

Government
of South Australia
Department for Education

Curriculum Guide 2023

Relationships

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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 2022.

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 Wellbeing Coordinator- Chad Ko, Laura Brooksby- Teaching & Learning Coordinator (10-12), Amy O'Brien Assistant Principal (7 to 12), Mark Prince- Deputy Principal. Please contact the school to make an appointment.



Amy O'Brien
Assistant Principal (7 to 12)



Laura Brooksby
Teaching and Learning Coordinator (10-12)



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The SACE – How do you get it?

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.

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.

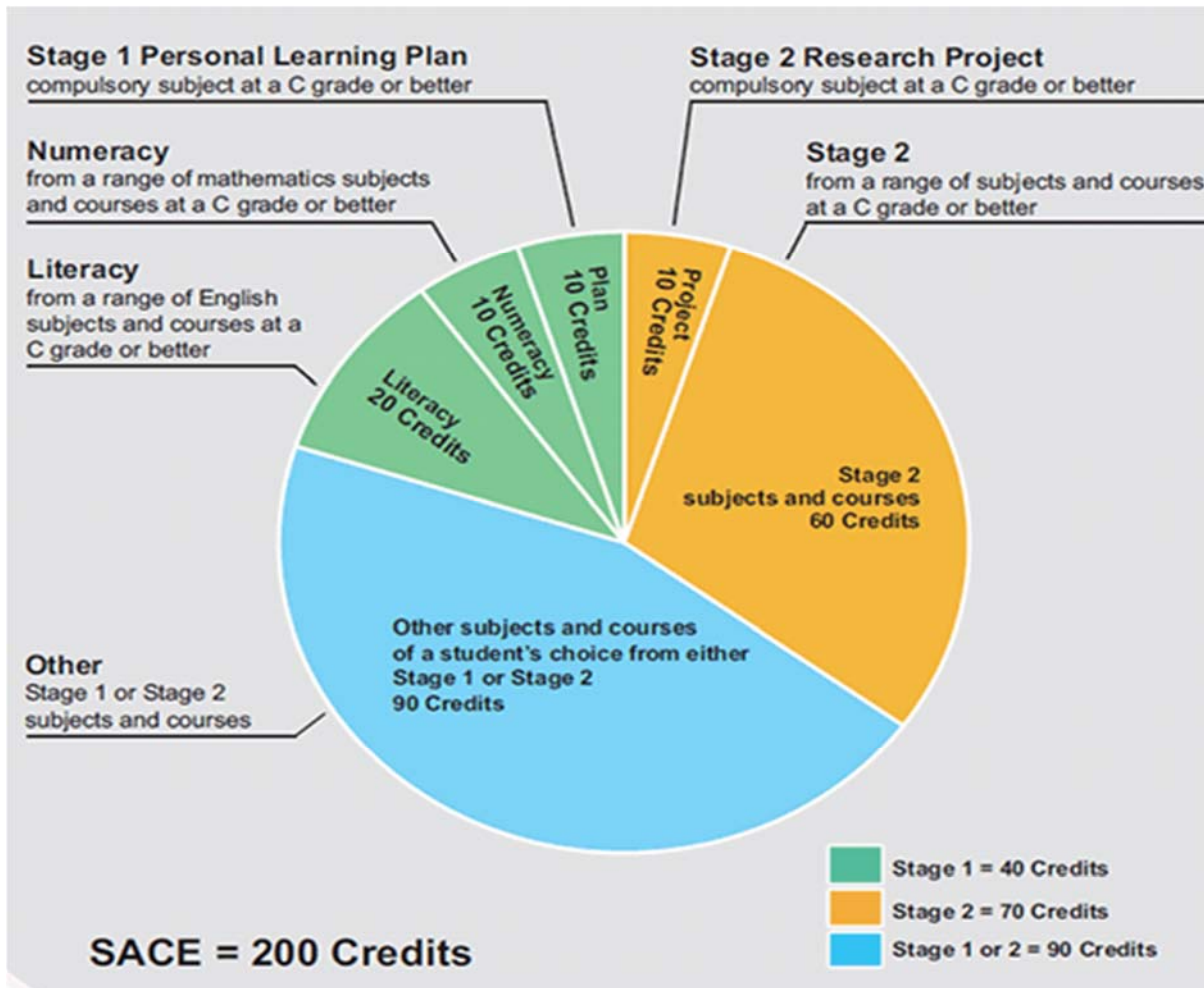
A major Research Project at Stage 2, worth 10 credits
Completion of at least 60 additional credits in Stage 2 subjects and courses.

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





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 units (stackable VET) in a diverse range of industries, and enroll in Department of Education approved courses linked to their identified career paths, undertaken through external Registered Training Organisation. These 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 \$60 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 <https://www.openaccess.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 equaling 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 12 Essential 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

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 Quadratics, Relations & Functions
- Trigonometry

Semester 2

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

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

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%



Year 12 Essential Maths

Course Length: Full Year

Assumed Knowledge

There is no assumed knowledge for this subject

Course Overview

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

This subject is intended for students planning to pursue a career in a range of trades or vocations.

A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject.

Stage 2 Essential Mathematics consists of the following six topics:

Topic 1: Scales, plans, and models

Topic 2: Measurement

Topic 3: Business applications

Topic 4: Statistics

Topic 5: Investments and loans

Topic 6: Open topic.

Students study five topics from the list of six topics above. All students must study Topics 2, 4, and 5.

Assessment

Internal 70%

Investigations Folio 40%

Skills and Applications Tasks 30%

External 30%

Examination 30%



English

Year 10 English

Year 11 English

Year 12 English

Year 11 Essential English

Year 12 Essential English

Year 12 English Literary Studies



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 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 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 Essential English

Course Length: Full year

Recommended Background

C grade or better at Stage 1 English or Essential English

Subject Information

In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts.

Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

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, a 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

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



Sciences

Year 10 Science General

Year 11 Biology

Year 12 Biology

Year 11 Physics

Year 12 Physics

Year 12 Scientific Studies



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 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

Practical are a requirement of the course.

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 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%

Year 12 Scientific Studies

Course Length: Full Year

(New subject assessments/outline to be finalised)

Assumed Knowledge

There is no assumed knowledge for this subject

Course Overview

Students apply inquiry-based approaches to design, plan, and undertake investigations on a short term or more extended scale, responding to local or global situations. Both collaboratively, and individually, they employ a scientific approach to collecting, representing, and analysing data using technological tools effectively. After critically evaluating their procedures or models, students communicate scientifically to draw evidence-based conclusions that may lead to further testing, exploring more effective methods or solutions, or new questions.

In Stage 2 Scientific Studies, scientific inquiry is the basis for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three integrated strands:

- Understanding of scientific concepts
Science as a human endeavour
- Science inquiry skills.

Science inquiry skills are the focus of learning in this subject. The contexts that students use to explore and inquire into aspects of science should be chosen to suit their particular interests. These contexts should form a framework that enables students to actively engage in inquiry-based learning and further develop their understanding of scientific concepts.

Assessment

Internal 70%

Assessment Type 1: Inquiry Folio (50%)
Assessment Type 2: Collaborative Inquiry (20%)

External 30%

Assessment Type 3: Individual Inquiry (30%).



The Arts

Year 10/11 Community Arts

Year 11 Graphic Design

Year 9/10/11 Visual Arts

Year 12 Visual Arts



Year 10/11 Community Arts (Integrated Learning)

Course Length: Available in both semesters
(New subject assessments/outline to be finalised)

Assumed Knowledge

There is no assumed knowledge for this subject

Course Overview

A community art focused program where students prepare body of works to display in a community exhibition or design and produce an arts based community project

Integrated Learning is a subject framework that enables students to make links between aspects of their lives, their learning about themselves and their capabilities. Schools design Integrated Learning programs for a specific purpose, product or outcome according to the needs and interests of students in their local context.

Assessment

Assessment Type 1: Practical Exploration
Assessment Type 2: Connections
Assessment Type 3: Personal Venture

Year 11 Graphic Design

Course Length: Year 11 available in both Semeste
(New subject assessments/outline to be finalised)

Assumed Knowledge

There is no assumed knowledge for this subject

Course Overview

Students will have the opportunity to use the design cycle structure to design products and services relevant to the young of Ceduna. They will research, analyse, explore and experiment with media and technique, and resolve and produce practical work.

They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form.

Assessment

Design Processes and Solutions
Skills and Applications Tasks



Year 12 Graphic Design

Course Length: Year 12 Full year
(New subject assessments/outline to be finalised)

Assumed Knowledge

There is no assumed knowledge for this subject

Course Overview

Students will have the opportunity to use the design cycle structure to design products and services relevant to the young of Ceduna. They will research, analyse, explore and experiment with media and technique, and resolve and produce practical work.

They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form.

Assessment

Internal 70%

Design Processes and Solutions 50%
Skills and Applications Tasks 20%

External 30%

Resource Study 30%

Year 9/10/11 Visual Arts Design

Course Length: 9/10/11/12 Available both semesters,
(New subject assessments/outline to be finalized)

Assumed Knowledge

There is no assumed knowledge for this subject

Course Overview

Students research, analyse, explore and experiment with media and technique, and resolve and produce practical work.

They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form.

Assessment

(New subject assessments/outline to be finalized)



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

Middle School Sports Academy

Year 10 Physical Education

Year 11 Physical Education

Year 12 Physical Education

Outdoor Education

Year 11/12 Cooking for Life

Year 10 Food Technology

Year 11 Food and Hospitality

Year 12 Food and Hospitality



Middle School Sports Academy

Course Length: Full Year

(New subject assessments/outline to be finalized)

Assumed Knowledge

There is no assumed knowledge for this subject

Course Overview

The academy would aim to provide students with an opportunity to further develop their technical and tactical skills while developing their leadership, sportsmanship, and theoretical knowledge and understanding in numerous sport science topics.

Possible links to theoretical concepts

- Skill learning and development
- Technique Analysis and Development
- Fitness and conditioning
- Performance Analysis
- Sports psychology
- Biomechanics
- Coaching and Officiating Programs
- Skill Performance Development
- Sports nutrition
- Injury prevention and management
- Sportsmanship and leadership

The academy would target talented and motivated students and would build on skills and concepts learnt in Physical Education. The academy would introduce students to concepts covered in Stage 1 and 2 Physical Education allowing them to be more successful in these subjects.

Assessment

(New subject assessments/outline to be finalized)

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%).



Outdoor Education

(New subject assessments/outline to be finalized)

Assumed Knowledge

There is no assumed knowledge for this subject
Course Length: Available in both semesters of as Full Year

Course Overview

Outdoor education provides opportunities to develop positive relationships with the environment, others and ourselves through interaction with the natural world. These relationships are essential for the wellbeing and sustainability of individuals, society and our environment. Outdoor education engages students in practical and active learning experiences in natural environments and settings typically beyond the school classroom. In these environments, students develop the skills and understandings to move safely and competently while valuing a positive relationship with natural environments and promoting the sustainable use of these environments.

Assessment:

Performance Improvement- 50%
Physical Activity- 50%

Year 11/12 Cooking for life (Integrated Learning)

Course Length: 10/11 Available both semester, Year 12 Full Year

Year 10/11 Cooking for life (integrated learning)

(New subject assessments/outline to be finalized)

Assumed Knowledge

There is no assumed knowledge for this subject

Course Overview

A life skills based cooking subject with the potential for students to establish, grow and harvest their home grown produce.

Integrated Learning is a subject framework that enables students to make links between aspects of their lives, their learning about themselves and their capabilities. Schools design Integrated Learning programs for a specific purpose, product or outcome according to the needs and interests of students in their local context.

Assessment

Assessment Type 1: Practical Exploration
Assessment Type 2: Connections
Assessment Type 3: Personal Venture



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

Assessment

Action Plan/Practical assessment

Evaluation assessment

Research Task

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: 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 9/10/11/12 Pedal Prix

Year 11 Digital Photography

Year 12 Digital Photography

Year 11/12 Business Studies

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
- Trike materials
- Forces

Assessment

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

Year 9/10/11/12 Pedal Prix

Course Length: Full Year
Stage 1 Integrated Learning (10 SACE Credits)
(New subject assessments/outline to be finalised)

Assumed Knowledge

There is no assumed knowledge for this subject.

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
- Construction and maintenance of a training trike.
- 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 taking visually effective photographs. These techniques are applied to the production of a set of images suitable for a 12 month calendar. Students will work through 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 11/12 Business Studies

Course Length: Year 10/11 Available in both semesters,
Year 12 Full Year

(New subject assessments/outline to be finalised)

Assumed Knowledge

There is no assumed knowledge for this subject

Course Overview

Business and Enterprise focuses on the successful management of business and enterprise issues in personal, business, and social contexts. Students have the opportunity to apply what they learn in other subject areas to their study of Business and Enterprise, as well as to transfer the knowledge and skills they acquire in Business and Enterprise to their learning in other areas.

Students develop skills and knowledge that enable them to identify, initiate, create, and successfully implement personal, business, work, and community enterprise opportunities.

Students develop an understanding of how the use of technology has created new and rapidly changing opportunities in many aspects of work and social living. They are able to appreciate how businesses influence local, regional, national, and global systems and institutions in the construction and operation of economic, social, technological, and environmental frameworks. Students have the opportunity to engage with innovations and ideas, as well as to reflect on current issues in business and enterprise and to make informed decisions. Students evaluate the impacts and effects of business, enterprises, and technology on the economy and the environment, and on the well-being and lifestyles of individuals and communities.

Assessment:

Assessment Type 1: Folio

Assessment Type 2: Practical

Assessment Type 3: Issues Study.

Students provide evidence of their learning through four or five assessments, with at least one assessment from each assessment type. Each assessment type should have a weighting of at least 20%.



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

Assessment:

Investigation

Practical x3

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 10/11 Hair and Beauty

Year 10/11/12 Radio and Podcast Broadcasting

Year 10 Marine Experience

Year 11 Marine Experience

Year 10 Construction Pathways

Year 11 Construction Pathways

Year 11 Workplace Practices

Year 12 Workplace Practices

Year 10/11 Child Studies

Year 12 Child Studies

Year 10 SAASTA

Year 11/12 SAASTA

Year 11 Aboriginal Studies



Year 10/11 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, creating business marketing documents and research into trends and health issues within the beauty industry.

Assessment

Assessment will include:

Practical Exploration 40%

Connections Activities 30%

Personal Venture 30%

Year 10/11/12 Radio and Podcast Broadcasting

(New subject assessments/outline to be finalised)

Course Length: Semester or Full Year

Assumed Knowledge

There is no assumed knowledge for this subject

Course Overview

Students will learn the skills to write, perform, & produce their own broadcast media in the form of live radio / podcasts. They will develop skills in broadcast media, increase community engagement via radio. Social inclusion in creating and having a voice of CAS & its students in the community. Engaging with others in working collaboratively to produce and perform media. Build student confidence and willingness to take part in projects and involve themselves in something different that could be meaningful to them and to their community.



Year 10 Marine Experience

Course Length: Available both semesters

Assumed Knowledge

There is no assumed knowledge for this subject

Course Overview

This is a practical & theory based subject aimed at preparing students for Year 11 Marine Science. The course focuses on developing practical skills such as utilising water quality testing equipment, harvesting, cleaning procedures & general fish husbandry skills. Theoretical concepts explored during Year 10 Marine Science are, fish biology, commercial fishing industries and data collection and interpretation.

There may be a cost associated with the subject

Assessments to be finalised

Year 11 Marine Experiences

Course Length: Available both semesters

Assumed Knowledge

There is no assumed knowledge for this subject however Year 10 Marine is beneficial

Course Overview

This is a practical & theory based subject that aims to solidify skills required to successfully farm a aquatic species such as Barramundi. Students will develop their fish husbandry skills learnt in Year 10, to grow and harvest Barramundi, providing fresh produce to the Ceduna Foreshore Hotel.

There may be a cost associated with the subject

Assessments to be finalised



Year 10 Construction Pathways

Course Length: Full Year

(Changes to subject assessments/outline to be finalised)

Assumed knowledge

No background knowledge is assumed.

Course overview

The program is the introductory course for year 10 students into the program. It is a career pathway program which provides students with a foundation of skill, knowledge and experience that leads into the building and construction industry.

The aims of this 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

Assessment

Assessment will include:

Year 11 Construction Pathways

Course Length: Full Year

(Changes to subject assessments/outline to be finalised)

Assumed Knowledge

No background knowledge is assumed, but this subject can lead on from year 10 construction pathways.

Course Overview

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:

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.

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.

Assessment

Assessment will include:



Year 11 Workplace Practices

Course Length: Available in both semesters

Assumed Knowledge

There is no assumed knowledge for this subject

Course Overview

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.

This subject is appropriate for students who may wish to complete VET competencies, 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 11 studies.

Assessment:

Folio
Performance
Reflection

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 complete VET competencies, 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 10/11 Child Studies

Course Length: Available in both semesters
(New subject assessments/outline to be finalised)

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 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 & 2
Stage 1 Integrated Learning (20 SACE Credits)

Assumed Knowledge

All students who wish to join the SAASTA Academy will need to sign an application form and sit an interview to be accepted.

Course Overview

Integrated Learning is a subject framework that enables students to make links between aspects of their lives and their learning. At Year 10 students participate in workshops and cultural activities, develop artworks, organise and run large school and community-based events, collaborate with other SAASTA students. The overarching theme and subject focus is Health, Culture and Sport. Through the lens of the program focus students develop their learning about a real-world situation, task, event, or other learning opportunity, while also growing their knowledge about themselves as learners, and their capabilities.

Outcomes

- Develop and apply knowledge, concepts, and/or skills for a purpose
- Develop, extend, and apply one or more capabilities
- Identify and explore information, concepts, and ideas
- Work collaboratively with others
- Communicate ideas and informed opinions
- Develop self-awareness to reflect on progress in learning.

Assessments

Assessment 1: Practical Exploration
Assessment 2: Connections
Assessment 3: Personal Venture

Year 11/12 SAASTA

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

Assumed Knowledge

All students who wish to join the SAASTA Academy will need to sign an application form and sit an interview to be accepted.

Course Overview

Integrated Learning at Stage 2 is a continuation of the work done in Year 10. Through the lens of the program focus students develop their learning about a real-world situation, task, event, or other learning opportunity, while also growing their knowledge about themselves as learners, and their capabilities.

In Integrated Learning, students develop, extend, and apply critical thinking skills through inquiry about aspects of the program focus that are of interest to them.

Students develop an awareness of the context within which they are learning and are encouraged to contribute to collaborative thinking and ways of working. Students share ideas and informed opinions and extend their social communication skills through contribution to groups, family, and/or community. Students reflect on their learning through practical, creative and inquiry based tasks, making connections to the SACE capabilities.

Assessments

Assessment 1: Practical Inquiry
Assessment 2: Connections
Assessment 3: Personal Endeavour



Year 11 Aboriginal Studies

Course Length: Semester

Assumed Knowledge

There is no assumed knowledge for this subject

Course Overview

Students learn from and with Aboriginal peoples, communities, and other sources of Aboriginal voice which is integral to students developing and extending respectful ways of thinking, communicating, understanding, and acting. 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. They develop respect for what narratives and accomplishments mean to different Aboriginal peoples and communities.

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 experiences.

Students develop their understanding of the diversity of Aboriginal peoples' identities and experiences, including cultural, political, linguistic, and contextual diversity. They acknowledge and extend their understanding of the diversity and the historical, social, and political importance of Aboriginal cultural expressions, and learn from a wide range of cultural expressions; painting, music, performance, literature, and oral traditions. Opportunity for non-Aboriginal students and Aboriginal students to engage in learning from and with Aboriginal peoples and communities to develop respect for and awareness of the diversity of the experiences of Aboriginal peoples and communities. They develop and extend their respect for, and understanding of cultural protocols, and reflect on the diversity of cultures.

Assessment:

Learning Journey 60%

Creative Presentation 40%