Welcome, Parents / Caregivers and Students

The purpose of the Senior School Curriculum Handbook is to provide students, parents and caregivers with information about courses and subjects offered at Ceduna Area School at Year 10, and at Stage 1 (normally undertaken at Year 11) and Stage 2 (normally undertaken at Year 12) in 2021.

The SACE is the minimum academic requirement for school leavers to gain entry into many TAFE and most University courses. These days it is generally accepted that a young person will try to complete Year 12 and their SACE before moving on to the next phase of their lives.

At Year 10, students are introduced to a wide range of subject choices, but these choices must be made with future work / career choices and the subject requirements of SACE in mind.

It is important that this handbook is looked at carefully when making choices for Year 10, Stage 1 and Stage 2 subjects.

Although the school endeavours to offer maximum choice in our curriculum offerings it must be emphasised that student interest and enrolment numbers are the determining factors as to whether courses proceed or not.

I wish you well in the choices that you make for your future and invite you to contact members of the staff if you require further assistance with this very important process.

Assistance with subject choices can be sought at any time from Homegroup teachers, Secondary Student Counsellor- Frew Halbert, Laura Brooksby Teaching & Learning Coordinator (10-12), Simon Smith Assistant Principal (7 to 12), Mark Price Assistance Principle. Please contact the school to make an appointment.
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Many students would know something about the South Australian Certificate of Education, but you might not be familiar with the finer details.

The SACE is the certificate you receive when you successfully complete Year 12, by meeting certain requirements. The certificate is internationally recognised and is essential if you want to get into most TAFE courses and universities in South Australia, interstate and overseas.

There are two stages in the SACE – Stage 1 and Stage 2. Most students will start Stage 1 in Year 10 and finish it in Year 11. Stage 2 is usually undertaken in Year 12.

What are some of the features of the SACE?
As part of the SACE students will:
- receive credits for many different forms of education and training (such as academic

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

Some elements of the SACE are compulsory
These are:
- A Personal Learning Plan at Stage 1 (usually undertaken in Year 10), worth 10 credits.
- at least 20 credits towards literacy from a range of English/English as a Second Language studies at Stage 1
- at least 10 credits towards numeracy from a range of Mathematics Studies at Stage 1
- a major Research Project at Stage 2, worth 10 credits
- Completion of at least 60 additional credits in Stage 2 subjects and courses.

The importance of the compulsory elements is reflected in the requirement that students must achieve either an A, B, C or equivalent in these subjects to complete the SACE successfully.

In addition to the compulsory elements, students will choose from a wide range of subjects and courses to earn the remaining 90 credits to gain the SACE. These include subjects and courses from either Stage 1 or Stage 2.
How the SACE fits together

![Diagram showing the structure of SACE]
Stage 1 and 2 information

STAGE 1
Students who have not completed their Personal Learning Plan (PLP) to a ‘C’ grade or better at Year 10 will be required to do PLP during Year 11. This may be completed during semester one in their own time, with support from a staff member. Students who have not completed their PLP to a ‘C’ grade or better by the beginning of semester two will be required to participate in an intensive workshop at the end of Term 2.

Students must enrol in and complete two semesters of English to a ‘C’ grade or better for each semester.

Students must enrol in at least one Mathematics subject in semester one and may choose whether or not to select a Mathematics subject in semester two. Students who do not complete at least one Mathematics subject in semester one to a ‘C’ grade or better, must repeat a Mathematics subject in semester two.

All Stage 1 students will be enrolled in Stage 2 Research Project in the second semester. This is to support greater flexibility and a stronger focus on the Stage 2 subjects they will study in Year 12.

STAGE 2
Students who have not completed Research Project to a ‘C-’ grade or higher will need to complete it the following year. Students who have completed Research Project may select four or five Stage 2 subjects.

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

Other Options

VOCATIONAL EDUCATION
 Undertaking VET may benefit students’ exploration of a variety of career pathways; it is not just reserved for a pathway within the trades (e.g. plumbing, automotive and construction).

Students can complete VET qualifications in a diverse range of industries, including business administration, veterinary nursing, aged care or sport and recreation. VET is designed to expand opportunities and pathways for senior secondary students and improve educational outcomes in line with the state governments objective to increase the number of students achieving their South Australian Certificate of Education (SACE).

Open Access College

The Open Access College is available as a school-based option for students who have a particular subject need that cannot be met by Ceduna Area School as a face to face subject.

Please be aware that if students enrol in Open Access Courses there is a $50 per subject per semester cost involved.

Should students need to enrol in an Open Access College subject it is advisable to do so during the subject counselling process to ensure that materials and phone lessons are organised prior to the start of the school year. To check out what subjects are available visit the website at http://oac.schools.sa.edu.au/
Cross Disciplinary Studies

Year 10 Personal Learning Plan

Year 10 Research Practices

Year 11 Research Project
Year 10 Personal Learning Plan

Course Length: Semester

If you don’t have a career in mind yet, don’t worry! There’s a subject in the SACE which is dedicated to helping you discover your interests, strengths and ambitions, and putting you on the path to success.

The Personal Learning Plan is a Stage 1 subject, usually undertaken in Year 10. It’s worth 10 credits, and you need to achieve a C grade or higher to gain your SACE.

Students must complete a week of work experience to successfully complete this subject.

What’s the plan?
The Personal Learning Plan gives you the chance to identify your plans and goals for the future, helping you make informed decisions about your personal development, education and training.

If you have a career already in mind, the Personal Learning Plan provides a chance for you to explore university, TAFE, and apprenticeship or traineeship courses or pathways.

For students who don’t know what they want to do yet, the subject will give you an idea of what careers might interest you and the kinds of subjects you can study to maximise your choices in the future.

The Capabilities
The Personal Learning Plan is your introduction to the seven SACE capabilities – Literacy, Numeracy, Intercultural Understanding, Ethical Understanding, Critical & Creative Thinking, Personal & Social, Information & Communication Technology.

You’ll learn what capabilities you need for your future, as well as how to develop and improve them.

Assessment
As part of the Personal Learning Plan you’ll identify your strengths and weaknesses, investigate potential pathways, and figure out how you’re going to get there.

You will need to present your learning in two parts: Folio & Review. You’ll also come out of the subject with a plan to get you where you want to go.

Your plan isn’t set in stone though – you can change it at any point during your SACE studies. The idea is to get you thinking about what your options are and what path you might like to take.

Choosing your subjects
The Personal Learning Plan is particularly useful when it comes to subject selection for Year 11 and 12. Some university courses require you to study prerequisite subjects, so it’s helpful to know which Year 11 subjects lead into those subjects in Year 12.

You can also look into the benefits of including Vocational Education and Training (VET) in your SACE to help you reach your goals.

Other skills you can learn
Through the Personal Learning Plan you may also learn work skills which you can apply to your current and/or future job, such as writing a resume and cover letter, or learning about professional relationships.

By talking to employers and business people, you can discover what skills and attributes they look for in young people, and use these as guidelines to assist in your personal development.

Undertake a block of Work Experience and reflect on skills learned and tasks they have performed. Students are involved in the process of contacting employers and completing a work journal under the work capability.

More information about the Personal Learning Plan can be found on the SACE website (www.sace.sa.edu.au) under Subjects > Stage 1 > Cross disciplinary > Personal Learning Plan.
Year 10 Research Practices
Course Length: Semester

**Assumed Knowledge**

No pre-requisite

**Course Overview**

Fundamentals of research design and implementation will be applied through a variety of learning activities and assessment tasks. Students are encouraged to develop investigate and inquiry skills through both independent and guided research.

Teachers will choose core themes throughout the first three tasks.

Students develop their interests in an individual component of this theme that directs their research. Within this field, students have flexibility to modify and refine their topic. The findings will culminate within an overall compendium of work that includes a range of folio and source tasks analysis tasks.

It is a compulsory program of work equalling 10 credits over the semester.

The following areas of study will be undertaken.

**Exploring Research Approaches**
- Topic 1 (The purpose of research)
- Topic 2 (Research Methods)

**Exploring Research Skills**
- Topic 4 (Planning)
- Topic 3 (Development)

**Assessment**

This is a 10 credit course that consists of the following assessments.

60% Folio (Purpose of research and Research Methods)
40% Source Analysis (Development and Planning)

Year 11 Research Project
Course Length: Full Year

**Assumed Knowledge**

It is expected that students have completed their PLP.

**Course Overview**

The Research Project is a compulsory element of the SACE which students must complete with a C or higher grade.

Students choose a research topic that is based on an area of interest. Through their folio, they show their development in literacy and a second capability of their choice; Numeracy, ICT, Critical & Creative Thinking, Personal & Social, Ethical Understanding and Intercultural that is relevant to their research. They use the framework (described below) as a guide to developing their research. They also show their developing knowledge and skills specific to their research topic.

Students evaluate the research processes they use, through which they demonstrate their capability for learning. Students also demonstrate and evaluate their chosen capability. The four parts of the research framework are:

initiating, planning and managing the research
- carrying out the research
- communicating the research outcome
- evaluating the research

This framework is flexible to accommodate different models and approaches to research and inquiry-based learning and to guide each student’s research, on any topic and in any context.

**Assessment**

**Internal 70%**
- Folio (preliminary ideas and research proposal, research development and discussion) 30%
- Research outcome 40%

**External 30%**
- Evaluation 30%
Mathematics

Year 10 Maths

Year 11 Mathematics

Year 11 General Mathematics

Year 11 Essential Maths

Year 12 Mathematical Methods

Year 12 General Maths
**Year 10 Mathematics**

Course Length: Full Year

**Assumed Knowledge:**
Successful completion of year 9 Achievement Standard.

**Course Overview**
In continuation from the year 9 Australian Curriculum, this course will see students learn mathematics in three strands: number & algebra, measurement & geometry, and statistics & probability. The first half of the course is structured to develop core skills that are transferrable across the three strands and the second half of the course will be aimed at preparing students for the rigours of Stage 1 Mathematics.

The topics covered include:

**Semester 1**
- Pattern and Algebraic Reasoning
- Application of Pythagoras’ Theorem
- Volume and surface area of complex 3D shapes
- Index notation and exponential functions

**Semester 2**
- Quadratic expressions: Product expansion and factorisation.
- Coordinate Geometry
- Formula manipulation
- Solving simultaneous systems

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**Year 11 General Mathematics**

Course Length: Semester
Available in: Semester 1 and 2

**Assumed Knowledge**
Students should have been successful in Mathematics at Year 10. Completion of Semester 1 is a prerequisite for Semester 2.

**Course Overview**
Numeracy is a compulsory 10 point component of the SACE. It is achieved by gaining a C grade or better in any one of the Stage 1 Mathematics courses. General Mathematics extends students’ mathematical skills in ways that apply to practical problem solving. The topics presented cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions and discrete modelling using networks and matrices.

**Semester 1 (10-credit)**
- Investing & Borrowing
- Measurement
- Statistics Investigation

**Semester 2 (10 credit)**
- Applications of Trigonometry
- Linear and Exponential Functions and their graphs
- Matrices and Networks

**Assessment**
Each 10 credit unit will consist of the following assessment items:
- 60% Three Skills Assessment Tasks (tests)
- 40% One mathematical investigation (a maximum of 8 A4 pages at size 10 font size including diagrams and calculations)
Year 11 Mathematics

Course Length: Semester
Available in: Semester 1 and 2

Assumed Knowledge
Students should have an interest in Mathematics and a comprehensive knowledge of Year 10 Mathematics is assumed. Completion of Semester 1 is a prerequisite of the additional 10 credit units of Mathematics in semester 2.

Course Overview
Numeracy is a compulsory 10 credit component of the SACE. It is achieved by gaining a C grade or better in any one of the Stage 1 Mathematics courses.
Stage 1 Mathematics may be undertaken as a 10-credit subject, a 20-credit subject or a 30-credit subject.
Students will undertake three topics per semester.
Students taking the 30-credit option will take Variant 2 and 3 (a total of 6 topics) in Semester 1.

Variant 1 - 10 credits
- Functions and Graphs, Indices & Surds
- Polynomials Quadrics, Relations & Functions
- Trigonometry

Variant 2 & 3 – 10 credits
- Further Trigonometry
- Matrices, Counting and Statistics
- Growth and Decay
- Introduction to Different Calculus
- Vectors in the Plane
- Real and Complex Numbers

Semester 2

Assessment
Variant 1, Variant 2 & Variant 3

Each 10 credit unit will consist of the following assessment items:
- 75% Three Skills Assessment Tasks (tests)
- 25% One mathematical investigation (a maximum of 8 A4 pages at size 10 font size including diagrams and calculations)

Note: at least one of the Skills Assessment Tasks in each semester will be undertaken without the use of a calculator or notes.

Year 11 Essential Mathematics

Course Length: Semester
Available in: Semester 1 and 2

Assumed Knowledge
Students should have been successful in Mathematics at Year 10. Completion of Semester 1 is a prerequisite for Semester 2.

Course Overview
Numeracy is a compulsory 10 credit component of the SACE. It is achieved by gaining a C grade or better in any one of the Stage 1 Mathematics courses.
This subject aims to give students an understanding of the “real-life” applications of maths and has a specific focus on maths applicable to trade and pre-apprenticeship.
The subject has an emphasis on extending students’ computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways. Students will study three topics per semester:

Semester 1 (10-credit)
- Calculations, Time & Ratio
- Earning and Spending
- Geometry

Semester 2 (10-credit)
- Data in Context
- Measurement
- Earning and Spending

Assessment
Each 10 credit unit will consist of the following assessment items:
50% Skills Assessment Tasks (tests)
50% Mathematical Investigations
Year 12 Mathematical Methods
Course Length: Full Year

Assumed Knowledge
Students should have an interest in Mathematics and need to have successfully completed 20 or 30 credit units of stage 1 Mathematics.

Course Overview
Stage 2 Maths Methods is undertaken as a 20-credit subject. This course is designed to give students a robust understanding of mathematics which will provide them with a strong foundation in any discipline they pursue in their tertiary studies, or later in their lives. Students undertake a total of 6 topics throughout the year:
- Further differentiation & applications
- Discrete random variables
- Integral calculus
- Logarithmic functions
- Continuous random variables and the normal distribution
- Sampling and confidence Intervals

Assessment
Students provide evidence of their learning through 8 assessments:
- 6 skills and application tasks
- 1 Mathematical Investigation
- 1 examination

Internal 70%
(50%) Assessment Type 1: Skills and Applications Tasks
(20%) Assessment Type 2: Folio Task: Mathematical Investigation

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

Year 12 General Mathematics Stage 2
Course Length: Full Year

Assumed Knowledge
Students need to have successfully completed 20 credit units of stage 1 Mathematics or General Mathematics.

Course Overview
General Mathematics is a 20-credit subject at Stage 2. A problem-based approach is integral to the development of mathematical models and the associated key concepts. Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics. Stage 2 General Mathematics consists of the following five topics:
1. Modelling with Linear Relationships
2. Modelling with Matrices
3. Statistic Models
4. Financial Models
5. Discrete Models

SACE Numeracy Requirements
Completion of 20 credits of Stage 2 General Mathematics with a C grade or better, will meet the numeracy requirement of the SACE.

Assessment

Internal 70%
Investigations Folio 30%
Skills and Applications Tasks 40%

External 30%
Examination 30%
English

Year 10 English
Year 11 English
Year 11 Essential English
Year 12 English
Year 12 Essential English
Year 12 English Literary
Year 10 English
Course Length: Full Year

Assumed Knowledge
Successful completion of Year 9 Achievement Standard

Course Overview
The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students’ knowledge, understanding and skills in listening, viewing, speaking, writing and creating.

Students will engage with a variety of texts created for different purposes and will interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. The range of texts studied will be drawn from classic and contemporary Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, and literature from around the world.

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

Assessment
Students will be assessed against the Year 10 Achievement Standard in the following ways:

Receptive modes (listening, reading and viewing)
Students evaluate how text structures can be used in innovative ways by different authors, and;
Develop and justify their own interpretations of texts.

Productive modes (speaking, writing and creating)
Students show how the selection of language features can achieve precision and stylistic effect, and;
Create a wide range of texts to articulate complex ideas and demonstrate their understanding of the language features and conventions of Standard Australian English.

Year 11 English
Course Length: Full Year

Recommended Background
Successful completion of Year 10 English

Subject Information
Stage 1 English allows students to engage with a wide range of texts and text types. The subject offers opportunity for students to create their own texts. It is preparatory to English and English Literary Studies at Stage 2.

Content
Students should provide evidence of learning through four assessments, with at least one assessment task from each assessment type, at least one assessment task delivered as an oral presentation or multimodal form and at least one in written form. Assessment weightings are balanced between text response and text creation skills. Each semester is worth 10 credits.

Responding to texts
Students explore the human experience and the world through reading and examining a range of texts, including Australian texts, and making intertextual connections.

Creating texts
Students create imaginative, interpretive, and/or persuasive texts for different purposes, contexts, and audiences in written, oral, and/or multimodal forms.

Intertextual study
Students analyse connections between texts, exploring and evaluating similarities and differences and learning how the construction of texts influences audience response.

Assessment
Assessment at Stage 1 is school-based and may be externally moderated.
Minimum of 20% Responding to Texts
Minimum of 20% Creating Texts
Minimum of 20% Intertextual Study
Year 11 Essential English

Course Length: Full Year

Recommended Background
Completion of Year 10 English

Subject Information
This subject is designed for those students who need additional support to ensure success. Many texts deal with real world issues such as workplace literacy.

Content
Students should provide evidence of learning through four assessments, with at least one assessment task from each assessment type, and at least one assessment task delivered as an oral presentation or multimodal form and at least one in written form. Assessment weightings are balanced between text response and text creation skills and can be modified to suit individual student needs, but no assessment type will be less than 20% weighting. Each semester is worth 10 credits.

Responding to texts
Students consider a variety of ways in which texts communicate information, ideas, and perspectives. The reading of a wide range of texts enables students to comprehend and interpret information, ideas, and perspectives in texts.

Creating texts
Students create a range of texts using appropriate language features, content, and mediums for different purposes, audiences, and contexts. They recognise and use textual conventions and language features to communicate ideas that convey simple and complex thoughts in a range of mediums and digital technologies.

Assessment
Assessment at Stage 1 is school-based and may be externally moderated.
Minimum of 20% Responding to Texts
Minimum of 20% Creating Texts

Year 12 English Literary Studies

Course Length: Full year

Recommended Background
A grade in Stage 1 English

Subject Information
Stage 2 English Literary Studies focuses on the skills and strategies of critical thinking that are needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts.

Content
Responding to texts, comprising Shared Studies and Comparative Studies:

Shared Studies
Among the texts chosen for these shared studies there must be:
· A study of three texts (one extended prose text, one film and one drama text)
· A study of poetry
· A study of a range of short texts

Comparative Studies
This study involves the comparative study of two texts: one from the shared studies and the other independently chosen by the student.

Creating texts, comprising Transforming Texts and Creating a Written, Oral, or Multimodal Text
Students create texts that enable them to apply the knowledge, skills, and understanding developed through their study of literary texts in a range of forms.

Assessment
Students will complete up to nine assessments which are assessed in the following manner:
70% School Assessment
· 50% Assessment Type 1: Responding to Texts
· 20% Assessment Type 2: Creating Texts
30% External Assessment
Assessment Type 3: Text Study:
· 15% Part A: Comparative Text Study
· 15% Part B: Critical Reading Examination
Year 12 English

Course Length: Full year

Recommended Background
C grade or better at Stage 1 English

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

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

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

Content

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

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

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

70% School Assessment
30% Assessment Type 1: Responding to Texts
40% Assessment Type 2: Creating Texts
30% External Assessment
30% Assessment Type 3: Comparative Analysis

Year 12 Essential English

Course Length: Full year

Recommended Background
C grade or better at Stage 1 English or Essential English

Subject Information
In this subject student respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

Content

Responding to Texts
Students respond to a range of texts that instruct, engage, challenge, inform, and connect readers. They consider information, ideas, and perspectives represented in the chosen texts. Students may select texts related to their role or experience as a member of a workplace, social network, school community, etc.

Creating Texts
Students create procedural, imaginative, analytical, interpretive, or persuasive texts appropriate to a context.

Language Study
The language study focuses on the use of language by people in a local, national, or international context. Contexts include, but are not limited to:

- School
- Volunteering
- Community
- Sporting
- Cultural
- Religious
- Workplace
- Virtual

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

70% School Assessment
30% Assessment Type 1: Responding to Texts
40% Assessment Type 2: Creating Texts
30% External Assessment (30%)
30% Assessment Type 3: Language Report
Sciences

Year 10 Science General
Year 11 Biology
Year 11 Physics
Year 12 Biology
Year 12 Physics
Year 10 Science – General
Course Length: Full Year

Assumed Knowledge
Satisfactory completion of Year 9 Science

Course Overview
In the Year 10 curriculum, students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of Natural Selection and the Big Bang. Atomic theory is developed to understand relationships within the periodic table. Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

The course explores four Science Understanding strands:
- Biological Sciences
- Chemical Sciences
- Earth and Space Sciences
- Physical Sciences

The Science Inquiry Skills and Science as a Human Endeavour are interwoven into each of the conceptual strands and are the essence of science. Topics include:
- DNA and Genetics
- Geological Time
- Natural Selection and Evolution
- The Periodic Table
- Chemical Reactions
- Global Systems
- The Universe
- Motion and Energy

Assessment
A combination of tests, reports and visual presentations will be used to assess student’s skills, knowledge and understanding on the subject content.

Information Communication Technologies will be utilised for assessment tasks where possible.

Year 11 Biology
Course Length: Semester
Available in: Semester 1 and 2

Assumed Knowledge
Satisfactory completion of Year 10 Science.

Course Overview
Biology is the study of life, what life needs to survive, what makes life possible, how life evolves and changes, and how life forms interact with one another.

Areas of study:
- Cells and Microorganisms
- Infectious Disease
- Multicellular Organisms
- Biodiversity and Ecosystem Dynamics

Students have the opportunity to engage with the work of biologists and initiate debates about how biology impacts on their lives, on society, and on the environment.

Students have the opportunity to identify and formulate questions, hypotheses, concepts, and purposes that guide biological investigation, design and conduct individual and collaborative biological investigations and demonstrate and apply biological knowledge and understanding of concepts and interrelationships to a range of contexts and problems.

Assessment
Investigations Folio (including practical reports and issue investigation) 50%
Skills and Applications Tasks (including tests) 50%
Year 11 Physics
Course Length: Semester 1 or Full Year

Assumed Knowledge
Satisfactory completion of year 10 science

Course Overview
Physics is the most fundamental of all sciences and deals with the structure and behaviour of matter from sub atomic particles to the universe as a whole.

Semester 1
Content
Linear Motion and Forces
Electric Circuits
Heat

Semester 2
Content
Energy and Momentum
Waves
Nuclear Models and Radioactivity

Assessment for each semester
1 x practical report 25%
1 x Issues Investigation 25%
2 x theory tests 50%

Note
Successful completion of a full year of Physics at stage 1 is highly recommended for stage 2 Physics

Year 12 Biology
Course Length: Full Year

Assumed Knowledge
No background knowledge is assumed however, satisfactory completion of Year 11 Biology is desirable.

Course Overview
Biology is the study of life, what life needs to survive, what makes life possible, how life evolves and changes, and how life forms interact with one another.

Areas of study:
DNA and Proteins
Cells as the basis of Life
Homeostasis
Evolution

Students have the opportunity to engage with the work of biologists and initiate debates about how biology impacts on their lives, on society, and on the environment.

Students have the opportunity to identify and formulate questions, hypotheses, concepts, and purposes that guide biological investigations, design and conduct individual and collaborative biological investigations and demonstrate and apply biological knowledge and understanding of concepts and interrelationships to a range of contexts and problems.

Assessment
Internal 70%
Investigations Folio (including 2 practical reports and 1 issue investigation) 30%
Skills and Applications Tasks (4 topic tests and 1 trial exam) 40%

External 30%
Examination

Note
Practicals are a requirement of the course.
Year 12 Physics

Course Length: Full Year

Assumed Knowledge

Successful completion of a full year of Stage 1 Physics is assumed.
It is also recommended that students have a good working knowledge of algebra and trigonometry.

Course Overview

The study of Physics provides an understanding of the processes which determine the behaviour of systems from the very small (atoms and nuclei) to the very large (the solar system and the universe).

Topics
Motion and Relativity
Electricity and Magnetism
Light and Atoms

Assessment

Internal 70%
Investigations Folio 30%
Skills and Applications Tasks 40%

External 30%
Examination 30%
The Arts

Year 10 Visual Arts
Year 11 Visual Arts
Year 12 Visual Arts
Year 10 Visual Arts

Course Length: Semester or Full Year
Available in: Semester 1 and 2

Assumed Knowledge
No background knowledge is assumed; however, satisfactory completion of Year 9 Art is desirable.

Course Overview
By the end of year 10, students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and other ideas. They identify influences of other artists on their own artworks. Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

Practical
Students work in the area of painting, drawing, printmaking sculpture, ceramics, soft fabrications and mixed media. This is supported by skills and media experiments as well as idea generation, to enable students to process, document and realise final works.

Theory
Students examine the contemporary and historical applications in art and how they relate to the practical work they are undertaking.

Year 11 Visual Arts

Course Length: Semester
Available in: Semester 1 and 2

Assumed Knowledge
No background knowledge is assumed, however satisfactory completion of Year 10 Art is desirable

Course Overview
Practical and Folio (Practical Resolution and Visual Thinking): Students produce a 2D Practical Piece or suite of Pieces, as result of research, experimentation and idea generation in the Folio.

The Practical can be drawing, painting or photography.

The Folio documents the student’s visual learning and supports their final resolved visual artwork.

Visual Study (Visual Arts in Context): Students research and analyse an area of Visual Art using appropriate sources, using terminologies and language to respond to Artists and Artworks.

Students will complete a small piece related to the research, which reflects student learning.

Assessment
Practical 30%
Folio 30%
Visual Study 40%
Year 12 Visual Arts - Art
Course Length: Full Year

**Assumed Knowledge**
It is assumed that students have had some Stage 1 Visual Art experience.

**Course Overview**

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

The broad area of Art includes both artistic and crafting methods and outcomes, including their development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

**Assessment**

*Internal 70%*
Folio (preliminary ideas and research proposal, research development and discussion) 30%
Practical 40%

*External 30%*
Visual study 30%
Health & Physical Education

Year 10 Physical Education
Year 11 Physical Education
Year 12 Physical Education

Year 10 Food Technology

Year 11 Food and Hospitality
Year 12 Food and Hospitality
Year 10 Physical Education
Course Length: Semester
Available in: Semester 1 and 2

Assumed knowledge
Students should have an interest in sport and be willing to participate in physical activity.

Course Overview
Practical Skills and Application:
Regular physical activity to practice and refine skills in individual and team sports
Leadership and management – responsibly officiate, umpire, score and organize at least one activity per semester to enable others to participate in physical activity.

Theory: The Nature of Physical Activity
Topics include; fitness and conditioning, Body Systems and their relevance to physical activity, diet and nutrition, sports injuries, analysing community involvement and community sporting facilities. Human Anatomy.

Assessment

Practical
Practical skills (teacher/coach, self and peer) that indicate students’ proficiency and application of skills, general team contribution, independence and initiation of tactics.
Movement patterns.

Theory/Journal
Assignments, presentation, tests and exam.

Year 11 Physical Education
Course Length: Semester
Available in: Semester 1 and 2

Assumed Knowledge
An interest in sport and a high level of physical participation is required.

Course Overview
In this subject Students are expected to:
Apply knowledge and understanding of movement concepts and strategies in physical activities.
Reflect on movement concepts and strategies in physical activity.
Apply communication and collaborative skills in physical activity contents.
Explore and analyse evidence related to physical activity.
Reflect on and apply feedback to improve participation and/or performance in physical activity.
Communicate using subject specific terminology in a variety of models.

Assessment:

Performance Improvement- 50%
Physical Activity- 50%
Year 12 Physical Education

Course Length: Full Year

Through Physical Education, students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. An integrated approach to learning in Physical Education supports promotes deep learning ‘in, through, and about’ physical activity.

Course Overview
Stage 2 Physical Education has three focus areas:
- Focus Area 1: In movement
- Focus Area 2: Through movement
- Focus Area 3: About movement.

The focus areas provide the narrative for the knowledge, skills, and capabilities that students develop. Learning is delivered through an integrated approach where opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities (e.g. sports, theme-based games, laboratories, and fitness and recreational activities). Students explore movement concepts and strategies through these physical activities to promote and improve participation and performance outcomes.

Assessment
Students should provide evidence of their learning through four or five assessments, including the external assessment component. Students undertake:
- School Assessment (70%)
- Assessment Type 1: Diagnostics (30%)
- Assessment Type 2: Improvement Analysis (40%)

External Assessment (30%)
- Assessment Type 3: Group Dynamics (30%).

Year 10 Food and Technology

Course Length: Semester
Available in: Semester 1 and 2

Assumed Knowledge
No background knowledge is assumed.

Course Overview
This course covers food safety, cooking techniques and terminology, meal planning and budgeting and the influence of other cultures on Australian cuisine. Students develop knowledge and skills in:
- Safe food handling and hygiene
- Functionality of ingredients
- Use of technology in the kitchen
- Sustainable cooking practices
- Trends in preparation & presentation
- Multicultural influences on the Australian Food Industry
Year 11 Food and Hospitality
Course Length: Semester
Available in: Semester 1 and 2

Assumed Knowledge
No background knowledge is assumed

Course Overview
Students examine some of the factors that influence people’s food choices and the health implications of those choices. They also gain an understanding of the diversity of the food and hospitality industry in meeting the needs of local people and visitors. Program allows for some individual choice in areas of interest, individually or with partners.

Areas of study include:
- Food, the individual and the family
- Local and global issues in food & hospitality
- Trends in food and culture
- Food & safety
- Food and hospitality industry

Assessment
Practical and group activities are undertaken and supported by the development of action plans, research tasks, and evaluations. Students also complete an individual investigation.

Individual practicals (50%)
Group activity (25%)
Individual investigation (25%)

Year 12 Food and Hospitality
Course Length: Full Year

Assumed Knowledge
No background knowledge is assumed

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

Areas of study include:
- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Sociocultural Influences
- Technological Influences

Assessment
Practical and group activities are undertaken and supported by the development of action plans, research tasks, and evaluations. Students also complete an individual investigation that is externally marked.

Practical activity (50%)
Group activity (20%)
Individual investigation (30%)
Humanities and Social Sciences

Year 11 Society & Culture
Year 12 Society & Culture

Year 12 Tourism
Year 11 Society and Culture
Course Length: Semester
Available in: Semester 1 and 2

Assumed Knowledge
There is no assumed knowledge for Society and Culture.

Course Overview:
For a 10-credit subject, it is recommended that students’ study two topics:

one topic with a focus on an Australian context
One topic with a focus on a global context.

Students gain knowledge and understanding of factors which influence and change societies and cultures including social, historical and cultural factors. Inquiry processes are used for students to analyse various points of view and aspects of relevant contemporary issues. Students and teachers negotiate topics from each group to study within the course. Assessments involve both group work and individual work.

Topics include:
• Cultural Diversity
• Youth Culture
• Work and Leisure
• The Material World
• Social Ethics
• Contemporary Contexts of Aboriginal and Torres Strait Islander Peoples
• Technological Revolutions
• People and the Environment
• Globalisation
• A Question of Rights
• People and Power

Assessment:
Sources Analysis
Group Activity
Investigation

Year 12 Society and Culture
Course Length: Full Year

Assumed Knowledge:
There is no assumed knowledge for Society and Culture.

Course Overview:
For a 20 credit subject, it is recommended that students study three topics, each from a different group
One topic with a focus on an Australian context
One topic with a focus on a global context

Students gain knowledge and understanding of factors which influence and change societies and cultures including social, historical and cultural factors. Inquiry processes are used for students to analyse various points of view and aspects of relevant contemporary issues. Students and teachers negotiate topics from each group to study within the course. Assessments involve both group work and individual work.

Group 1 Topics: Culture
Cultural Diversity
Youth Culture
Work and Leisure
The Material World

Group 2 Topics: Contemporary Challenges
Social Ethics
Contemporary Contexts of Aboriginal and Torres Strait Islander Peoples
Technological Revolutions
People and the Environment

Group 3 Topics: Global Issues
Globalisation
A Question of Rights
People and Power

Assessment:
School Assessment 70%
Type 1: Folio (50%)
Type 2: Interaction (20%)

External (30%)
Investigation (30%)
Year 12 Tourism
Course Length: Full Year

Assumed Knowledge
It is recommended that students have some Stage 1 Tourism or Geography experience

Course Overview
“The Tourism Industry will play a significant part in the shaping of our economic, social, political and cultural future.”

Students will identify and explain the diverse nature of tourists, tourism and the tourism industry and develop an understanding of the impacts of Tourism. Contemporary issues at local, national and global levels will be analysed.

There is an emphasis on a variety of communication skills and practical skills, such as researching, analysing, interpreting, evaluating and reviewing which will enable students to meet the challenges of a dynamic and evolving industry.

Assessment
The assessment components include:
Folio – Critical Analysis of Articles 20%
Practical Activities 25%
Individual Investigation 25%
Exam 30%

Resources used for this course
Local and out of the area excursions will provide essential experience
Business, Enterprise and Technology

Year 10 STEM

Year 10 Pedal Prix

Year 11 Digital Photography
Year 12 Digital Photography

Year 10 Design & Technology
Year 11 Design & Technology
Year 12 Design & Technology
Year 10 STEM
Course Length: Semester
Available in: Semester 1 or 2

Assumed Knowledge
No background knowledge is assumed.

Course Overview
In STEM students develop knowledge in Science, Technology, Engineering and Maths. Students investigate using a cross disciplinary approach through the STEM disciplines. Learning is achieved through authentic learning opportunities to answer an identified problem and create a solution.

Topics include:
- Construction & Engineering
- Lego robotics & Basic motion programming
- Motion & Flight
- Trike mechanics (Pedal Prix)
- Trike materials
- Forces

Assessment
Students demonstrate evidence of their learning through Numeracy, Information and Communication Technology and Critical and Creative thinking capabilities.

Year 11 Pedal Prix
Course Length: Full Year
Stage 1 Integrated Learning (10 SACE Credits)

Assumed Knowledge
There is no assumed knowledge for this subject, although completion of Year 9/10 Pedal Prix would be advised.

Course Overview
Pedal Prix is a ‘Human Powered Vehicle’ (HPV) event where teams of students manufacture, repair, and maintain a human powered ‘Pedal Prix’ vehicle. The vehicle needs to meet certain specifications which are considered during the design process. Students will investigate materials and mechanical parts and develop a cutting list and 3D model prior to commencing construction of a trike frame. Mechanical parts will need to be ordered by students and installed with the aim to race at Murray Bridge in September each year.

Key points of this program
- Innovative engineering through CAD design and manufacturing processes
- Building relationships with local business, industry, and community members
- Developing entrepreneurial skills such as fundraising, uniform design and production
- Collaborative approach to learning which builds communication skills.
- Developing training programs in preparation for Murray Bridge 24hr race.

Assessment
Practical Exploration – CAD modelling (20%)
Connection – Development of CAS Pedal Prix Team (60%)
Personal Venture – Race Media and Reflection (20%)
Year 10 Digital Photography
Course Length: Semester
Available in: Semester 1 or 2

Assumed Knowledge
No background knowledge is assumed.

Course Overview
In Digital Photography students develop image manipulation techniques. Through a design task, students apply the manipulation skills to the production of a set of postcards. Students evaluate the design product and analyse the social impact of particular technologies.

Students will develop the techniques for talking visually effective photographs. These techniques are applied to the production of a set of images suitable for a 12 month calendar. Students will work thorough the design process to produce the product (calendar).

Assessment
Students demonstrate evidence of their learning through the following assessment types.
Skills and Applications Tasks
Folio
Product

Year 11 Digital Photography
Course Length: Semester
Available in: Semester 1 and 2

Assumed Knowledge
No background knowledge is assumed.

Course Overview
The subject provides a flexible framework that encourages students to be creative, innovative, and enterprising in their chosen context. They apply critical thinking and problem-solving skills and incorporate technologies to address design problems and challenges.

In Stage 1 students use the design and realisation process. They learn to create a design brief that provides the basis for the development of potential solutions to design problems and challenges, and review design features, processes, materials, and production techniques to assist with the realisation of the solution.

Through using the processes mentioned above students will develop subject specific skills including:
talking visually effective photographs
editing photographs
editing videos

Assessment
Students demonstrate evidence of their learning through the following assessment types.
Skills and Applications Tasks 30%
Folio 30%
Product 40%
Year 12 Digital Photography
Course Length: Full Year

Assumed Knowledge
No background knowledge is assumed.

Course Overview
Communication Products involves the study of either digital photography, videography or a combination of both specialties. The subject focuses on investigating, planning, producing and evaluating digital still and moving imagery.

Students are required to complete:
Skills and Applications tasks
Resource Study
Major Product

Assessment
For the Minor Product, Folio and Major Product students can negotiate with their teacher to create their own design briefs to advance areas of personal interest and or skills and techniques required for post school study.

Year 10 Design and Technology
Course Length: Semester
Available in: Semester 1 or 2

Assumed Knowledge
Satisfactory completion of an 8-9 Design and Technology course is recommended but is not essential.

Course Overview
If you have a passion for hands on work, enjoy designing and producing quality products, and like using tools and equipment to solve everyday problems, then this is the course for you. This course is designed to allow students to explore their potential in designing and making with practical activities in wood, metal and other materials. The problem solving skills that this course develops are highly sort after in the labour market and extremely useful in life. Student’s area able to demonstrate their processes and skills through evidence based design folio.

Skills:
- Traditional timber jointing techniques
- Timber carcass construction
- Woodworking tools and equipment
- Orthographic drawing and AUTOCAD
- Metalworking tools and equipment
- MIG Welding
- Material properties
- Design Challenge:
  - Design challenges will be negotiated with students.
  - Below are some examples:
    - Spring back cricket stumps
    - Cricket bat
    - Miniature pool table
    - Exhibition piece classic timber box
    - Cabinetry
    - Sheet metal tool box
    - Occasional table
    - Own choice
Year 11 Design and Technology
Course Length: Semester
Available in: Semester 1 and 2

Assumed Knowledge
Satisfactory completion of a year 10 Design and Technology course is recommended but is not essential.

Course Overview
Problem solving and practical application of knowledge is at the heart of this SACE subject. If you have a knack for seeing solutions to problems, and enjoy working with tools and equipment, then you will excel in this subject. Students are required to develop their own brief and learn to use tools, materials and systems safely and competently to complete a product. This product can include metals, plastic, wood, or a combination to fulfil their needs.

Skills will build on traditional woodworking skills, metalworking skills and technical drawing. Specific skills to be learnt will be negotiated with the students to suit their individual products. Research and self-directed learning will be highly valued. The problem solving skills that this course develops are highly sought after in the labour market and extremely useful in life. Students are able to demonstrate their processes and skill through an evidence based design folio. Below are some examples of products that students have made in this subject.

Examples of products
• Furniture
• Cabinets
• Occasional tables
• Double beds
• Small trailers
• Tool boxes
• Dog cages
• Games board
• Ute ramp
• Clothes hoist
• Full length mirrors
• Exhibition piece classic timber box
• Own choice

Assessment:
Product  60%
Folio     20%
Skills and application tasks  20%
There may be a cost involved in this subject

Year 12 Design and Technology
Course Length: Full Year

Assumed Knowledge
Satisfactory completion of a Year 10/11 Design and Technology course is recommended.

Course overview
Problem solving and practical application of knowledge is at the heart of this SACE subject. If you have a knack for seeing solutions to problems, and enjoy working with tools, and equipment, then you will excel in this subject. Students are required to develop their own brief and learn to use tools, materials and systems safely and competently to complete a product. This product can include metals, plastics, wood, or a combination to fulfil their needs.

Skills will build on traditional woodworking skills, metalwork skills and technical drawing. Specific skills to be learnt will be negotiated with the students to suit their individual products. Research and self-directed learning will be highly valued. The problem solving skills that this course develops are highly sort after in the labour market and extremely useful in life. Students are able to demonstrate their processes and skills through an evidence based design folio.

Examples of products
• Furniture
• Cabinets
• Occasional tables
• Double beds
• Small trailers
• Tool boxes
• Dog cages
• Games boards
• Ute ramp
• Outdoor furniture
• Full-length mirrors
• Exhibition piece classic timber box
• Own choice

Assessment
Skills and applications tasks - 20%
Resource Study- 30%
Product - 50%
There may be a cost involved in this subject
Special Interest Programs

Year 10 Hair and Beauty
Year 11 Hair and Beauty

Year 10 Marine Experience
Year 11 Marine Experience

Year 10 Doorways to Construction
Year 11 Doorways to Construction

Year 12 Workplace Practices

Year 12 Child Studies

Year 10 SAASTA
Year 11 SAASTA
Year 12 SAASTA
Year 10 Hair and Beauty
Course Length: Semester

Assumed Knowledge
No background knowledge is assumed

Course Overview
Students participate in learning aligned with the Stage 1 SACE Integrated Learning subject: Students will work under the guidance of a teacher with hair and beauty qualifications.

Practical Exploration
Including but not limited to: hair colouring, men’s hair clipping, designing and applying make up, waxing, hair styling, manicures, gel nails, researching trends in the hair and beauty industry
Connection Activities
Including but not limited to: running middle school mentoring sessions and community make-over sessions.
Personal Venture
Including researching skills needed to run a small business and research into trends and health issues within the beauty industry.

Assessment
Assessment will include:
Practical Exploration 40%
Connections Activities 30%
Personal Venture 30%

Note
As a part of this subject students can also elect to complete units of competency from a Certificate III in Business, (including business, retail and finance units) which also offers points towards SACE and if complete is included in their ATAR

Year 11 Hair and Beauty
Course Length: Semester

Assumed Knowledge
No background knowledge is assumed

Course Overview
Students participate in learning aligned with the Stage 1 SACE Integrated Learning subject: Students will work under the guidance of a teacher with hair and beauty qualifications.

Practical Exploration
Including but not limited to: hair colouring, men’s hair clipping, designing and applying make up, waxing, hair styling, manicures, gel nails, researching trends in the hair and beauty industry
Connection Activities
Including but not limited to: running middle school mentoring sessions and community make-over sessions.
Personal Venture
Including researching skills needed to run a small business and research into trends within the beauty industry.

Assessment
Assessment will include:
Practical Exploration 40%
Connections Activities 30%
Personal Venture 30%

Note
As a part of this subject students can also elect to complete units of competency from a Certificate III in Business, (including business, retail and finance units) which also offers points towards SACE and if complete is included in their ATAR
Year 10 Marine Experience
Course Length: Full Year

Assumed Knowledge
There is no assumed knowledge for this subject, although an interest in a vocation in the seafood or maritime industries is presumed. Satisfactory completion of Year 9 Science is desirable.

Course Overview
This is a practical & theory based subject, aimed to prepare students for a pathway to the grade 11 course.

Successful completion of these units will count towards an industry recognised certificate. It will also count towards your SACE.

The aim of this course is to develop students practical skills & knowledge base in preparation for the grade 11 course.

Topics include:
- Water quality & testing
- Biology of Barramundi
- Fish husbandry & handling skills
- Fileting methods
- Aquaculture industries on the Eyre
- Data collection & fish sampling

Assessment
A combination of tests, reports and visual presentations will be used to assess student’s skills, knowledge and understanding on the subject content. Information Communication Technologies will be utilized for assessment tasks where possible.

Year 11 Marine Experience
Course Length: Full Year

Assumed Knowledge
There is no assumed knowledge for this subject, although completion of year 10 Marine would be advised.

Course Overview
This is a practical based subject with components from the Seafood Industry National Training Package.

Successful completion of these units will count towards an industry recognised certificate. It will also count towards your SACE.

The aim of this course is to give students a practical firsthand experience of work education in the aquaculture and maritime industries and to help them to gain a better understanding of job expectations and requirements in this area. The course also aims to equip students with a certificate & skills that can be directly translated to working among local and national aquaculture and fishing industries when they complete school.

Topics covered include:
Certificate 1 in Maritime operations (Coxswains grade 1 near coastal)

Assessment:
- Elements of shipboard safety
- Nautical knowledge
- Boat handling practical
- X2 Written test
- X1 Practical test
- X2 Course assignments
Year 10 Doorways 2 Construction (D2C)

Course Length: Full Year

Assumed knowledge
No background knowledge is assumed.

Course overview
The program is the introductory course for year 10 students into the D2C program. It is a career pathway program which provides students with a foundation of skill, knowledge and experience that leads into a range of vocational training courses in the building and construction industry. This subject provides students with the opportunity to gain credit towards certificate 1 in General Construction, and students are able to further progress in years 11 & 12.

The aims of the D2C program are to:
Create more awareness of building and construction among young people.
Provide students with accurate information about career opportunities and the tools necessary to successfully seek work in the industry.
Develop basic skills that students can take into the industry.

Units of Competency
- Work effectively in the general construction industry.
- Plan and organise work.
- Conduct workplace communication.
- Apply WH&S requirements, policies & procedures

Other components include
3 individual practical blocks which focus on knowledge & understanding & practical skills and application, for students to successfully gain their Certificate 1 in Maritime operations.
2 day boat handling course with Far West Aquatics, to develop students boat handling skills & knowledge and understanding, in preparation for their Boat handling practical test.

Year 11 Doorways to Construction (D2C)

Course Length: Full Year

Assumed Knowledge
No background knowledge is assumed, but this subject can lead on from year 10 D2C.

Course Overview
Unit of Competency from year 10 D2C, plus:
Use construction tools and equipment
Handle construction materials
Carry out measurements & calculations
Apply basic levelling
Work safely in the Construction Industry (White Card)
Specialisation can occur with appropriate workplace experience in:
- Brick and block laying
- Wall and floor tiling
- Wall and ceiling lining
- Carpentry
- Plumbing
- Roof plumbing
- Civil

Other components include:
4 weeks minimum (20days) work placement.
Career Advice, site visits, career talks.
Students are to be engaged in a structured workplace learning program for the duration of the project.
A Student Assessment Record Book must be used for each student to record achievement of competence.
The Training Package Certificate 1 in General Construction BCG03 forms the basis of the teaching and learning program.
Students and teaching staff should complete ‘White Card’ the State OH&S Training and a site specific induction program prior to commencing structured work placement in the industry.
Year 12 Workplace Practices
Course Length: Full Year

Assumed Knowledge
There is no assumed knowledge for this subject

Course Overview
This subject is appropriate for students who may wish to continue completion of VET competencies studied through Head Space, Marine Experience, D2C or School Based Apprenticeships and Traineeships. It may also be appropriate for students who wish to complete and ongoing Work Placement as part of their Year 12 studies.

FOLIO
*The Changing Nature of Work*: Students research the changing nature of work in their chosen industry.

Finding Employment: Students identify a real or mock position to apply for, completing a Resume, Cover Letter and Interview Questions.

Skills Tutorial: Students select and create a Skill Tutorial for a procedure relevant to their chosen industry.

PERFORMANCE
Students must complete 50-60 hours of vocational learning and/or work placement. They must maintain evidence of this in the form of a port-folio.

REFLECTION
*Career Match Profile Reflection*
Students complete the Career Match Profile and reflect and analyse their results in relation to their future goals and ambitions.

*Work Life Balance Reflection*
Students will consider and reflect on the many issues impacting on the balance between work and life.

EXTERNAL
Students select a practical or research issue related to their chosen industry to investigate.

Assessment:
*Folio* 25%
*Performance* 25%
*Reflection* 20%
*External Assessment* 30%

Year 12 Child Studies
Course Length: Full Year

Assumed Knowledge
There is no assumed knowledge for this subject

Course Overview
Child Studies focuses on children’s growth and development from conception to 8 Years. Students critically examine attitudes and values about parenting/care-giving and gain an understanding of the growth and development of children. This subject enables students to develop a variety of research, management, and practical skills.

Areas of study include:
- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Sociocultural Influences
- Technological Influences.

Assessment
Practical and group activities are undertaken and supported by the development of action plans, research tasks, and evaluations. Students also complete an individual investigation that is externally marked.

Practical activity (50%)
Group activity (20%)
Individual investigation (30%)
Year 10 SAASTA
Course Length: Semester 1
Stage 1 Aboriginal Studies (10 SACE Credits)

Course Overview
For the past three years, SAASTA has aligned its Stage 1 curriculum with Aboriginal Studies for semester 1. This has been a significant change to how the Ceduna Academy is run and structured. This subject focuses on celebrating the success and achievements of Aboriginal Peoples, researching and analysing artworks developed by other Aboriginal artists from foreign language groups and unpacking key moments in Australia’s history. The course is broken up into 2 different assessments types - Learning Journey (60%) where students need to produce a Podcast, Aboriginal Voice Research Piece and a Personal Presentation on a historical component. Creative Presentation (40%) Students explore their own cultural identity through research and the creation of their own artwork.

Stage 1 Cross-Disciplinary Studies or Integrated Learning (10 SACE Credits) Semester 2
This subject has been developed using the SACE Integrated Learning framework, and similar to the Aboriginal Power Cup, it culminates in a two-day multi-sport event with teams competing to claim the annual SAASTA Shield. Assessment Type 1: Practical Exploration Assessment Type 2: Connections Assessment Type 3: Personal Venture. Students also make connection between their learning and their culture and complete a Personal Venture outlining their learning through their personal involvement in the yearly SAASTA program.

Year 11 SAASTA
Course Length: Semester 1
Stage 1 Aboriginal Studies (10 SACE Credits)

Course Overview
For the past three years, SAASTA has aligned its Stage 1 curriculum with Aboriginal Studies for semester 1. This has been a significant change to how the Ceduna Academy is run and structured. This subject focuses on celebrating the success and achievements of Aboriginal Peoples, researching and analysing artworks developed by other Aboriginal artists from foreign language groups and unpacking key moments in Australia’s history. The course is broken up into 2 different assessments types - Learning Journey (60%) where students need to produce a Podcast, Aboriginal Voice Research Piece and a Personal Presentation on a historical component. Creative Presentation (40%) Students explore their own cultural identity through research and the creation of their own artwork.

Stage 1 Cross-Disciplinary Studies or Integrated Learning (10 SACE Credits) Semester 2
This subject has been developed using the SACE Integrated Learning framework, and similar to the Aboriginal Power Cup, it culminates in a two-day multi-sport event with teams competing to claim the annual SAASTA Shield. Assessment Type 1: Practical Exploration Assessment Type 2: Connections Assessment Type 3: Personal Venture. Students also make connection between their learning and their culture and complete a Personal Venture outlining their learning through their personal involvement in the yearly SAASTA program.
Year 12  SAASTA

Course Length: Full Year
Stage 2 Integrated Learning (20 SACE Credits)

Course Overview
This subject has been developed for Year 12 students as an extension to the Aboriginal Power Cup and SAASTA Shield. Students undertake a series of tasks aimed at developing their leadership skills and cultural knowledge. The Practical Inquiry (40%) tasks are related to: A. Physical Performance 15% B. Culture 10% C. Healthy Lifestyle 15% In the Connections Activities students undertake cultural activities that engage the community – 30%. For their Personal Endeavour students choose a sporting, health, personal development or cultural topic to investigate and report on – 30%. Academy students enrolled in this subject are eligible to participate as competitors, coaches or event officials at both the Aboriginal Power Cup and SAASTA Shield carnivals.