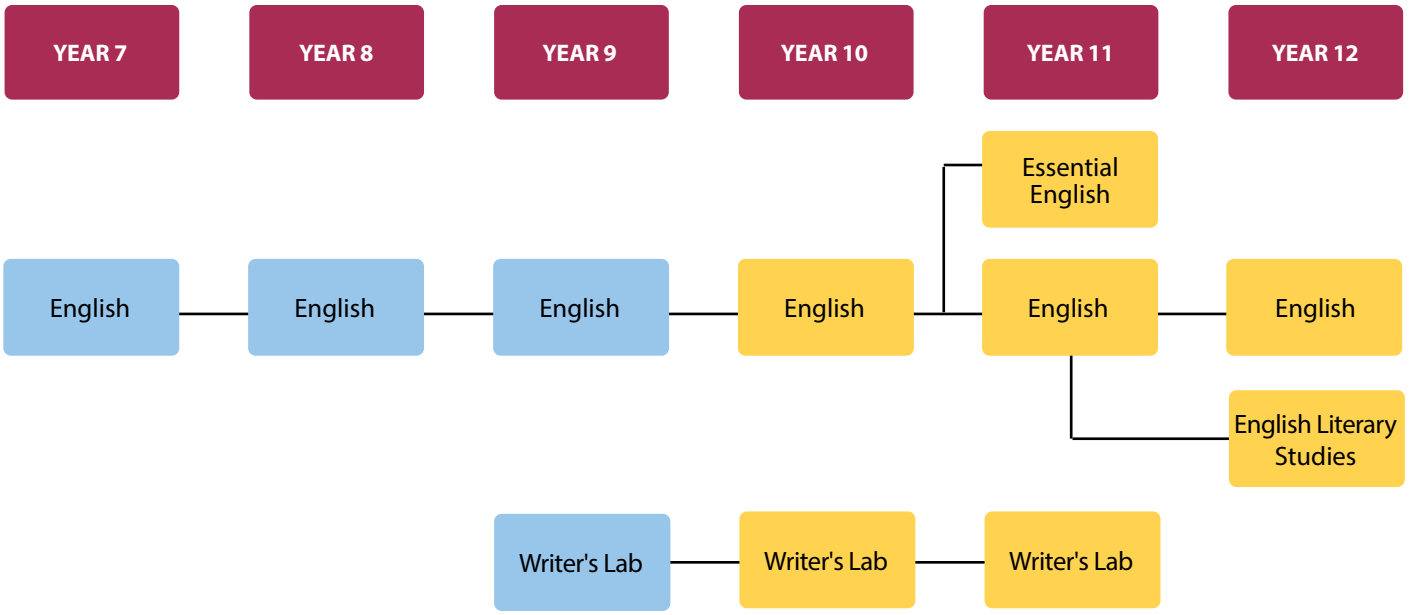
Topics
- Finding Employment
- Industrial Relations
- The Changing Nature of Work
- Work placement
- Reflections
- Major Investigation

ASSESSMENT
- Folio Tasks (25%)
- Vocational Performance (25%)
- Reflections (20%)
- Investigation (30%)

ADDITIONAL REQUIREMENTS
Nil

ENGLISH

In English, individuals learn to analyse, understand, communicate and build relationships with others and the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future. It also helps students to engage imaginatively and critically with literature to expand the scope of their experience.



YEAR 10

ENGLISH

CODE - 0ENG1A
LEVEL - YEAR 10
LENGTH - 2 SEMESTERS
CONTACT - MEGAN TUCKER

RECOMMENDED BACKGROUND
Nil

CONTENT
Year 10 English, based on the Australian Curriculum, develops students' skills in reading, writing, listening, viewing and creating across a range of texts. Students explore and analyse literary , media and everyday texts, considering how language, structure and visuals create meaning. They engage with a variety of perspectives, including Aboriginal and Torres Strait Islander voices, and respond critically and creatively to texts. The curriculum focuses on developing analytical thinking, persuasive and imaginative writing, and effective communication. Students learn to refine their grammar, vocabulary and text structure, and participate in discussions and presentations. The course prepares students for senior English by strengthening their ability to interpret and create complex texts for different audiences and purposes.

ASSESSMENT
Semester 1

- Novel Study
- Life Stories
- Film Analysis
- Persuasive Texts

Semester 2

- Short Stories: Crime Fiction
- Shakespeare Unit
- Comparative Writing Task
- Film Making - (Child Protection Curriculum unit within this)

ADDITIONAL REQUIREMENTS
Nil

WRITER'S LAB

CODE -
LEVEL - YEAR 10
LENGTH - 1 OR 2 SEMESTERS
CONTACT - VALESKA WEHR

RECOMMENDED BACKGROUND
Nil

CONTENT
Writer's Lab is perfect for students who enjoy writing or want to improve their skills in a chosen genre (or two). It will suit students who like sharing ideas, telling stories, or investigating real-world issues, and are considering a future in writing, media, journalism, marketing, film, or communications for example.

Students will have choice in topics, genres, and mediums; and voice in shaping assessment and project directions.

ASSESSMENT
Individualised / Co-created Portfolio that includes a collection of two - four original texts from one or more genres.

For example:

- Short Story (with a written reflection on process and choices)
- Poetry Anthology (including commentary on influences and themes)
- Performance Piece (recorded or live presentation of an original script or monologue)
- Writer's Journal (weekly reflections, inspirations, and drafts)

ADDITIONAL REQUIREMENTS
Nil

YEAR 11

ENGLISH

CODE - 1ESH10
LEVEL - STAGE 1
LENGTH - 10 CREDITS
CONTACT - MICHAEL DITTMAR

RECOMMENDED BACKGROUND
Open to all students who have successfully completed Year 10 English.

CONTENT
Students who complete 20 credits of this subject with a C grade or better will meet the literacy requirement of the SACE.

The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment.

Students read, view, analyse, write and compose texts. They listen, speak, and use information and communication technologies in appropriate ways for a range of audiences. Stage 1 English caters for students with a range of learning styles and prepares students for the Stage 2 English subjects.

ASSESSMENT

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

ADDITIONAL REQUIREMENTS
Nil

ESSENTIAL ENGLISH

CODE - 1ETE10
LEVEL - STAGE 1
LENGTH - 10 CREDITS
CONTACT - CHRIS RENNIE

RECOMMENDED BACKGROUND
Nil

CONTENT
Students who complete 20 credits of this subject with a C grade or better will meet the literacy requirement of the SACE.

The study of Essential English allows students to respond to and create texts for a range of personal, social, cultural, community, and/or workplace contexts. Students learn to understand and interpret information, ideas, and perspectives in texts that are created for particular audiences. Likewise, students consider ways that language choices are used to create meaning, which allows for a focus on vocational language.

Stage 1 Essential English prepares students for the workplace. It does not prepare them for Stage 2 English.

ASSESSMENT
- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts

ADDITIONAL REQUIREMENTS
Nil

WRITER'S LAB

CODE -
LEVEL - YEAR 10
LENGTH - 1 OR 2 SEMESTERS
CONTACT - VALESKA WEHR

RECOMMENDED BACKGROUND
Nil

CONTENT
Writer's Lab is perfect for students who enjoy writing or want to improve their skills in a chosen genre (or two). It will suit students who like sharing ideas, telling stories, or investigating real-world issues, and are considering a future in writing, media, journalism, marketing, film, or communications for example.

Students will have choice in topics, genres, and mediums; and voice in shaping assessment and project directions.

ASSESSMENT
Individualised / Co-created Portfolio that includes a collection of two - four original texts from one or more genres.

For example:
- Short Story (with a written reflection on process and choices)
- Poetry Anthology (including commentary on influences and themes)
- Performance Piece (recorded or live presentation of an original script or monologue)
- Writer's Journal (weekly reflections, inspirations, and drafts)

ADDITIONAL REQUIREMENTS
Nil

YEAR 12

ENGLISH

CODE - 2ESH20
LEVEL - STAGE 2
LENGTH - 20 CREDITS
CONTACT - CHRIS RENNIE

RECOMMENDED BACKGROUND
Students need to have completed two semesters of Stage 1 English to a good standard. Stage 1 Essential English will not provide the students with the background needed to be successful in this course.

CONTENT
This course is separated into three assessment types. Through Responding to Texts, students will read and view a range of texts. They will analyse the language and stylistic features used, and evaluate how these influence audiences.

In Creating Texts, students will create texts such as magazine articles and TED talks. They will also produce a Writer's Statement reflecting on the choices made in one of their created texts.

Finally, the Comparative Analysis task requires students to select two texts to compare. These can be films, novels or drama texts. Students will write a 2000 word response in which they critically compare and contrast the way the author of each text uses language features and stylistic features to influence the audience.

ASSESSMENT
School Assessment Type 1: Responding to Texts (30%) - 3 tasks
School Assessment Type 2: Creating Texts (40%) - 4 tasks
External Assessment Type 3: Comparative Analysis (30%)

ADDITIONAL REQUIREMENTS
Nil

ENGLISH LITERARY STUDIES

CODE - 2ESH20
LEVEL - STAGE 2
LENGTH - 20 CREDITS
CONTACT - MACKENZIE WELTMANN

RECOMMENDED BACKGROUND
Successful completion of Stage 1 English.

CONTENT
English Literary Studies allows students to explore literature in depth, develop their critical thinking, and refine their ability to produce sophisticated written and oral responses. Through studying a range of classic and contemporary texts, students are encouraged to engage with literature as both readers and writers.

ASSESSMENT
Semester 1
Interpretation and Textual Study

Responding to Texts
Texts Studied
- Novel: The Great Gatsby – F. Scott Fitzgerald
- Film: Atonement – Directed by Joe Wright
- Poetry: Poems by Sylvia Plath and Oodgeroo Noonuccal

Assessments
- Textual Analysis Essay (The Great Gatsby)
- Comparative Essay (Film and Poetry)

Creating Texts
Creative Response: Reimagining a scene from Atonement
Writer's Statement: Reflection on stylistic and thematic choices

Semester 2
Critical Study and External Components

Text Study (Critical Reading)
Text Studied
- Hamlet – William Shakespeare

Assessment
- Critical Text Study (2000-word close reading essay

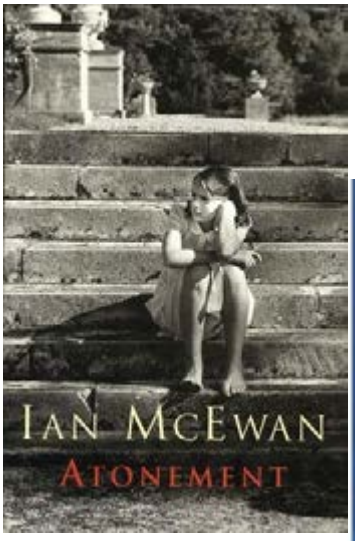
External Assessment
- Comparative Text Study (30%)

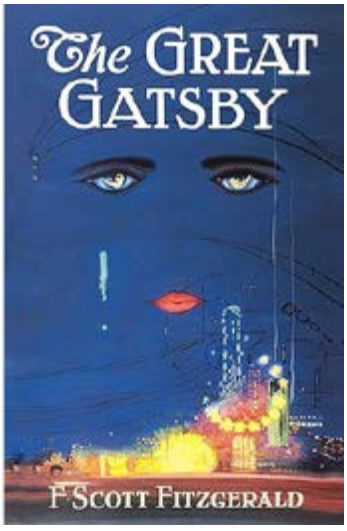
Texts
- Hamlet – Shakespeare
- Atonement – Film

Focus
- Transformation, representation, and the construction of meaning

Skills Focus
- Close reading and annotation
- Developing a literary vocabulary
- Understanding genre, form, and context
- Sophisticated essay writing and referencing
- Oral presentations and group discussions
- Intertextual analysis and transformation

ADDITIONAL REQUIREMENTS
Nil

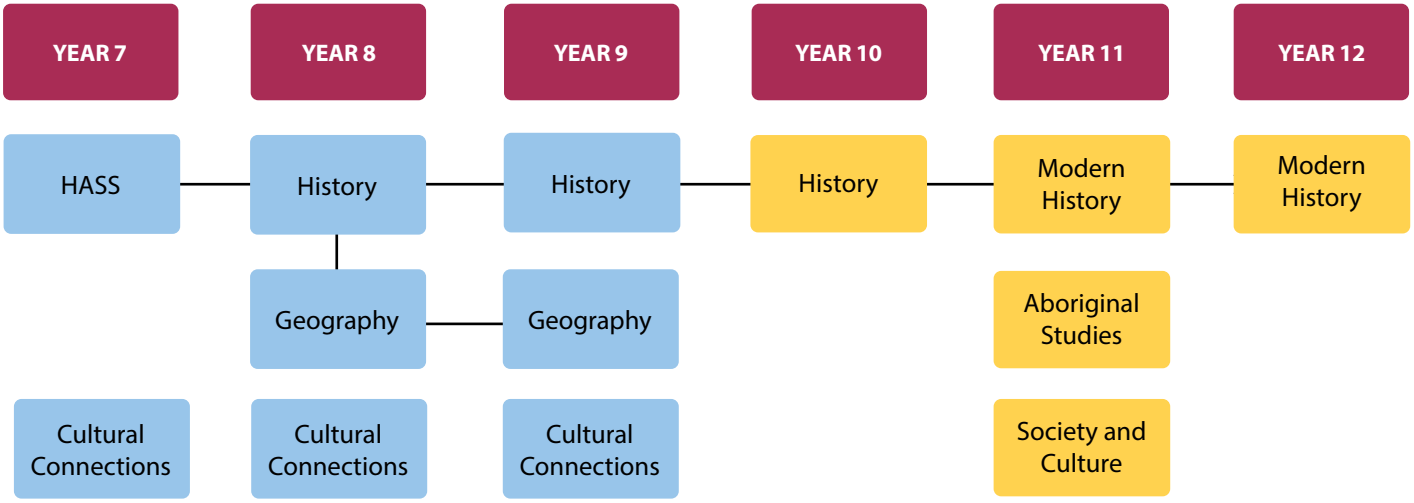




HASS - HUMANITIES & SOCIAL SCIENCES

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History is interpretative by nature, promotes debate, and encourages thinking about human values, including present and future challenges.

Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of space, place, interconnection, change, environment, sustainability and scale. It addresses scales from the personal to the global and time periods from a few years to thousands of years. Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.



YEAR 9

CULTURAL CONNECTIONS

CONTENT

Culture and Connections is a student-centred subject about identity, connection and belonging. It is likely to appeal to young people who want to explore their identity and culture, and develop understanding of their connections in community. The course has been developed with a particular focus on the context of First Nations Australians, but it could be undertaken by any interested student.

Part A is based on the student cultural learning journal, My Story: Culture & Connections Journal.

Part B is based on a Personal Development Project, which is researched,
planned, and undertaken by the student.

The aims of this course are for students and young people to:

- develop greater pride in, and understanding of themselves,
- develop deeper understanding of their community and their role in it, and
- take personal development action and celebrate their learning.

Topics

Section 1: This is Me – Identity, Role models, Careers

Section 2: Community – Family & community history, Family & community connections, Connection to Country, Language

Section 3: Goal Setting – Goal setting, What next?

Section 4: Project – Research & planning, Action, Sharing & celebration of learning, Reflection

ASSESSMENT

Part A: My Story: Culture & Connections Journal. Tasks are based on each topic.

Part B: Personal Development Project - planning, taking action, feedback and reflection.

YEAR 10

HISTORY

CODE - 0HIS1A
LEVEL - YEAR 10
LENGTH - 1 SEMESTER ONLY (COMPULSORY)
CONTACT - MEGAN TUCKER

RECOMMENDED BACKGROUND
Nil

CONTENT
The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. Students will develop key skills related to source analysis and historical inquiry through the study of the following topics: Second World War and Building Modern Australia.

The key inquiry questions for Year 10 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?

ASSESSMENT
- The War in the Pacific Film Analysis
- Building Modern Australia Source Analysis Construction
- Indigenous Rights and Freedoms: The Final Quarter Analysis
- Building Modern Australia: Museum Report

ADDITIONAL REQUIREMENTS
An excursion to two Adelaide museums may be scheduled for the end of the course. Cost of the excursion is approximately $45.

YEAR 11

MODERN HISTORY

CODE - 1MOD10
LEVEL - STAGE 1
LENGTH - 10 CREDITS
CONTACT - MEGAN TUCKER

RECOMMENDED BACKGROUND
Nil

CONTENT
This subject consists of two distinct semesters. Students can elect to study Stage 1 Modern History in either semester, or for a full year.

In Stage 1 Modern History, students explore changes within the world since 1750, examining political developments and social movements across Europe, the Americas and Asia. They consider the political, social and cultural ideologies that inspired change, as well as the short-term and long-term consequences on societies and individuals.

Students investigate the impact of social, political and cultural developments on people's perspectives, circumstances, and lives – including the impact on their own lives and the world in which they currently live. They investigate ways in which people, groups, and institutions challenge political structures and social organisation in order to create lasting and significant change. They consider the importance of individual voice in driving change.

Students can elect to study a variety of topics during the course. They are encouraged to decide as a group on the areas of study, which may include:
- Youth Movements
- Russian Revolution
- Cuban Revolution
- Cuban Missile Crisis
- Assassination of John F. Kennedy
- Vietnam War
- Terrorism
- Spread of Fascism

ASSESSMENT
Students will be assessed through four assessment tasks each semester:
- Historical Skills Tasks (75%)- including end of Semester exam
- Historical Study (25%)

ADDITIONAL REQUIREMENTS
Nil

ABORIGINAL STUDIES

CODE -
LEVEL - STAGE 1
LENGTH - 10 OR 20 CREDITS
CONTACT - KERRY-ANN POINTON

RECOMMENDED BACKGROUND
NIL

CONTENT
Students learn from and with Aboriginal peoples, communities, and other sources of Aboriginal voice. Through their learning in this subject, students draw on elements of history, sociology, politics, arts, and literature. Students acknowledge and extend their understanding of the narratives and accomplishments as told by Aboriginal peoples and reflect on the impact of past events on the present. Students analyse the historical and contemporary experiences that are of significance to Aboriginal peoples and communities. They examine the intergenerational influence and impact of government policies, past and present, on the health and wellbeing of Aboriginal peoples and communities today. Students investigate experiences of ongoing resistance and survival, and learn about initiatives and accomplishments developed in response to these experiences.

Learning strands
Learning strand 1: Learning from and with Aboriginal peoples and communities
Learning strand 2: Narratives
Learning strand 3: Respect and responsibility

ASSESSMENT
Assessment Type 1: Learning Journey
For a 10-credit subject, students undertake three responses for the learning journey.
For a 20-credit subject, students undertake six responses for the learning journey.

Assessment Type 2: Creative Presentation
For a 10-credit subject, students undertake one creative presentation.
For a 20-credit subject, students undertake two creative presentations.

ADDITIONAL REQUIREMENTS
Nil

SOCIETY AND CULTURE

CODE -
LEVEL - STAGE 1
LENGTH - 10 CREDITS
CONTACT - KERRY-ANN POINTON

RECOMMENDED BACKGROUND
Nil

CONTENT
In this subject, students are expected to:
1. demonstrate knowledge and understanding of contemporary social and cultural issues, in local and global contexts
2. demonstrate skills in analysing how and why social change occurs
3. investigate and analyse a range of sources and perspectives
4. work collaboratively to analyse, and reflect on, a contemporary social or cultural issue and share their learning with others
5. demonstrate understanding of connections between societies and cultures
6. communicate informed ideas and opinions about social and cultural issues and societies.

2 topics for a 10-credit subject: one topic with a focus on an Australian context and one topic with a focus on a global context.

ASSESSMENT
For a 10-credit subject, it is recommended that students provide evidence of their learning through three or four assessments. Each assessment type should have a weighting of at least 20%. Students undertake:
• at least one sources analysis assessment
• at least one group activity
• at least one investigation.

YEAR 12

MODERN HISTORY

CODE - 2MOD20
LEVEL - STAGE 2
LENGTH - 20 CREDITS
CONTACT - MEGAN TUCKER

RECOMMENDED BACKGROUND
One semester at Stage 1 History is recommended but not compulsory.

CONTENT
In Stage 2 Modern History, students explore 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 a selected nation over time. They develop insights into the characteristics that shape a modern nation, and the challenges that have confronted it.

Students also examine distinctive features of the world since 1945. They consider the impact of conflicts, alliances and organisations on the contemporary world and investigate the political and economic impact of interactions on international, national and regional development. They consider how some nations, including some emerging nations, have sought to impose their influence and power while others have sought to forge their own destiny.

Students are encouraged to decide as a group on the topics of study. The topics studied are divided into two distinct streams and one topic must be selected from each stream:
Nations Study
- United States of America (1914–45)
- Germany (1918-1948)
- The Soviet Union (1945-c.2004)

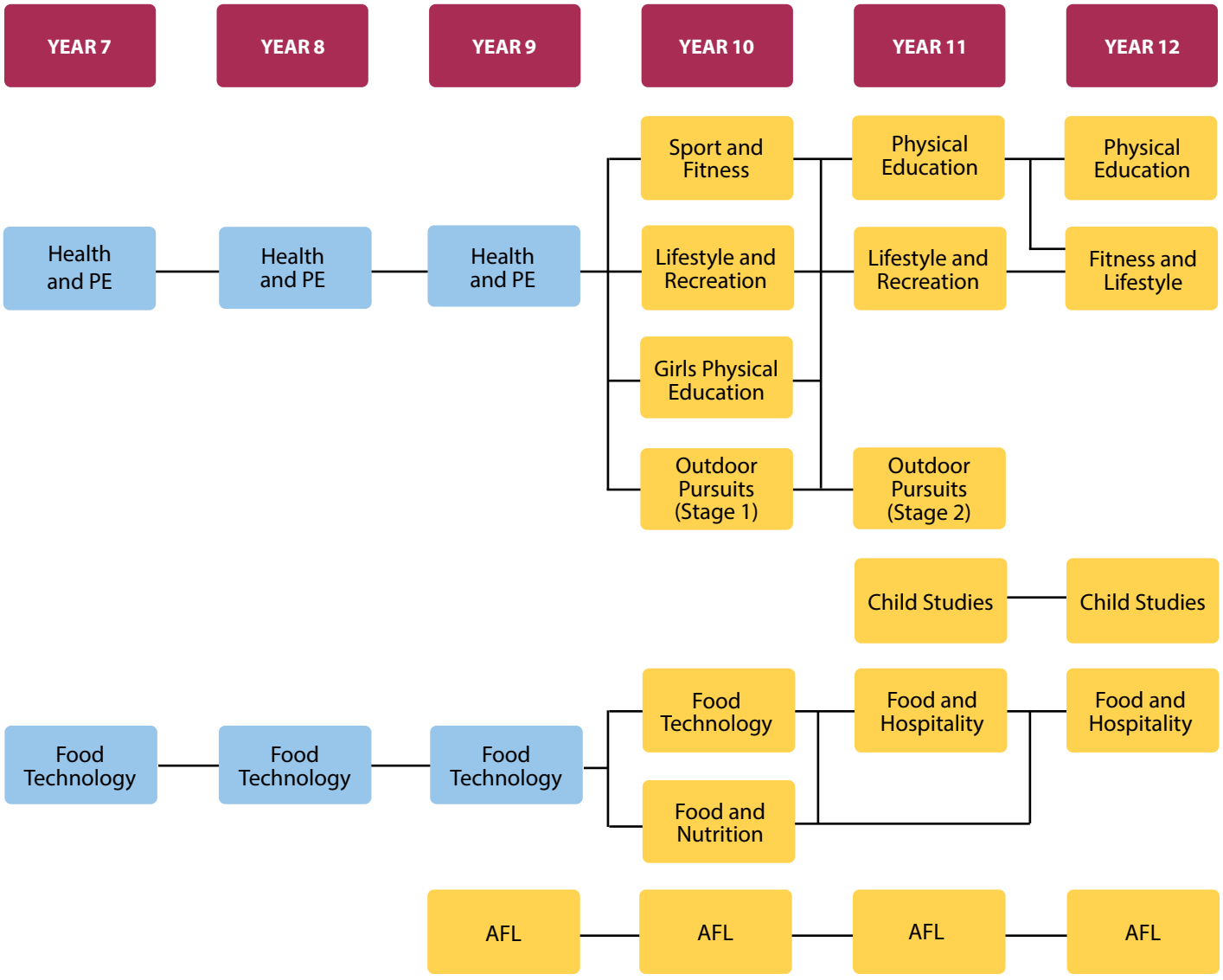
The World Since 1945
- The Changing World Order (1945–)
- Challenges to Peace and Security (1945–)
- The United Nations and Establishment of a Global Perspective (1945–)

ASSESSMENT
Students will be assessed through seven tasks:
- Historical Skills (50%) - 4 tasks
- Historical Study (20%) - 1 task
- Examination (30%) - 130 minute online exam

HEALTH & PHYSICAL EDUCATION

Marna wambana

In Health and Physical Education students develop the knowledge, understanding and skills to support them to be resilient, to develop a strong sense of self, to build and maintain satisfying relationships, to make health-enhancing decisions in relation to their health and physical activity participation, and to develop health literacy competencies in order to enhance their own and others' health and wellbeing.



- If students wish to enrol in Stage 1 PE they need to successfully complete two semesters of Sport & Fitness in Year 10
- If students wish to enrol in Stage 2 Outdoor Pursuits they need to successfully complete Stage 1 (Year 10) Outdoor Pursuits, Lifestyle and Recreation or Year 10 Sport & Fitness and participate in the bushwalk.
- If students fail Stage 1 PE in semester 1 they cannot enrol in Stage 1 PE in semester 2, but can enrol in the Stage 1 Fitness & Lifestyle course.
- If students wish to enrol in Stage 2 PE they should do a full year of Stage 1 PE.

YEAR 9

AFL PROGRAM

For students that are keen to learn about AFL and become better footballers. Theory topics are aligned with AFL concepts and practical sessions are designed to improve skills and game sense. Upon application of this course there is a criteria that needs to be met, including meeting school grades and values commitments and be a current player of a competing football team.

This course is a full year course and attracts Stage 1 SACE points.

FOOD TECHNOLOGY (ONE SEMESTER ONLY)

Students will work independently and collaboratively to develop everyday living skills within a kitchen environment. They will demonstrate safe work practices in the preparation and handling of food.

In line with the Australian Curriculum they will:

- Explore safety and hygiene
- Research and cook with native ingredients
- Understand diet related diseases
- Consider food packaging and labelling
- Prepare Food

This subject can lead to studying Year 10 Food Technology.

YEAR 10

GIRLS PHYSICAL EDUCATION

CODE - 0PGD1
LEVEL - YEAR 10
LENGTH - 1 OR 2 SEMESTERS
CONTACT - BEN PATER

RECOMMENDED BACKGROUND
Nil

CONTENT
This semester course is specifically designed for girls who have an interest in being physically active, but who do not intend to continue with Senior PE at Stage 1 and 2.

Students will undertake practical units determined by teacher expertise, student interest and the availability of facilities. Some community based activities, or instructors may be included. An overnight camp is optional depending on student interest.

The theory component will focus on physical health and fitness, mental health and women's sexual health.

ASSESSMENT

- Practical 60%
- Theory 40%

ADDITIONAL REQUIREMENTS
Cost - Charges will depend on options selected.

SPORT AND FITNESS

CODE - 0FIT1A OR 0FIT2A
LEVEL - YEAR 10
LENGTH - 1 OR 2 SEMESTERS
CONTACT - BEN PATER/LUKE DRIVER

RECOMMENDED BACKGROUND
Nil

CONTENT
This course is specifically designed for students who are genuinely interested in developing their sporting skills, and who intend to continue with Senior PE at Stage 1 and 2.

Skill development and improving performance will remain a focus in all practical units. The theory component centres on preparing students for senior Physical Education theory topics, including skill learning, exercise physiology and factors impacting participation.

Practical Topics
Students will undertake 3 or 4 practical units that will be determined by teacher expertise, student interest and the availability of facilities. An overnight camp is optional depending on student interest. Other choices such as: Badminton, Touch, Golf, and Volleyball.

ASSESSMENT

- Practical 60%
- Theory 40%

ADDITIONAL REQUIREMENTS
Charges are estimated at approximately $110 (based on 2022 costs) per student but will depend on options selected.

LIFESTYLE AND RECREATION

CODE - 0REC1A OR 0REC2A
LEVEL - YEAR 10
LENGTH - 1 OR 2 SEMESTERS
CONTACT - BEN PATER/LUKE DRIVER/GLEN WILLIAMS

RECOMMENDED BACKGROUND
Nil

CONTENT
This course is specifically designed for students who are not intending to pursue physical education at Stage 1 or Stage 2. Lifestyle and Recreation combines theory with practical activities. Skill development and improving performance will remain a focus in all practical units. The theory component centres on Health and Fitness issues within sport and the community.

Option for further study includes Lifestyle and Recreation and Outdoor Pursuits at Stage 1 and Stage 2.

Possible theory topics:
- Recreation, Health & Fitness
- Mental Health

Practical Topics
Students will undertake 3 or 4 practical units that will be determined by teacher expertise, student interest and the availability of facilities. Other choices include:
- Clay Target shooting
- Lawn Bowls
- Archery
- Croquet
- Darts
- An overnight camp is optional depending on student interest.

ASSESSMENT
- Practical 60%
- Theory 40%

ADDITIONAL REQUIREMENTS
Charges are estimated at approximately $130 per student, but will depend on options selected.

AFL

CODE -
LEVEL - STAGE 1
LENGTH - 10 CREDITS
CONTACT - NICK HEWETT

RECOMMENDED BACKGROUND
As per entry requirement sheet. Students must be meeting school grades and values commitments and be a current player of a competing football team.

CONTENT
Students will learn about the skills and tactics of the game of AFL improving their fundamental skills such as;
- Kicking
- Marking
- Handball
- Fitness

Whilst also developing their understanding of tactics and strategy including;
- Running patterns
- Movement concepts
- Positioning
- Zoning
- Offence
- Defence

Students will participate in a range of practical activities designed to improve their skills and understanding in the game of AFL. These practical activities will also form the foundation of their assignments, where students can analyse video footage of elite players, themselves and teams to complete tasks. Participants in the course will also be required to complete a group task where they are to collaborate with peers to create, plan and complete a group task, such as a junior football carnival.

Students that have completed Stage 1 AFL at Year 10 have the option of completing Stage 2 AFL at Year 11.

ASSESSMENT
Group Connections 30%
Practical Exploration 40%
Personal Venture 30%

FOOD AND NUTRITION

CODE - 0FAN1
LEVEL - YEAR 10
LENGTH - 1 SEMESTER
CONTACT - ADELE BECK

RECOMMENDED BACKGROUND
Completion of year 9 Food Technology.

CONTENT
Food and Nutrition takes on more of a health focus in Food Technology. Students will work independently and collaboratively to develop an understanding of the nutritional value of food for themselves and others. They will have the opportunity to explore food functions, nutrition labelling, nutritional psychology, food substitutes, as well as raw and plant based foods.

This subject can lead to studying Food and Hospitality or Nutrition at Stage 1.

ASSESSMENT
Students will demonstrate their learning through the following assessment types.
- Practical Skills (40%)
- Theory Tasks (60%)

ADDITIONAL REQUIREMENTS
There will be an initial allocation to cover cooking requirements.

Anything above "standard" cooking requirements will incur an extra cost. If meals are made as an enterprise there will be no cost. If they are made for personal consumption then a cost will be incurred.

FOOD TECHNOLOGY

CODE - 0HEC1A
LEVEL - YEAR 10
LENGTH - 1 OR 2 SEMESTERS
CONTACT - ADELE BECK

RECOMMENDED BACKGROUND
Completion of Year 9 Food Technology.

CONTENT
Students will work independently and collaboratively to develop skills in the kitchen for everyday living. They will demonstrate safe work practices in the preparation, storage and handling of food.

TOPICS INCLUDE:

SEMESTER 1
Safety & Hygiene
Cafe Culture
Barista Skills
Brunch
Cafe Operations

SEMESTER 2
Safety & Hygiene
Flavour Forecast
Pasta
Knife Skills

This subject can lead to studying Food and Hospitality at Stage 1.

ASSESSMENT
Students will demonstrate their learning through the following assessment types.
- Practical Skills (25%)
- Theory Tasks (75%)

ADDITIONAL REQUIREMENTS
There will be an initial allocation to cover cooking requirements. Anything above "standard" cooking requirements will incur an extra cost. If meals are made as an enterprise there will be no cost. If they are made for personal consumption then a cost will be incurred.

YEAR 11

OUTDOOR PURSUITS

CODE - 0OUT1A
LEVEL - STAGE 1 (YEAR 10)
LENGTH - 1 SEMESTER
CONTACT - BEN PATER/GLEN WILLIAMS/LUKE DRIVER

RECOMMENDED BACKGROUND
Nil.

CONTENT
This course is specifically designed to promote a range of activities that students can pursue with a focus on personal growth and development of social skills, self-confidence, initiative, self reliance, leadership and collaborative skills. It is aimed at students wanting to study Outdoor Pursuits at Stage 1 and Stage 2, or Lifestyle and Recreation. Outdoor Pursuits combines theory with practical activities. The theory components centre on the skills and knowledge needed for safe participation during outdoor activities.

CONTENT
Practical activities (possible) include:
- Snorkelling
- Bushwalking
- Fishing
- Orienteering
- Sailing
- Surfing
- Mountain Bike Touring
- Kayaking

Students will undertake practical units that will be determined by teacher expertise, student interest and the availability of facilities. There is the option of including a 2 night, 3 day minimal impact bushwalk.

Theory topics (possible) include:
- Climate/Environment
- Camp Craft
- First Aid/Risk

ASSESSMENT
- Practical Exploration (30%)
- Connections Task (30%)
- Personal Venture (40%)

ADDITIONAL REQUIREMENTS
Charges are estimated at approximately $150 per student but will depend on options selected.

LIFESTYLE AND RECREATION

CODE - 1ILG10
LEVEL - STAGE 1
LENGTH - 10 OR 20 CREDITS
CONTACT - GLEN WILLIAMS

RECOMMENDED BACKGROUND
Nil

CONTENT
The semester length subjects are designed for students who have an interest in being physically active, but who do not wish to study Physical Education at Stage 1 or 2 of the SACE. Students will use sporting and recreational activities as a means for developing the Capability for Learning and the Capability for Personal Development.

Students will undertake 3-4 (10 credit) or 5-6 (20 credit) assessment tasks that will be determined by teacher expertise, student interest and the availability of facilities. The theory component of the course will relate to the practicals undertaken. One of the practicals must be a Group Activity.

ASSESSMENT
- Practical Exploration (40%)
- Group Activity - Connections (30%)
- Personal Venture (30%)

ADDITIONAL REQUIREMENTS
Costs will be incurred if students choose to complete some of the activities outside of school facilities.

PHYSICAL EDUCATION

CODE - 1PHE10 OR 1PHE20
LEVEL - STAGE 1
LENGTH - 10 OR 20 CREDITS
CONTACT - BEN PATER

RECOMMENDED BACKGROUND
Full year of study in Sport and Fitness course at Year 10.

CONTENT
Students will participate in a range of practical sports to analyse their own performance. They will collect relevant data such as possessions, heart rate, speed and time to design program to assist with their development in these sports. Students will document these changes and monitor improvement. Tasks will also require students to investigate issues around involvement in sport and what can be done to involve more.

ASSESSMENT
- Performance Improvement tasks 60%
- Physical Activity Investigation tasks 40%

ADDITIONAL REQUIREMENTS
Nil

FOOD AND HOSPITALITY

CODE - 1FOH10 OR 1FOH20
LEVEL - STAGE 1
LENGTH - 10 OR 20 CREDITS
CONTACT - ADELE BECK

RECOMMENDED BACKGROUND
Year 10 Food Technology.

CONTENT
In Food and Hospitality, 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 legislations. Students investigate and debate contemporary food and hospitality issues and current management practices.

Students examine the factors that influence people's food choices and choices. They understand the diverse purposes of the hospitality industry in meeting the needs of local people and visitors.

Students study topics within the following areas of study:
- Food, the Individual and the Family
- Local and Global Issues in Food and Hospitality
- Trends in Food and Culture
- Food and Safety
- Food and Hospitality Industry

This subject can lead to studying Food and Hospitality at Stage 2.

ASSESSMENT
Students will demonstrate their learning through the following assessment types:
- Practical Activity (50%)
- Group Activity (25%)
- Investigation (25%)

ADDITIONAL REQUIREMENTS
There will be an initial allocation to cover cooking requirements. Anything above "standard" cooking requirements will incur an extra cost. If meals are made as an enterprise there will be no cost. If they are made for personal consumption then a cost will be incurred.

CHILD STUDIES

CODE - 1CSD10 OR 1CSD20
LEVEL - STAGE 1
LENGTH - 10 OR 20 CREDITS
CONTACT - ADELE BECK

RECOMMENDED BACKGROUND
Nil

CONTENT
In Child Studies, students examine the period of childhood from conception to eight years. They will study issues related to the growth, health and wellbeing of children.

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

Students work independently and collaboratively to achieve common goals. They develop a variety of research, management and practical skills while investigating contemporary issues that are relevant to children and their development.

Students study topics within the following areas of study:
- The Nature of Childhood and the Socialisation and Development of Children
- Children in Wider Society
- Children, Rights and Safety

This subject can lead to studying Child Studies at Stage 2.

ASSESSMENT
Students will demonstrate their learning through the following assessment types.
- Practical Activity (50%)
- Group Activity (25%)
- Investigation (25%)

ADDITIONAL REQUIREMENTS
Nil

AFL

CODE -
LEVEL - STAGE 2
LENGTH - 20 CREDITS
CONTACT - NICK HEWETT

RECOMMENDED BACKGROUND
As per entry requirement sheet. Students must be meeting school grades and values commitments and be a current player of a competing football team.

CONTENT
Students will learn about the skills and tactics of the game of AFL improving their fundamental skills such as;
- Kicking
- Marking
- Handball
- Fitness

Whilst also developing their understanding of tactics and strategy including;
- Running patterns
- Movement concepts
- Positioning
- Zoning
- Offence
- Defence

Students will participate in a range of practical activities designed to improve their skills and understanding in the game of AFL. These practical activities will also form the foundation of their assignments, where students can analyse video footage of elite players, themselves and teams to complete tasks. Participants in the course will also be required to complete a group task where they are to collaborate with peers to create, plan and complete a group task, such as a junior football carnival.

Students that have completed Stage 1 AFL at Year 10 have the option of completing Stage 2 AFL at Year 11.

ASSESSMENT
Group Connections 30%
Practical Exploration 40%
Personal Venture 30%

YEAR 12

FITNESS AND LIFESTYLE

CODE - 2ILA20
LEVEL - STAGE 2
LENGTH - 10 OR 20 CREDITS
CONTACT - GLEN WILLIAMS

RECOMMENDED BACKGROUND
Study in either Sport and Fitness or Sport and Recreation at Year 10 OR study in Stage 1 Physical Education or Outdoor Education.

CONTENT
This subject is designed for students who have an interest in being physically active, but who do not wish to study Physical Education at Stage 2 of the SACE. Students will use sporting and recreational activities as a means for developing the Personal and Social Capability. There is a Project which is externally assessed.

Students will undertake 3-4 (10 credit) or 5-6 (20 credit) assessment tasks that will be determined by teacher expertise, student interest and the availability of facilities. The theory component of the course will relate to the practicals undertaken. One of the practicals must be a Group Activity.

ASSESSMENT
- Practical Inquiry (40%)
- Connections task (30%)
- Personal Endeavour (30%)

ADDITIONAL REQUIREMENTS
Costs will be incurred if students choose to complete some of the activities outside of school facilities.

OUTDOOR PURSUITS

CODE - 2OUT20
LEVEL - STAGE 2
LENGTH - 20 CREDITS
CONTACT - GLEN WILLIAMS

RECOMMENDED BACKGROUND
Successful completion of Year 10 Sport and Recreation, and/ or Stage 1 Outdoor Pursuits, including the bushwalk. A keen interest in the environment and physical activity is expected.

CONTENT
Outdoor Pursuits focuses on learning in, through, and about the natural environment and provides highly motivating and personally challenging activities. The practical activities of bushwalking and kayaking promote the learning of new skills focusing on three key areas.

Students demonstrate their learning through:
Assessment Type 1: Folio Tasks (3 tasks)
Assessment Type 2: Connections Task - camp planning
Assessment Type 3: Personal Endeavour (Individual choice)

As part of Assessment Type 2, students will participate in planning and conductin a camp wherein they will gain skills and experience in planning and risk management.

ASSESSMENT
- Practical Inquiry (40%)
- Connections Task (30%)
- Personal Endeavour (30%)

ADDITIONAL REQUIREMENTS
Ability to manage time to make up work missed in others subjects through participation in expeditions. Attendance at all practice sessions and camps is compulsory. The cost of the subject is $250, based on 2023 costs.

PHYSICAL EDUCATION

CODE - 2PHD20
LEVEL - STAGE 2
LENGTH - 20 CREDITS
CONTACT - LUKE DRIVER

RECOMMENDED BACKGROUND
Full year of Stage 1 Physical Education, achieving a 'C' grade or better.

CONTENT
Students will participate in practical activities and use these activities to complete their learning and assignments. They will reflect upon this practical involvement analysis their involvement from a theory view point looking at:
- Exercise physiology
- Skill learning
- Biomechanics

Students will also be required to complete a group task where they take on various rolls within the group, to investigate the different roles they could undertake whilst being involved in physical activity.

ASSESSMENT
- Group dynamics 30%
- Improvement Analysis 40%
- Diagnostics 30%

FOOD AND HOSPITALITY

CODE - 2FOH20
LEVEL - STAGE 2
LENGTH - 20 CREDITS
CONTACT - ADELE BECK

RECOMMENDED BACKGROUND
Stage 1 Food & Hospitality

CONTENT
In Food and Hospitality, 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 focus on the impact of the food and hospitality industry on Australian society and examine the contemporary and changing nature of the industry. Students develop relevant knowledge and skills as consumers and/or as industry workers.

Students study topics within the following areas of study:
- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Sociocultural Influences
- Technological Influences.

ASSESSMENT
- Students will demonstrate their learning through the following assessment types.
- Practical Activity (50%) – School based assessment
- Group Activity (20%) – School based assessment
- Investigation (30%) – External assessment

ADDITIONAL REQUIREMENTS
There will be an initial allocation to cover cooking requirements. Anything above "standard" cooking requirements will incur an extra cost. If meals are made as an enterprise there will be no cost. If they are made for personal consumption then a cost will be incurred.

CHILD STUDIES

CODE - 2CSD20
LEVEL - STAGE 2
LENGTH - 20 CREDITS
CONTACT - ADELE BECK

RECOMMENDED BACKGROUND
Stage 1 Child Studies

CONTENT
Child Studies focuses on children and their development from conception to 8 years. 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 caregivers. They also consider the importance of behaviour management, child nutrition, and the health and well-being of children.

Students explore and critically evaluate the role of government legislation and social structures, and the ways in which these influence the growth and development of children.

Students work independently and collaboratively to achieve common goals. They will investigate contemporary issues that are relevant to children and their development.

Students study topics within the following areas of study:
- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Sociocultural Influences
- Technological Influences.

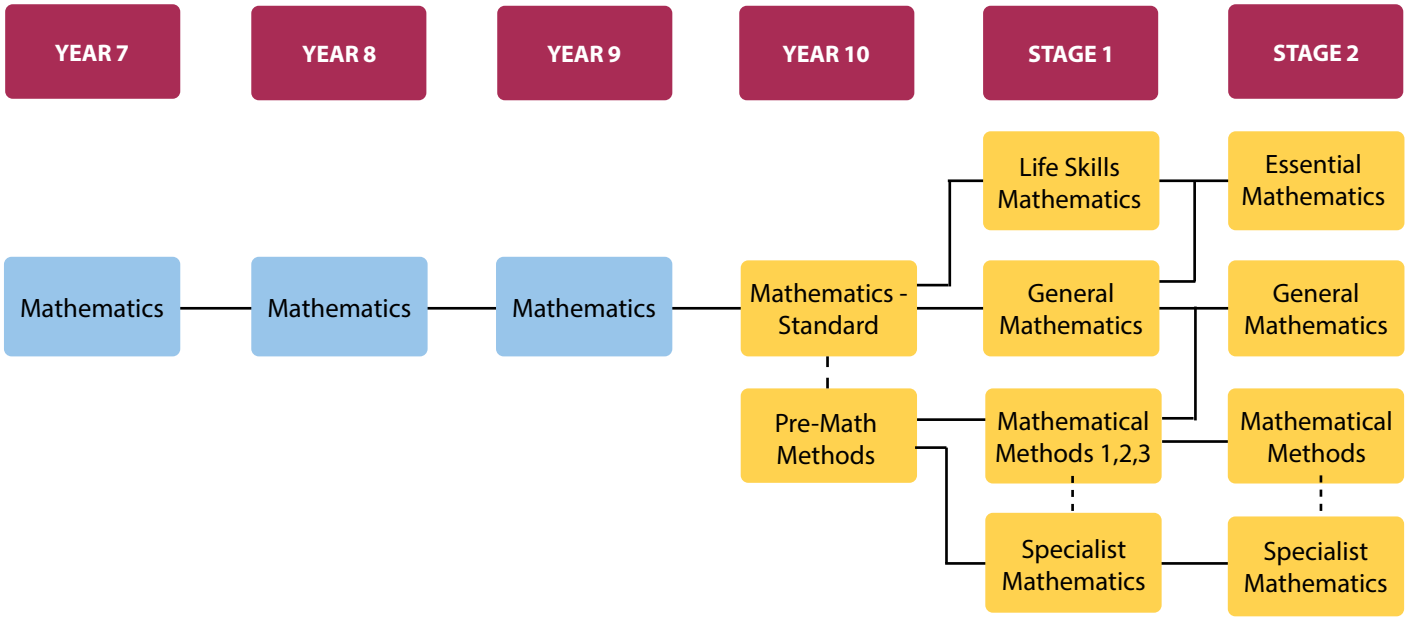
ASSESSMENT
Students will demonstrate their learning through the following assessment types.
- Practical Activity (50%)
- Group Activity (20%)
- Investigation (30%)

ADDITIONAL REQUIREMENTS
Nil

MATHEMATICS

Yara-ngari

Mathematics aims to instil in students an appreciation of the elegance and power of mathematical reasoning. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. Mathematics helps develop 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.



Students wishing to study Mathematical Methods or Specialist Mathematics at Stage 1 must have completed Pre-Math Methods.

- Stage 1 Mathematical Methods 1, 2 and 3 must be studied if students wish to study Stage 2 Mathematical Methods.
- Specialist Mathematics is to be studied in conjunction with Mathematical Methods (1, 2 and 3 in Stage 1 and Stage 2).

YEAR 10

MATHEMATICS

CODE - 0MTH1A
LEVEL - YEAR 10
LENGTH - 2 SEMESTERS
CONTACT - ALIX HILLEBRAND

RECOMMENDED BACKGROUND
Compulsory for all students.

CONTENT
This is a compulsory subject for all Year 10 students. The topics studied will align with the Australian Curriculum. There is an extension subject offered in Semester 2 called Pre-Math Methods.

Topics include:
- Probability
- Algebra
- Surds
- Indices
- Linear and Quadratic functions
- Trigonometry
- Coordinate Geometry
- Geometry
- Statistics
- Measurement
- Financial Mathematics

ASSESSMENT
Students will be assessed on their results in Skills and Applications Tasks (tests) and Mathematical Investigations (assignments, investigations and projects).

ADDITIONAL REQUIREMENTS
Nil

PRE-MATH METHODS

CODE - 0MTHB
LEVEL - YEAR 10
LENGTH - 1 SEMESTER
CONTACT - AARON MCDONALD

RECOMMENDED BACKGROUND
Students should have passed Year 9 Mathematics with a B grade or better.

CONTENT
Pre-Math Methods is an additional subject to be studied with Mathematics in Semester 2. This course is designed to cover material needed as prerequisites for Mathematical Methods and Specialist Mathematics in Year 11.

Topics include:
- Exponents
- Further Trigonometry
- Exponential Functions
- Statistics and Normal Distributions
- Quadratic, Polynomial and Simultaneous Equations

ASSESSMENT
Students will be assessed on their results in Skills and Applications Tasks (tests) and a Mathematical Investigation.

ADDITIONAL REQUIREMENTS
Access to computers and a Casio Graphics calculator outside of lessons is essential. Students taking Year 12 mathematics subjects need to have access to one of their own. These can be bought (approximately $260) at any year of schooling or leased from the school ($30 per semester).

YEAR 11

LIFE SKILLS MATHEMATICS

CODE - IMEM10
LEVEL - STAGE 1
LENGTH - 10 CREDITS
CONTACT - ALIX HILLEBRAND

RECOMMENDED BACKGROUND
Nil

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

ASSESSMENT
In each semester students will undertake:
- Skills and Applications Tasks (50%)
- Folio Tasks (50%)

ADDITIONAL REQUIREMENTS
A 'C' grade or better in either semester is sufficient to satisfy the numeracy requirement of SACE.

GENERAL MATHEMATICS

CODE - 1MGM10 OR 1MGM20
LEVEL - STAGE 1
LENGTH - 10 OR 20 CREDITS
CONTACT - GEORGIA WELLS

RECOMMENDED BACKGROUND
Students must have successfully completed Mathematics at Year 10.

CONTENT
The semester length subjects are designed for students who intend to study General Mathematics at Stage 2 of SACE or who want an alternative subject to Stage 1 Mathematical Methods or Life Skills Mathematics. Students need to study a full year of Stage 1 General Mathematics in order to study it at Stage 2. A 'B' grade or better in each semester must be achieved to study Stage 2 General Mathematics. A 'C' grade or better in either semester is sufficient to satisfy the numeracy requirement of SACE.

Semester 1:
- Statistical Investigations
- Measurement
- Applications of Trigonometry

Semester 2:
- Linear and Exponential Functions and their Graphs
- Matrices and Network
- Investing and Borrowing

ASSESSMENT
In each semester students will undertake
- Skills and Applications Tasks (75%)
- Mathematical Investigations (25%)

ADDITIONAL REQUIREMENTS
Access to computers and a Casio Graphics calculator outside of lessons is essential. Students taking Year 12 mathematics subjects need to have access to one of their own. These can be bought (approximately $260) at any year of schooling or leased from the school ($30 per semester).

MATHEMATICAL METHODS

CODE -1MAM10 OR 1MAM20 OR 1MAM30
LEVEL - STAGE 1
LENGTH - 10, 20 OR 30 CREDITS
CONTACT - VANESSA KOCH

RECOMMENDED BACKGROUND
Students must have successfully completed Pre-Math Methods at Year 10 level.

CONTENT
Stage 1 Mathematical Methods will be studied over 3 semesters. Mathematical Methods 1 will be in Semester 1 and Mathematical Methods 2 & 3 will be studied in Semester 2. Studying all 3 semesters is required for students who study Stage 2 Mathematical Methods, and achieve a B grade or higher. Students can also study Stage 2 General Mathematics, after completing Stage 1 Mathematical Methods 1 and 2. Achieving a C grade or higher in at least one semester of Stage 1 Mathematical Methods is sufficient to meet the numeracy requirements of SACE.

Topics covered over 3 semesters:
- Functions and graphs
- Polynomials
- Counting and Statistics
- Trigonometry
- Growth and Decay
- Introduction to Differential Calculus

ASSESSMENT
In each semester students will undertake
- Skills and Applications Tasks (75%)
- Mathematical Investigations (25%)

ADDITIONAL REQUIREMENTS
Access to computers and a Casio Graphics calculator outside of lessons is essential. Students taking Year 12 mathematics subjects need to have access to one of their own. These can be bought (approximately $260) at any year of schooling or leased from the school ($30 per semester).

SPECIALIST MATHEMATICS

CODE - 1MSC10 OR 1MSC20
LEVEL - STAGE 1
LENGTH - 10 OR 20 CREDITS
CONTACT - AARON MCDONALD

RECOMMENDED BACKGROUND
Students must have achieved at least a B grade in Pre-Math Methods at Year 10 level.

Students will also need to be enrolled in Stage 1 Mathematical Methods 1, 2 and 3.

CONTENT
Specialist Mathematics provides opportunities to develop rigorous mathematical arguments and proofs and use mathematical models extensively in a range of scientific and practical applications. It deepens and extends the ideas and processes presented in Mathematical Methods. Specialist Mathematics is the recommended subject to best prepare for maths-related careers, in particular engineering and the computer sciences.

The semester length subjects are designed for students who intend to study Specialist Mathematics at Stage 2 of SACE. Students need to study Specialist Maths and Mathematical Methods 1, 2 and 3 in order to study Stage 2 Specialist Mathematics. A 'C' grade or higher in either semesters is sufficient to allow students to achieve the numeracy requirement of SACE.

Topics covered:
- Vectors in the Plane
- Real and Complex Numbers
- Induction

Cont.

ASSESSMENT
In each semester students will undertake
- Skills and Applications Tasks (75%)
- Mathematical Investigations (25%)

ADDITIONAL REQUIREMENTS
Access to computers and a Casio Graphics calculator outside of lessons is essential. Students taking Year 12 mathematics subjects need to have access to one of their own. These can be bought (approximately $260) at any year of schooling or leased from the school ($30 per term).

YEAR 12

ESSENTIAL MATHEMATICS

CODE - 2MEM20
LEVEL - STAGE 2
LENGTH - 20 CREDITS
CONTACT - PATRICK KEANE

RECOMMENDED BACKGROUND
C grade or better in both semesters of Stage 1 General Mathematics.

CONTENT
Essential Mathematics offers opportunities to apply mathematical skills to practical problem solving in everyday and workplace contexts. There is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways. This subject is intended for students planning to pursue a career in a range of trades and vocations.

The topics studied include:
- Scales, Plans and Models
- Buisness Applications
- Measurement
- Statistics
- Business Applications
- Investments and Loans

ASSESSMENT
During the year students will undertake:
- Skills and Applications Tasks (30%)
- Mathematical Investigations (40%)
- Examination (30%)

ADDITIONAL REQUIREMENTS
Access to computers and a Casio Graphics calculator outside of lessons is essential. Students taking Year 12 mathematics subjects need to have access to one of their own. These can be bought (approximately $260) at any year of schooling or leased from the school ($30 per term).

GENERAL MATHEMATICS

CODE - 2MGM20
LEVEL - STAGE 2
LENGTH - 20 CREDITS
CONTACT - VANESSA KOCH

RECOMMENDED BACKGROUND
A or B grade in both semesters of Stage 1 General Mathematics or Mathematical Methods.

CONTENT
This full year subject is designed to extend students' mathematical skills in ways that apply to practical problem solving. 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.

The topics studied include:
- Modelling with Linear Relationships
- Modelling with Matrices
- Statistical Models
- Financial Models
- Discrete Models

ASSESSMENT
During the year students will undertake:
- Skills and Applications Tasks (40%)
- Mathematical Investigations (30%)
- Examination (30%)

ADDITIONAL REQUIREMENTS
Access to computers and a Casio Graphics calculator outside of lessons is essential. Students taking Year 12 mathematics subjects need to have access to one of their own. These can be bought (approximately $260) at any year of schooling or leased from the school ($30 per term).

MATHEMATICAL METHODS

CODE - 2MHS20
LEVEL - STAGE 2
LENGTH - 20 CREDITS
CONTACT - AARON MCDONALD

RECOMMENDED BACKGROUND
A or B grades in Stage 1 Mathematical Methods 1, 2 and 3.

CONTENT
Mathematical Methods requires students to have knowledge of and an ability to use abstract mathematical concepts.

Students who want to enter fields such as architecture, economics, and biological, environmental, geological, and agricultural science should study Mathematical Methods. Students envisaging careers in other related fields might also benefit from studying this subject. If studied in conjunction with Specialist Mathematics, it will provide students with pathways into courses such as mathematical sciences, engineering, computer science, physical sciences, and surveying.

Students wishing to use Mathematical Methods as part of their university entrance qualifications should carefully check university entrance requirements.

The topics studied include:
- Differential Calculus
- Applied Calculus
- Discrete Random Variables
- Integral Calculus
- Applied Integration
- Continuous Random Variables

ASSESSMENT
During the year students will undertake:
- Skills and Applications Tasks (50%)
- Mathematical Investigations (20%)
- Examination (30%)

ADDITIONAL REQUIREMENTS
Access to computers and a Casio Graphics calculator outside of lessons is essential.. Students taking Year 12 mathematics subjects need to have access to one of their own. These can be bought (approximately $260) at any year of schooling or leased from the school ($30 per term).

SPECIALIST MATHEMATICS

CODE - 2MSC20
LEVEL - STAGE 2
LENGTH - 20 CREDITS
CONTACT - JACOB NELSON
RECOMMENDED BACKGROUND
A or B grades in Stage 1 Mathematical Methods and Specialist Mathematics.

Students will also need to be enrolled in Stage 2 Mathematical Methods.

CONTENT
This subject will provide pathways into university courses in mathematical sciences, engineering, computer science, physical sciences and surveying. Students envisaging careers in other related fields including economics and commerce might also benefit from studying this subject. Specialist Mathematics requires students to have knowledge of and ability to use abstract mathematical concepts.

The topics studied include:
- Mathematical Induction
- Polynominals and Complex Numbers
- Functions and Sketching Graphs
- Vectors in Three Dimensions
- Integration Techniques and Applications
- Rates of Change and Differential Equations

Students wishing to use Specialist Mathematics as part of their university entrance qualifications, particularly those intending to study tertiary Mathematics, Physics or Engineering should carefully check university entrance requirements.

ASSESSMENT
During the year students will undertake:
- Skills and Applications Tasks (50%)
- Mathematical Investigations (20%)
- Examination (30%)

ADDITIONAL REQUIREMENTS
Access to computers and a Casio Graphics calculator outside of lessons is essential. Students taking Year 12 mathematics subjects need to have access to one of their own. These can be bought (approximately $260) at any year of schooling or leased from the school ($30 per term).

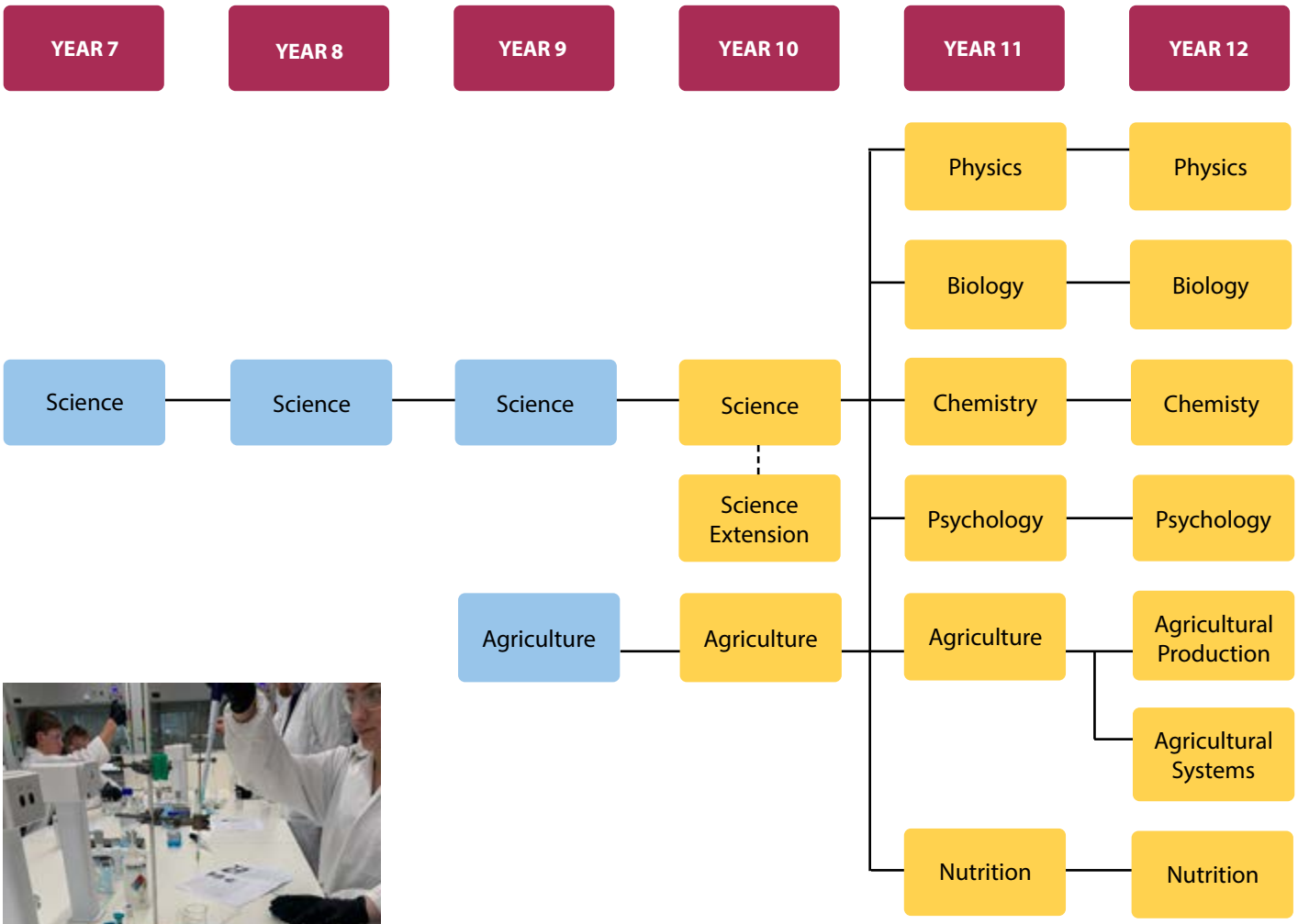
SCIENCE

Baddana wambana dhanduru

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

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods.

** Students wishing to study Physics, Chemistry or Biology at Stage 2 are strongly recommended to do a full year of that subject in Stage 1. It is also recommended that students purchase the relevant texts as early in the school year as possible.



YEAR 9

AGRICULTURE

Agriculture topics include both plant and animal systems, with a focus on sustainable agriculture. Students will utilise the Community Garden as part of their studies in horticulture. They will develop practical skills in the care of animals and make comparisons between various animal production systems across Australia. Students complete research in sustainable agricultural practices and investigate technologies of the future.

You do not need to be enrolled in Agriculture to be eligible for the Show Team.

YEAR 10

AGRICULTURE

CODE - 0AGR10 OR 0AGR20
LEVEL - YEAR 10
LENGTH - 1 OR 2 SEMESTERS
CONTACT - DARCY COUSINS

RECOMMENDED BACKGROUND
Open to all students.

CONTENT
This program is based on theoretical and practical aspects of Agricultural principles, with a focus on: Occupational Health and Safety, Sheep and Cattle Production, Pests and Disease. Year 10 Agriculture students have the opportunity to be involved in the Royal Adelaide Led Steer and Schools Merino Wether competition. This involves working with the steers and sheep in preparation for the show in September.

The content and assessments in Year 10 Agriculture is decided upon negotiation with students. An overview of common topics is outlined below.

- Safety in Agriculture
- Climate and Weather Systems
- Beef Production
- Led Steer Preparation
- Sheep Production
- Pest and Disease Management
- Agricultural Business Enterprises

ASSESSMENT
- Practical work (25%)
- Written coursework (75%)

SCIENCE

CODE - 0SCI10
LEVEL - YEAR 10
LENGTH - 2 SEMESTERS
CONTACT - VANESSA KOCH

RECOMMENDED BACKGROUND
Compulsory for all students.

CONTENT
The topics align with the Australian Curriculum. Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale.

Topics include:

- The Periodic Table
- Reaction Types
- Genetics
- Evolution
- Newton's Law
- The Universe

ASSESSMENT
- Practical work (50%)
- Written coursework (50%)

SCIENCE EXTENSION

CODE -
LEVEL - YEAR 10
LENGTH - 1 SEMESTER
CONTACT - VANESSA KOCH

RECOMMENDED BACKGROUND
Students should have passed Year 9 Science with a B grade or better.

CONTENT
Science Extension is an additional subject to be studied alongside Year 10 Science in Semester 2.

It is designed for students with a passion for science and will focus on preparation for Stage 1 science subjects. There will be a focus on Data in Science, Practical Report Writing and developing a deep undertanding of Science as a Human Endeavour.

ASSESSMENT
- Practical Work (50%)
- Written Coursework (50%)

YEAR 11

AGRICULTURE

CODE - 1AGR10
LEVEL - STAGE 1
LENGTH - 10 OR 20 CREDITS
CONTACT - DARCY COUSINS

RECOMMENDED BACKGROUND
Students should have either an interest in Agriculture directly, or the industries it is associated with including Food and Fibre Production, Science and/or Engineering.

CONTENT
Agriculture students develop the knowledge and skills to manage agricultural enterprises in a rapidly changing industry. They explore new strategies and technologies used to manage resources for sustainable food and fibre production. Content will have a focus on enterprise productivity and profitability, particularly in livestock, broadacre cropping, and horticultural production. As they explore these topics, students will design, conduct and gather evidence to produce reports and inform management decisions.

Topics covered include:
- Plant and animal production
- Agricultural production skills
- Innovation and technologies
- Business and marketing strategies
- Sustainable resources management

ASSESSMENT

- Agricultural Reports (50%)
- Design and deconstruct investigation
- Science as a Human Endeavour
- Applications Tasks (50%)

BIOLOGY 1

CODE - 1BGY10
LEVEL - STAGE 1
LENGTH - 10 CREDITS
CONTACT - LAUREN CONNELL

RECOMMENDED BACKGROUND
Students should have a genuine interest in this subject and preferably completed a full year of Year 10 Science successfully. They must be prepared to work in practical groups with other students safely and learn and apply key concepts under test conditions.

CONTENT
Concepts include understanding the basic units of life including the structure and function of cells in both plants and animals. Students also explore the interaction between biotic and abiotic factors in ecosystems, recognising the importance of adaptations to the survival of plant and animal species.

Semester 1
Cells and Microorganisms
- Structure of cells
- Organelle structure and function
- Role of DNA

Biodiversity and Ecosystems Dynamics
- Classification of organisms
- Abiotic and biotic factors
- Changing ecosystems over time

ASSESSMENT
Investigations folio (50%)
- Design and Deconstruct Practical
- Science as a Human Endeavour Task

Skills and Applications Tasks (50%)
- Topic tests
- Semester exam

ADDITIONAL REQUIREMENTS
Any excursions/field trips will requires a small payment and the need for a student to access boots or waders for the day.

BIOLOGY 2

CODE - 1BGY10
LEVEL - STAGE 1
LENGTH - 10 CREDITS
CONTACT - LAUREN CONNELL

RECOMMENDED BACKGROUND
Students should have a genuine interest in this subject and preferably completed a full year of Year 10 Science successfully as well as Semester 1 of Biology. They must be prepared to work in practical groups with other students safely and learn and apply key concepts under test conditions.

CONTENT
Semester 2
- Infectious Disease
- Identification of infectious diseases
- Spread of infectious diseases
- Control of infectious diseases
- Immune response
- Societal impact of vaccination

Multicellular Organisms
- Respiratory system
- Circulatory system
- Excretory and Digestive system

ASSESSMENT
Investigations folio (60%)
- Design and Deconstruct Practical
- Science as a Human Endeavour Task

Skills and Applications Tasks (40%)
- Topic test
- Semester exam

ADDITIONAL REQUIREMENTS
It is recommended to complete both units if a student wishes to do well in Stage 2 Biology.

CHEMISTRY

CODE - 1CEM10 OR 1CEM20
LEVEL - STAGE 1
LENGTH - 10 OR 20 CREDITS
CONTACT - GEORGIA WELLS

RECOMMENDED BACKGROUND
Students should have a genuine interest in this subject and preferably completed a full year of Year 10 Science successfully. They must be prepared to work in practical groups with other students safely and learn and apply key concepts under test conditions.

CONTENT
This subject consist of six topics covered over two semesters with three topics per semester.

Topics include:
- Materials and their Atoms
- Combinations of Atoms
- Molecules
- Mixtures and Solutions
- Acids and Bases
- Redox Reactions

ASSESSMENT
Each semester will consist of theory work accompanied with practical tasks that will aid in preparation for Stage 2 chemistry.

Per semester:
- Practical report (25%)
- Science as a Human Endeavour (25%)
- Topic test (25%)
- Semester exam (25%)

PHYSICS

CODE - 1PYI10 OR 1PYI20
LEVEL - STAGE 1
LENGTH - 10 OR 20 CREDITS
CONTACT - STEPHEN NELSON/GEORGIA WELLS

RECOMMENDED BACKGROUND
Students should have an interest in engineering, problem solving, motion, forces, nuclear physics and electricity.

Passing Year 10 Science; particularly the motion, energy and astrophysics topics will be of benefit.

CONTENT
This subject consists of six topics covered over two semesters with three topics per semester.
- Linear Motion and Forces
- Electric Circuits
- Heat
- Energy and Momentum
- Waves
- Nuclear Models and Radioactivity

ASSESSMENT
Each semester will consist of theory work accompanied with practical tasks that will aid in preparation for Stage 2 physics.

Per semester:
- Practical report (25%)
- Science as a Human Endeavour (25%)
- Topic test (25%)
- Semester exam (25%)

NUTRITION 1

CODE – 1NUT10
LEVEL - STAGE 1
LENGTH - 10 CREDITS
CONTACT – LAUREN CONNELL

RECOMMENDED BACKGROUND
Students should have a genuine interest in this subject and preferably completed a full year of Year 10 Science and/or Physical Education successfully. They must be prepared to work in practical groups with other students safely and learn and apply key concepts under test conditions.

CONTENT
Semester 1
Fundamentals of Nutrition
- Macronutrients – carbohydrates, proteins and lipids
- Micronutrients – vitamins and minerals
- Increasing bioavailability of nutrients
- Nutrient and energy density

Food Trends
- Fad foods and diets
- Future foods
- Paddock to plate

Sports Nutrition
- Basal metabolic rate, energy balance and energy systems
- Nutrient requirements of athletes
- Relative energy deficiency in sport (RED-S)
- Factors affecting hydration

ASSESSMENT
Investigations folio (70%)
- Design and Deconstruct Practical
- Science as a Human Endeavour Task

Skills and Applications Tasks (30%)
- Semester exam (including elite athlete case study)

ADDITIONAL REQUIREMENTS
South Australian Sport Institute (SASI) excursion requires a small payment.

NUTRITION 2

CODE – 1NUT10
LEVEL - STAGE 1
LENGTH - 10 CREDITS
CONTACT – LAUREN CONNELL

RECOMMENDED BACKGROUND
Students should have a genuine interest in this subject and preferably completed a full year of Year 10 Science and/or Physical Education successfully as well as Semester 1 Nutrition. They must be prepared to work in practical groups with other students safely and learn and apply key concepts under test conditions.

CONTENT
Semester 2
Digestion, Malabsorption and the Microbiome
- The digestive system
- Malabsorption syndromes
- The microbiome
- The digestive system, microbiome and the brain

Food Processing
- Food safety Australia New Zealand
- Food contamination
- Afe food handling
- Preservation methods
- Fresh versus processed foods
- Food packaging and labelling

Dietary Disorders
- Over-nutrition and undernutrition diseases
- Obesity
- Diabetes
- Cardiovascular disease
- Atherosclerosis
- Hypertension
- Anaemia
- Osteoporosis
- Diverticular disease

ASSESSMENT
Investigations folio (70%)
- Design and Deconstruct Practical
- Science as a Human Endeavour Task

Skills and Applications Tasks (30%)
- Semester exam (including dietary disorders case study)

ADDITIONAL REQUIREMENTS
Food preservation excursion requires a small payment.

PSYCHOLOGY

CODE - 1PSC10 OR 1PSC20
LEVEL - STAGE 1
LENGTH - 10 OR 20 CREDITS
CONTACT - LUKE DRIVER

RECOMMENDED BACKGROUND
NIL

CONTENT
Psychology students will learn about their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

Psychology builds on the Scientific Method by involving students in the collection and analysis of qualitative and quantitative data.

Students are required to undertake two or three topics a semester from the identified lists;
Topic 1: Cognitive pyschology - Internal Processes such as attention, thinking and memory
Topic 2: Neuropsychology - Study of systems and structures and the role of hormones and neurotransmitters in shaping cognition, emotion and behaviour;
Topic 3: Lifespan Pyschology - Development from conception to death, and the assoiciated health, social and behavioural changes that occur
Topic 4: Emotion - Responsibility of emotions and how they impact our relationships, decision making and experiences
Topic 5: Pyschological Wellbeing - Investigation of strenths that allow humans to flourish
Topic 6: Negotiation of content such as Forensic Pychology

Students will be required to complete individual tasks such as SHE Tasks and Folio Tasks, whilst also participating in a group research program, centred around one of the theory topics.

ASSESSMENT
- 1 Design and Deconstruct Investigation (30%)
- 1 Science as Human Endeavour Task (30%)
- 1 or 2 Skills and Applications Tasks (40%)

YEAR 12

AGRICULTURAL PRODUCTION

CODE - 2AGD20
LEVEL - STAGE 2
LENGTH - 20 CREDITS
CONTACT - DARCY COUSINS

RECOMMENDED BACKGROUND
Open to all students. Previous studies in either Year 10 or Stage 1 Agriculture is recommended.

CONTENT
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 broadacre, horticultural, animal, soil and water agricultural production. Investigations are undertaken to determine ways in which agribusiness can achieve greater efficiencies and 21st century marketing.

Topics include:
- plant production
- animal production
- resource management
- agribusiness

ASSESSMENT
School-based assessment
- Agricultural reports (30%)
- Completion practical
- Science as Human Endeavour Task
- Deconstruct and Design Practical Report
- Applications (40%)

External assessment
- Experimental investigation (30%)

AGRICULTURAL SYSTEMS

CODE - 2AGY20
LEVEL - STAGE 2
LENGTH - 20 CREDITS
CONTACT - DARCY COUSINS

RECOMMENDED BACKGROUND
Previous studies in either Stage 1 Agriculture or other Stage 1 Science subjects.

CONTENT
Agricultural Systems focuses on the interaction between agriculture and science with an emphasis on research and development. Students learn the fundmentals of animal anatomy and digestive systems, plant physiology, and soil chemistry. Students apply this information to design investigations on both current and new strategies in the industry regarding animal, plant and soil systems.

Topics include:
- animal systems
- plant systems
- soil and water systems

ASSESSMENT
School-Based Assessment
- Agricultural reports (30%)
- Applications (40%)

External Assessment
- Experimental investigation (30%)

BIOLOGY

CODE - 2BGY20
LEVEL - STAGE 2
LENGTH - 20 CREDITS
CONTACT - FLOYD WEISSMANN

RECOMMENDED BACKGROUND
Full year Stage I Biology

CONTENT
Students learn about cellular structures and functions and in addition how organisms respond to stimuli. They have the opportunity to engage with the work of Biologists and to join and initiate debates about how Biology impacts on their lives, society, and the environment. Students design, conduct, and gather evidence from their Biological investigations. As they explore a range of relevant issues, students recognise that the body of biological knowledge is constantly changing and increasing through the application of new ideas and technologies.

Topics include:
- DNA and proteins
- Cells as the basis of Life
- Homeostasis
- Evolution

ASSESSMENT
School-based assessment (30%)
Folio
- Science as a Human Endeavour
- Deconstruct and Design
- Completion Practical

Skills and Applications (40%)
- Topic tests at the end of each topic

External assessment (30%)
- Examination

CHEMISTRY

CODE - 2CEM20
LEVEL - STAGE 2
LENGTH - 20 CREDITS
CONTACT - GEORGIA WELLS/VANESSA KOCH

RECOMMENDED BACKGROUND
Full year of stage 1 Chemistry

CONTENT
The subject requires students to develop and extend their understanding of how the physical world is chemically constructed and consider examples of benefits and risks of chemical knowledge to the wider community. The study of Chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

Topics include:

- Monitoring the environment
- Managing chemical processes
- Organic and biological chemistry
- Managing resources

ASSESSMENT
School-based assessment (30%)
Folio
- Science as a Human Endeavour
- Deconstruct and Design
- Completion Practical

Skills and Applications (40%)
- Topic tests at the end of each topic

External assessment (30%)
- Examination

NUTRITION

CODE – 2NUT20
LEVEL - STAGE 2
LENGTH -20 CREDITS
CONTACT – LAUREN CONNELL

RECOMMENDED BACKGROUND
Students should have a genuine interest in this subject and preferably completed a full year of Stage 1 Nutrition. They must be prepared to work in practical groups with other students safely and learn and apply key concepts under test conditions.

CONTENT
Nutrition is a science which immerses students in the fundamentals of human nutrition, physiology and health and promotes investigation of current and emerging trends. It is the study of dietary, lifestyle and healthy eating patterns with specific focus on nutrients in food, how the body uses nutrients and the relationship between diet, health and disease.

Topics Covered:
Principles of Nutrition, Physiology and Health
- Understand the biochemistry of nutrients, their function and interaction
- Understand the nature of diet-related disorders
- Understand the digestive system
- Understand the impact of diet on health and wellbeing throughout the life cycle
- Analyse and evaluate data and scenarios

Health Promotion and Emerging Trends
- Understand the labelling of foods and its implications for health
- Consider and interpret endorsed nutrition educational programs and tools
- Evaluate factors influencing food choices
- Analyse and evaluate data, scenarios or case studies

Sustainable Food Systems
- Understand the different components of the food system
- Understand the impact of the food system on the environment
- Explore contemporary developments in the food system
- Understand the implications of food wastage on sustainability

ASSESSMENT
Investigations folio (30%)
- Design and Deconstruct Practical (15%)
- Science as a Human Endeavour Task (15%)

Skills and Applications Tasks (40%)
- Case Study (20%)
- Topic Test (20%)

External Assessment (30%)
- Exam (30%)

PHYSICS

CODE - 2PYI20
LEVEL - STAGE 2
LENGTH - 20 CREDITS
CONTACT - STEPHEN NELSON

RECOMMENDED BACKGROUND
Full year of Stage 1 Physics.

CONTENT
The subject requires the interpretation of results from scientific investigations using content knowledge from the coursework. Students use problem solving skills to improve their results and cite evidence for improvements to their scientific method.

Topics include:
- Motion and Relativity
- Electricity and Magnetism
- Light and Atoms

ASSESSMENT
School-based assessment (30%)
Folio
- Science as a Human Endeavour
- Deconstruct and Design
- Completion Practical

Skills and Applications (40%)
- Topic tests at the end of each topic

External assessment (30%)
- Examination

PSYCHOLOGY

CODE - 2PSG20
LEVEL - STAGE 2
LENGTH - 20 CREDITS
CONTACT - VERITY WILLIAMS

RECOMMENDED BACKGROUND
Open to all students. However 1 semester of Stage 1 Psychology is recommended.

CONTENT
Students learn to understand their own behaviours and the behaviours of others. They apply psychological knowledge to improve outcomes and experiences in various areas of life, such as education, intimate relationships, child rearing, employment and leisure. Students are involved in the collection and analysis of qualitative and quantitative data. They develop skills in analytical and critical thinking, and in making inferences by employing evidence-based procedures in research programs.

The three strands of science integrated throughout student learning are:
- Science Inquiry Skills
- Science as a Human Endeavour
- Science Understanding.
- Biopsychosocial Model

The following three topics are assessed in the school assessment (investigations folio and skills and applications tasks): 40% of the grade
- Topic 1: Psychology of the Individual
- Topic 2: Psychological Health and Wellbeing
- Topic 3: Organisational Psychology

The following two topics are assessed in the external assessment (examination) and may also be assessed in the school assessment: of the grade 30% of the grade
- Topic 4: Social Influence
- Topic 5: The Psychology of Learning.

All topics must be covered.

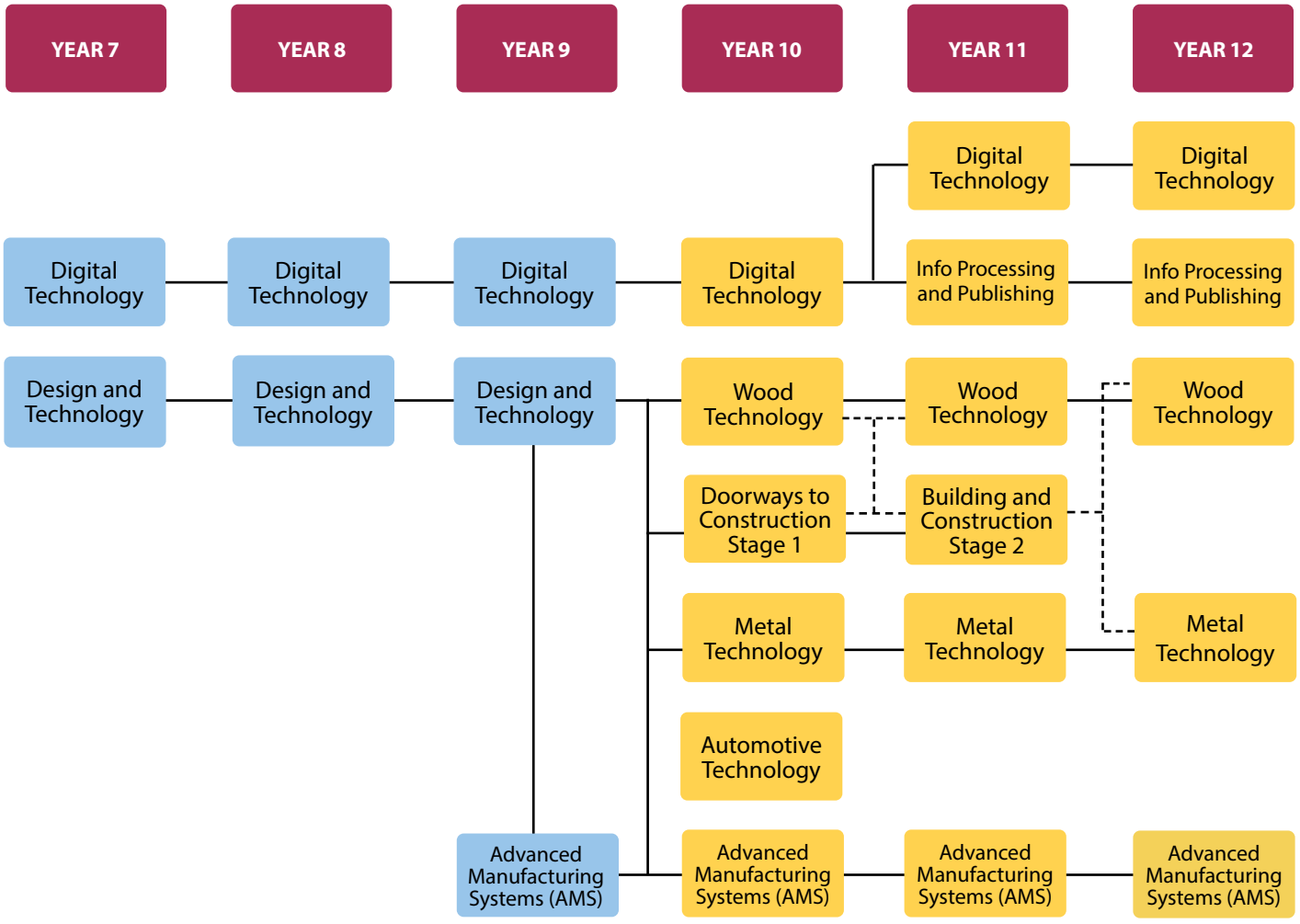
ASSESSMENT
School Based
Skills and Application Tasks 40%
- Tests and Asssignments

Investigations Folio 30%
- Design and Deconstruct (1500 Words)
- SHE Task (1500 Words)

External Assessment
- Online Exam 30%

TECHNOLOGIES

Technology will ensure that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. The flexibility of digital technologies provides new ways of thinking, collaborating and communicating for people of all ages and abilities. A comprehensive education in Technologies provides opportunities for students to progress from creative and directed play through to the consolidation of knowledge, understanding and skills. This learning area provides opportunities for students to apply practical skills and processes when using technologies and resources to create innovative solutions that meet current and future needs.



**Dashed pathway is possible, but not ideal.

YEAR 9

DESIGN AND TECHNOLOGY (ONE SEMESTER ONLY)

This course builds upon the concepts and knowledge developed in Year 8 Design and Technology. The Design, Make and Appraise methodology using Materials, Information and Systems, runs thorugh all modules of the course. Students are actively involved in practical tasks and are encouraged to follow a system of problem solving (based on the design process) which will serve them well in all aspects of life, as well as developing well organised independent thinking and decision making skills, planning and record keeping skills.

DIGITAL TECHNOLOGY

This course looks at computer components and communication technology, how parts interact and how computers are built for a purpose e.g. looking at game consoles. Networking and digital planning will be covered through the use of the program Minecraft. Students will also begin to learn the Adobe suite in order to develop higher level digital presentations.

They will develop their own multimedia program and use the printed circuit board Makey Makey to develop their own interactive environment. Students will learn the process on creating an animation/simple game through the program Maya. Students will develop a portfolio of specialist skills of their choice e.g. Modelling, Animating, Programming, Rigging, Texturing. Students will work in a team environment to create their own project.

ADVANCED MANUFACTURING SYSTEMS (AMS)

This semester-long course enables students to explore the cutting-edge world of modern manufacturing. It introduces advanced manufacturing techniques, including automation, electronics, and computer-aided design (CAD). Through hands-on projects and real-world applications, students will develop problem-solving and innovation skills. They will gain insight into the technologies driving today's industries, preparing them for future careers in engineering, technology, and manufacturing. Perfect for those interested in how things are made and the future of industry.

YEAR 10

ADVANCED MANUFACTURING SYSTEMS (AMS)

CODE – 0SCA1A AND/OR 0SCA2A
LEVEL - YEAR 10
LENGTH - 1 SEMESTERS
CONTACT - JOSH VOUMARD

RECOMMENDED BACKGROUND

Successful completion of a Year 9 Design & Technologies course is desirable.

CONTENT

Skills in this area are becoming highly sought after both at a trade and university level. Industries are relying heavily on automation within their production lines and architecture. Future students will be using software such as Autodesk Inventor, Autodesk CFD, Vcarve, 2DV2 and Various 3D printing platforms. Students will have the opportunity to gain a sound understanding of basic CAD principles. Projects are designed and manufactured using various CNC processes and techniques. Existing engineered solutions are investigated, with students designing 3D models and creating annotated technical drawings to industry standard AS1100. From these, students create a project utilising CNC milling, laser cutting and 3D printing processes. This course leads into SACE Stage One Advanced Manufacturing Systems and would benefit students' ability to design within Metal and Wood Technologies. AMS will greatly benefit students interested in pursuing an engineering university pathway.

Topics

- Introduction to Autodesk Inventor
- Development of independent models
- Introduction to 3D printing process
- Technical drawing interpretation
- Creation of 3D assemblies from 2D components
- Introduction to laser cutting and engraving processes
- Relevant Materials Theory Components
- Creation of technical drawings
- Independent creation of project using advanced manufacturing processes.
- Project evaluation

ASSESSMENT

- Practical (including computer design aspects) assignments (70%)
- Theory (written) assignments (30%)

ADDITIONAL REQUIREMENTS

Nil

AUTOMOTIVE TECHNOLOGY

CODE – 1IES1A AND 1IES2A
LEVEL – YEAR 10
LENGTH – 1 OR 2 SEMESTERS
CONTACT – GERRARD KLEINIG

RECOMMENDED BACKGROUND
Successful completion of the Year 9 Design and Technologies course is desirable.

CONTENT
This course is designed to provide a pathway for students considering a future trade in the Automotive Industry. Job prospects are broad with small engines, petrol and diesel options. Further options could include work within sales, service, parts, panel repairs, etc. The course involves activities and study of the following:

- The significance and impact of the internal combustion engine on society
- OHS laws, regulations, Workshop safety and practice
- Tools associated with the automotive industry and their use
- 2 and 4 stroke engine operating principles
- Vehicle maintenance and service procedures
- Engine component identification, dismantling and reassembly procedures
- Study of vehicle suspension, brakes, steering and electrical systems
- Use of technical data, measuring of components and basic fault finding
- The ability to work safely in the workplace in the workplace environment and communicate effectively will be emphasized. Through small group work students will further develop team skill, problem solving, and technical literacy and numeracy skills

ASSESSMENT
- Specialised Skills Tasks -30%
- Design Process and Solution – 70%

DIGITAL TECHNOLOGY

CODE - 0CMP1A
LEVEL - YEAR 10
LENGTH - 1 OR 2 SEMESTERS
CONTACT - LUKE ATKINSON

RECOMMENDED BACKGROUND
Open to all students.

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

Due to the vast size of the industry and broad skills used across multiple industries in Year 10 Digital Technologies students are able to choose a pathway to develop creative thinking and research based approached to skill development. This enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

Students will be working across different streams. They will be choosing different tasks such as:
- Automated Systems
- Networked Infrastructure
- Data Modelling and Visualisation
- Understanding Digital Culture
- Reviewing Policy
- Security and Privacy
- Computer Security – Ethical Hacking
- Digital Game Skills Development
- Digital Simulations and Models
- Rapid Application Development
- Robotics Programming and Engineering
- Advanced Robotics Bionics and Animation
- Professional Gaming
- Digital Media Development
- Digital Content and Streaming
- Augmented Reality
- Asset Creation
- Machine Learning

ASSESSMENT
Task 1 – Research Task - (20%)
Task 2 – Analysis Task - (25%)
Task 3 – Skills Portfolio - (25%)
Task 4 – Major Project (Group or Individual) - (30%)

This subject can me a single or double semester. If you choose this subject for a second semester you will be able to choose tasks you didn't choose in semester 1.

ADDITIONAL REQUIREMENTS
None

METAL TECHNOLOGY

CODE - 0MDB1B
LEVEL - YEAR 10
LENGTH - 1 SEMESTER
CONTACT - HAMISH PRICE

RECOMMENDED BACKGROUND
Successful completion of the Year 9 Design & Technologies course is desirable.

CONTENT
Students will be developing skills and working towards a Metal Engineering and/or Automotive pathway. The course will provide students with a good background experience in readiness for the Metal Fabrication course in Year 11.

Students will experience various machining techniques using the lathe and associated tools. Skills in MIG welding will be taught as students work on a simple metal fabricated project. Accuracy, planning, and quality procedures are emphasised as students use graduated devices to measure and work toward industry standards.

ASSESSMENT
- Skills Assessment Tasks (20%)
- Metalwork Theory (40%)
- Major Product Manufacture (40%)

ADDITIONAL REQUIREMENTS
Nil

WOOD TECHNOLOGY

CODE - 0MDA1A
LEVEL - YEAR 10
LENGTH - 1 SEMESTER
CONTACT - JOSH VOUMARD

RECOMMENDED BACKGROUND
Successful completion of the Year 9 Design & Technologies course is desirable.

CONTENT
Students will be developing skills in material preparation, joint construction, and furniture making.

This will provide a pathway into the furniture making course at Year 11 and future trades in furniture/cabinet making and the building industry. For students that are unsure of trade or University pathways this course will also lead to an ATAR course in Furniture Design and Making at Year 12.

ASSESSMENT
- Timber machining and joint construction (20%)
- Theory Research topics (30%)
- Major Product manufacture (40%)

ADDITIONAL REQUIREMENTS
Nil

DOORWAYS TO CONSTRUCTION

CODE - 1ILG1P
LEVEL - STAGE 1
LENGTH - 1 SEMESTER / 10 CREDITS
CONTACT - GERRARD KLEINIG

RECOMMENDED BACKGROUND
Successful completion of a Year 9 Design and Technologies course and an interest in a Building and Construction future is desirable.

CONTENT
Building and Construction Trades are experiencing a shortage of skilled workers all while the government is supporting the industry and potential home builders with incentives to boost the industry. Australia is experiencing a migration flow that is undersupplied by housing projects.
Students will experience an introduction to a number of trades and home improvement and repair practicals that will provide knowledge for life. These include safe hand tool and power tool operation combined with Onguard certification.
This is a SACE Stage 1 subject that students will be undertaking at year 10 level. Students will undertake 3-4 assessment tasks that will be determined by teacher expertise, students interest and the availability of facilities. This could include a variety of practical trades such as basic carpentry, plaster boarding, paving and plumbing. The theory component of the course will relate to the practicals undertaken. One of the practicals must be a Group Activity

ASSESSMENT
- Practical Exploration 40%
- Group Connections 30%
- Personal Venture 30%

ADDITIONAL REQUIREMENTS
Nil

YEAR 11

ADVANCED MANUFACTURING SYSTEMS (AMS)

CODE – 1DCS1A & 1DCS2A
LEVEL - STAGE 1
LENGTH - 10 OR 20 CREDITS
CONTACT - JOSH VOUMARD

RECOMMENDED BACKGROUND
Successful completion of the Year 10 Advanced Manufacturing course is desirable.

CONTENT
Skills in this area are becoming highly sought after both at a trade and university level. Industries are relying heavily on automation within their production lines and architecture. Future students will be primarily using software such as Autodesk Inventor, Autodesk CFD, Vcarve, 2DV2 and Various 3D printing platforms. Students will have the opportunity to gain a sound understanding of basic computer aided design (CAD) principles. The skills tasks are designed to develop student skills using these CAD platforms and increase understanding of CNC manufacturing processes. Existing engineered solutions are investigated, with students designing 3D models and creating annotated technical drawings to industry standard AS1100. From these, students create a major project utilising CNC milling, laser cutting and 3D printing processes. This course leads into SACE Stage two Advanced Manufacturing Systems and would benefit students' ability to design within Metal and Wood Technologies. AMS will greatly benefit students interested in pursuing an engineering university pathway.

ASSESSMENT
- Skills Task 1 – (20%)
- Skills Task 2 – (20%)
- Design & Investigation Folio (20%)
- Major Project (40%)

ADDITIONAL REQUIREMENTS
As part of the Material and Services charge an initial allocation of $30.00 will cover the basic material cost for the semester.

DIGITAL TECHNOLOGY

CODE - ODGT1A
LEVEL - STAGE 1
LENGTH - 10 OR 20 CREDITS
CONTACT - LUKE ATKINSON

RECOMMENDED BACKGROUND
Open to all students.

CONTENT
Focus area 1
Programming, students identify and deconstruct a problem, and develop and use code to design and test possible solutions.
Focus area 2
Advanced programming, students extend their programming skills with a particular focus on problem-solving.
Focus area 3
Data analytics, students apply their computational thinking skills to analyse relationships in data sets, identify and scope problems, and create solutions.
Focus area 4
Exploring innovations, students apply their critical and creative thinking skills to explore digital innovations, develop ideas, and create digital solutions.

ASSESSMENT
The following assessment types enable students to demonstrate their learning in Stage 1 Digital Technologies.
- Assessment Type 1: Project Skills
- Assessment Type 2: Digital Solution

For a 10-credit subject, students provide evidence of their learning through four assessments. Each assessment type has a weighting of at least 20%. Students undertake:
- at least two project skills tasks
- at least one digital solution.

Students have the opportunity to work collaboratively in at least one assessment.

For a 20-credit subject, students provide evidence of their learning through eight assessments. Each assessment type has a weighting of at least 20%. Students undertake:
- at least four project skills tasks
- at least two digital solutions.

Students have the opportunity to work collaboratively in at least two assessments.

Kadina Memorial School Curriculum Prospectus 2026

METAL TECHNOLOGY

CODE - 1MRS1A & 1MRS2A
LEVEL - STAGE 1
LENGTH – 10 OR 20 CREDITS
CONTACT - JOSH VOUMARD

RECOMMENDED BACKGROUND

Successful completion of the Year 10 Metal Technology course is desirable.

CONTENT

Students will engage in the fabrication of set items and the machining of small components in order to gain skills which they will use in later tasks. Manual Metal Arc welding skills will also be taught incorporating an understanding of distortion and quality production techniques.

Within the course there will be a significant emphasis on safety, working with others and producing a finished product that is of 'Industry Standard'. Metal Engineering is a part of the Light and Heavy Manufacturing industry and covers the following areas of manufacture:

- boiler making
- sheet metal industry
- machining
- general fabrication
- fitting
- toolmaking
- pattern making

While this course can be undertaken as a 10 credit course over one semester it is not encouraged. If students are considering working in a trade career the full year course prepares them better to gain the skills similar to those offered previously in the Certificate course and place them well for studies at Stage 2 level.

ASSESSMENT

- Three Skills and Application Tasks (30%)
- Minor Product Task (20%)
- Folio (25%)
- Major Product Task (25%)

ADDITIONAL REQUIREMENTS

As part of the Material and Services charge an initial allocation of $30.00 will cover the basic material cost per semster. If a student chooses to construct a more significant 'major project' then they will need to cover the extra costs.

WOOD TECHNOLOGY

CODE - 1MRS1A AND 1MRS2A
LEVEL - STAGE 1
LENGTH - FULL YEAR – 20 STAGE 1 CREDITS
CONTACT - HAMISH PRICE

RECOMMENDED BACKGROUND

Successful completion of the Year 10 Wood Technology course is desirable.

CONTENT

This course is designed to provide a pathway for students considering future work and/or business enterprise opportunities in Design and or Manufacturing. For students who enjoy making products, skills developed in this course will benefit those considering trade options - Construction, Cabinetmaking, Shop Fitting, Soft Furnishings, Floor coverings, glazing, and Design. Alternatively students with a more entrepreneurial vision of business ownership may be interested in the skills associated with modern CAD and computer controlled machining processes to design and produce a marketable product. Major emphasis will be on Workshop safety, wood machining skills and component assembly, whilst communication, team skill, marking and measuring, and problem solving will also play a major part within the program.

ASSESSMENT

- Specialised Skills Tasks - 40%
- Design Process and Solution – 60%

ADDITIONAL REQUIREMENTS

As part of the Material and Services charge an initial allocation of $60.00 will cover the basic material cost for the year. If a student chooses to construct a more significant 'major project' then they will need to cover the extra costs.

BUILDING AND CONSTRUCTION

CODE – 2ILG2A
LEVEL - STAGE 2
LENGTH - FULL YEAR – 20 STAGE 2 CREDITS
CONTACT - GERRARD KLEINIG

RECOMMENDED BACKGROUND
Successful completion of the Year 10 Doorways to Construction course is desirable.

CONTENT
This is an ideal foundation course for students considering a future in a building/construction trade. Students will engage in a variety of trades which could include carpentry, concreting, gyprocking, and bricklaying.

This course provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations. Fields of study will include essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials. A significant part of the course will be built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

ASSESSMENT
- Assessment Type 1: Work Skills Portfolio (50%)
- Assessment Type 2: Reflection (20%)

External Assessment (30%)
- Assessment Type 3: Industry Project

INFORMATION PROCESSING & PUBLISHING

CODE - 1IPR10 OR 1IPR20
LEVEL - STAGE 1
LENGTH - 10 OR 20 CREDITS
CONTACT - LUKE ATKINSON

RECOMMENDED BACKGROUND
Open to all students.

CONTENT
Students will choose to work in TWO of the following areas:
- Business Publishing – involves the use of information-processing and publishing tools in a business context.
- Digital Presentations – involves the development of digital presentations to enhance information presented to an audience in personal, community, or business contexts.
- Digital Publishing - involves the development of products to be published in a digital format.
- Personal Publishing – involves the use of software appropriate to paper-based publications. It also provides a sound basis for the investigation and use of new personal publishing tools in the future.
- Data Input - Input involves the use of equipment to input data that can be used in information processing and publishing.

Students will create a multitude of different documents which can vary from Augmented Reality Posters to the complete range of documents required for an event e.g. wedding, birthday (dependent on the area of choice).

ASSESSMENT
Students provide evidence of their learning through four or five assessment tasks.
- Practical Skills (40%)
- Product and Documentation (40%)
- Issues Analysis (20%)

ADDITIONAL REQUIREMENTS
Students may subscribe to Adobe Cloud to access all the applications used at a student price (varies year to year). Although this is not needed if students manage time correctly.

YEAR 12

DIGITAL TECHNOLOGY

CODE - 2DGT1A
LEVEL - STAGE 1
LENGTH - 10 OR 20 CREDITS
CONTACT - LUKE ATKINSON

RECOMMENDED BACKGROUND
Open to all students.

CONTENT
In Stage 2 digital technology students bring the myriad of digital learning skills to develop the foundations of a digital system. Students create practical, innovative solutions to problems of interest. By extracting, interpreting, and modelling real-world data sets, students identify trends to examine sustainable solutions to problems in, for example, business, industry, the environment and the community.

They investigate how potential solutions are influenced by current and projected social, economic, environmental, scientific, and ethical considerations, including relevance, originality, appropriateness, and sustainability.

Students will choose what focus area they are interested in and specialise in that area. This will lead to the student producing a project with real-world implications and will be given the support and equipment required for this to happen. As digital technology is such a broad area this may range from digital media such as games and application development to bionics, robotics and automation.

Focus area 1
Programming, students identify and deconstruct a problem, and develop and use code to design and test possible solutions.
Focus area 2
Advanced programming, students extend their programming skills with a particular focus on problem-solving.
Focus area 3
Data analytics, students apply their computational thinking skills to analyse relationships in data sets, identify and scope problems, and create solutions.
Focus area 4
Exploring innovations, students apply their critical and creative thinking skills to explore digital innovations, develop ideas, and create digital solutions.

ASSESSMENT
The following assessment types enable students to demonstrate their learning in Stage 1 Digital Technologies.

- Assessment Type 1: Project Skills
- Assessment Type 2: Digital Solution

For a 10-credit subject, students provide evidence of their learning through four assessments. Each assessment type has a weighting of at least 20%. Students undertake:

- at least two project skills tasks
- at least one digital solution.

Students have the opportunity to work collaboratively in at least one assessment.

For a 20-credit subject, students provide evidence of their learning through eight assessments. Each assessment type has a weighting of at least 20%. Students undertake:

- at least four project skills tasks
- at least two digital solutions.

Students have the opportunity to work collaboratively in at least two assessments.

ADVANCED MANUFACTURING SYSTEMS (AMS)

CODE – 2DCS1A & 2DCS2A
LEVEL - STAGE 2
LENGTH - 20 CREDITS (FULL YEAR COURSE)
CONTACT - JOSH VOUMARD

RECOMMENDED BACKGROUND
Successful completion of Stage 1 Advanced Manufacturing is desirable.

CONTENT
Skills in this area are becoming highly sought after both at a trade and university level. Industries are relying heavily on automation within their production lines and architecture. Students will work primarily with engineering design application Autodesk Inventor. The skills tasks aim to develop student skills using a variety of computer aided design (CAD) platforms including their ability to transfer digital plans and drawings between a variety of programs. Students will learn to make simulations of moving 3D assemblies and independently use computer-controlled production systems. The Design, Process and Solution task requires students to develop a portfolio detailing the design and production of a CNC based project solution. This process provides an opportunity for students to create a physical solution, independently designed to demonstrate their knowledge of various CAD programs and CNC machinery. All design and manufacture work is carried out using Computer Aided Design programs and are manufactured by computer driven Laser, Milling and 3D printing devices. AMS will greatly benefit students interested in pursuing an engineering university pathway. Careers in Electronics & CAD/ CAM include: Civil/ Mechanical/ Electrical Engineer, Designer, Manufacturing Consultant, Technician, Programmer, Teacher/ Lecturer.

ASSESSMENT

- Two Skills Assessment Tasks (20%)
- Resource Study (30%)
- Design & Investigation and Major Product manufacture (50%)

ADDITIONAL REQUIREMENTS
As part of the Material and Services charge an initial allocation of $60.00 will cover the basic material cost for the year.

METAL TECHNOLOGY

CODE – 2IES
LEVEL - STAGE 2
LENGTH - 20 CREDITS (FULL YEAR COURSE)
CONTACT - GERRARD KLEINIG

RECOMMENDED BACKGROUND
Successful completion of Stage 1 Metal Technology.

CONTENT
Students will engage in the fabrication of set items and the machining of small components to accurate and fine tolerances in order to gain skills which they will use in later tasks. A higher level of MIG welding skills will also be taught incorporating quality production techniques and fault rectification.

Within the SACE course they are required to develop a Design & Investigation Folio which provides solutions and detailed drawings of the item they wish to manufacture as their major project. Students will need to research and investigate practical solutions to design problems (Folio) and then manufacture the product with a high level of skill in machining and welding.

The externally marked Resource Study enables students to research an aspect of their intended project in regard to materials, processes or fittings.

Topics include:
- Sheet metal Fabrication
- Precision Machining
- MIG Welding
- OHSW
- General Fabrication

ASSESSMENT
- Skills Tasks (20%)
- Design Process and Solution (50%)
- Resource Study (30%)

ADDITIONAL REQUIREMENTS
As part of the Material and Services charge an initial allocation of $60.00 will cover the basic material cost for the year. If a student chooses to construct a more significant 'major project' then they will need to cover the extra costs.

WOOD TECHNOLOGY

CODE - 2MRS
LEVEL - STAGE 2
LENGTH - 20 CREDITS
CONTACT - HAMISH PRICE

RECOMMENDED BACKGROUND
Successful completion of Stage 1 Wood Technology.

CONTENT
This course further develops skills with hand tools, fixed and portable machinery. A major focus is the design and construction of a piece of timber furniture. Both traditional and contemporary methods of construction will be taught. Through the design process students will make decisions about style, construction, processes, materials, etc. Skill tasks that will be assessed will include jointing and machining exercises. Students will be expected to consider the construction of jigs to assist production and consider the use of CNC (Computer Numeric Equipment) to produce components for their project.

A resource study of materials will be undertaken and a design folio will be developed whereby students will need to document all thought and ideas as detailed annotated sketches and images.

They will use CAD to draw professional 3D designs and engineering drawings of the solution and use excel to prepare detailed parts lists with costings. A common product chosen for the solution is a small entertainment unit.

ASSESSMENT
- Skills Tasks (20%)
- Design Process and Solution (50%)
- Resources Study - Externally Moderated (30%)

ADDITIONAL REQUIREMENTS
As part of the Material and Services charge an initial allocation of $60.00 will cover the basic material cost for the year. If a student chooses to construct a more significant 'major project' then they will need to cover the extra costs

INFORMATION PROCESSING AND PUBLISHING

CODE - 2IPR20
LEVEL - STAGE 2
LENGTH - 20 CREDITS
CONTACT - LUKE ATKINSON

RECOMMENDED BACKGROUND

Successful completion of Stage 1 Information Processing & Publishing is desirable.

CONTENT

Stage 2 Information Processing and Publishing consists of two of the following four focus areas:

- Desktop Publishing,
- Electronic Publishing,
- Personal Documents,
- Business Documents.

ASSESSMENT

- Practical Skills (40%)
- Issues Analysis (30%)
- Product and Documentation (30%)

Students provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake at least five practical skills assessments, one or two issues analysis assessments and one technical and operational understanding assessment and one product and documentation assessment.

ADDITIONAL REQUIREMENTS

Students may subscribe to Adobe Cloud to access all the applications used at a student price (varies year to year). Although this is not needed if students manage time correctly.

GLOSSARY

ASBA	Australian School-based Apprenticeship
ACARA	Australian Curriculum, Assessment and Reporting Authority
ATAR	Australian Tertiary Admission Rank. The ATAR is derived from the university aggregate and is an indicator of how well a students has performed relative to others in the population, taking into account varitations in student participation from eyar to year. The ATAR is used for university entrance purposes.
Australian Curriculum	The Australian Curriulum is being developed progressivley by the Australian Curriculum, Assessment and Reporting Authority.
Counting Restrictions	Counting restrictions are used where it is deemed desirable to limit the number of credits that can be counted towards a university aggregate and the ATAR in a specific subject area.
Curriculum Pattern	A selection of subjects required in order to qualify for the SACE or meet year level requirements.
Credit	Ten credits are equivalent to 2 semester or 6 months of study in a particular subject or course in the South Australian Certificate of Education.
DECD	Department for Education and Child Development
Flexible Option	Flexible option refers to the final 20 credits of study contributing to the university aggregate and the TAFE Selection Score.
MER	Minimum Entry Requirements (used for TAFE entry purposes)
Precluded Combination	Two subjects are a precluded combination if they are defined by the universities and TAFE SA as having a significant overlap in content.
Prerequisite	A formal requirement that is needed before proceding to further study
Recognised Studies	Studies such as higher education studies or Vocational Education and Training (VET) awards approed by the SACE board as counting towards the SACE and deemed by the universities and TAFE SA as being eligable to be included in the calculation of the ATAR and TAFE SA Selection Score.
Research Project	A compusory Stage 2 subject
RTO	Registered Training Organisation
SACE	The South Australian Certificate of Education
SACE Board	South Australian Certificate of Education Board
SATAC	South Australian Tertiary Admissions Centre
Semester	50-60 hours of programmed lesson time
Stage 1	The first of two levels of the SACE - for students, this will usually take place in Year 11
Stage 2	The second of two levels of the SACE - for students, this will usually take place in Year 12
STAT	Special Tertiary Admissions Test
TAFE	Technical and Further Education
TAS	Tertiary Admission Subject - a SACE Stage 2 subject which has been approved by the universities and TAFE SA for tertiary admission.
TEA	TAFE Entry Assessment
TGSS	Training Guarantee for SACE Students
VET	Vocational Education and Training

CAREER GUIDANCE RESOURCES

RELEVANT PULICATIONS AND WEBSITES

The following publications are made available to students at various time to help in the course counselling process. Information can also be found on the websites listed.

DEPARTMENT FOR EDUCATION

SACE BOARD

FLINDERS UNIVERSITY
UNDERGRADUATE PROSPECTUS

UNIVERSITY OF SOUTH AUSTRALIA UNDERGRADUATE PROSPECTUS

ADELAIDE UNIVERSITY
UNDERGRADUATE PROSPECTUS

SATAC Guide

TAFE
SUBJECT GUIDE

CAREER GUIDANCE RESOURCES

MY FUTURE
Australia's online career exploration and inforamtion service.

CAREER ONE
Australia's online career exploration and information sevice - The Australian Careers Directory. A gateway to links that can help career exploration and decision making, job search preparation, training resources and more.

JOBS HUB
Provides information on over 600 occupations and describes the education or training needed for those occupations.

OCCUPATIONAL INFORMATION

SACE BOARD
The SACE Board website provide information about Stage 1 and 2 curricula, special provisions, communit learning and assessment requirements.

PLANNING YOUR CAREER

Making a decision about what type of career you want can be hard, especially if you are new to the workforce or are looking to change your career. Below are some simple steps to help you through the decision making process.

STEP 1 - SELF ASSESSMENT

To find a job that will interest you and keep you motivated and challenged, it's important to understand your own interests, abilities and values.

YOUR INTERESTS

- What do you enjoy doing?
- What inspires and motivates you?

SKILLS AND ABILITIES YOU HAVE DEVELOPED

- Education
- Previous employment or work experience
- Voluntary or charity work
- Extracurricular activities (e.g. sport, music, social clubs).

VALUES AND INFLUENCES

- What aspects of work are important to you? e.g. respect,
- recognition, security, achievement, status, money
- What influences are important to your decision making? e.g. health, family, community.
- What working conditions are suitable for your lifestyle?
- Do you have health issues to consider when planning your career path?

STEP 2 - CAREER ASSESSMENT

Once you have thought about a few different career paths that may interest you, do some industry research to find outwhat each career involves.

JOB OUTLOOK

- What are the employment prospects?
- What are the predictions for the future of the industry?
- Will the industry grow?
- Can you further develop and progress in the career?

EDUCATION AND TRAINING

- Do you have the right qualifications, education or training?
- Can you do on the job training or study while you work in the career?
- Are there opportunities for further education or training?

DUTIES AND TASKS

- What duties and tasks will you be required to perform?
- Can you perform these duties and tasks?
- Will the duties and tasks keep you motivated?

INDUSTRY KNOWLEDGE

Talk to people who already work in the industry and ask questions to help you with your career decision making.

- What does your typical work day involve?
- What do you most like about your job?
- What do you least like about your job?
- What training would you recommend to prepare for the job?
- Do you know of any alternative training pathways?
- Have you had the opportunity to progress in your career and develop further skills?

STEP 3 - CAREER DECISION

When it comes to making a decision on what career path you want to pursue, make sure you explore all the options available to you.

- Make a decision that will suit your personality and the working environment that you are interested in, as well as the career goals that you have set for yourself.
- If you are uncertain about your career choices, don't worrytoo much. The average Australian will have between fiveand seven career changes in their lifetime.

Remember that in each job you will develop new skills that you can apply in other jobs. You will also meet more people, which is ideal for career networking.

STEP 4 - TAKE ACTION

Now that you've gone through the decision making process, it's time to take action. Get your resume ready and apply for any suitable jobs that you find. Keep in mind that things don't always work out the first time. You may even need to go through the steps again to find what you're looking for, but don't give up. Remember that having a job, even if it's not the one you want, can lead to getting the job you do want.

ONLINE JOB SEARCHING

www.jobsearch.gov.au – search for jobs by choosing your state, local area and occupation category. Create a job match profile, upload your resume and use the instant job list to find jobs based on your skills and experience

www.joboutlook.gov.au – search for a career that you are interested in and find information on the trends and job prospects for that career

www.careerone.com.au – search for jobs that interest you

www.mycareer.com.au – search for jobs that interest you

www.seek.com.au – search for jobs that interest you

CAREER AND RECRUITMENT

www.employmentguide.com.au – look for recruitment agencies relating to your chosen industry and find career advice and information

www.myfuture.edu.au – identify your interests and skill areas, make career decisions and plan your career

www.goodcareersguide.com.au/ – work out what occupations suit you best, based on your interests and abilities

GOVERNMENT INFORMATION

https://www.dese.gov.au/skills-and-training – find out how gaining new skills can increase your job opportunities and find out about training options

www.apsjobs.gov.au – look for job vacancies in the Australian Public Service

www.defencejobs.gov.au – find information about jobs in the Navy, Army and Air Force

For information about Public Service jobs in each state refer to the relevant site **https://www.apsjobs.gov.au/s/**

STARTING A BUSINESS

www.business.gov.au – find information to help you plan, start and grow your business

For state-based information about starting your own business refer to the relevant site **www.sa.gov.au/topics/business-and-trade/starting-a-business**

STUDYING OR TRAINING

www.australianapprenticeships.gov.au – find out about apprenticeships and combining employment and training

www.gooduniguide.com.au – Australian degree and university ratings guide

www.humanservices.gov.au/students – payments and services are available to support people who are studying or planning to study. Families and carers of students and people undertaking training or Australian apprenticeships

www.qilt.edu.au – look for information about Australian universities and other higher education providers

www.studyassist.gov.au – find information about Australian Government assistance for financing tertiary study

www.training.gov.au – search for training organisations, packages and courses in Australia.

VOLUNTEERING

www.volunteeringaustralia.org – find volunteer opportunities Australia wide

www.govolunteer.com.au – find volunteer opportunities Australia wide

www.volunteeringsa.org.au – look for volunteering opportunities in the Northern Territory and South Australia.

ADDRESS
3-5 Doswell Terrace
KADINA SA 5554

POSTAL ADDRESS
PO Box 346
KADINA SA 5554

CONTACT
(08) 8821 0100
kms.sa.edu.au