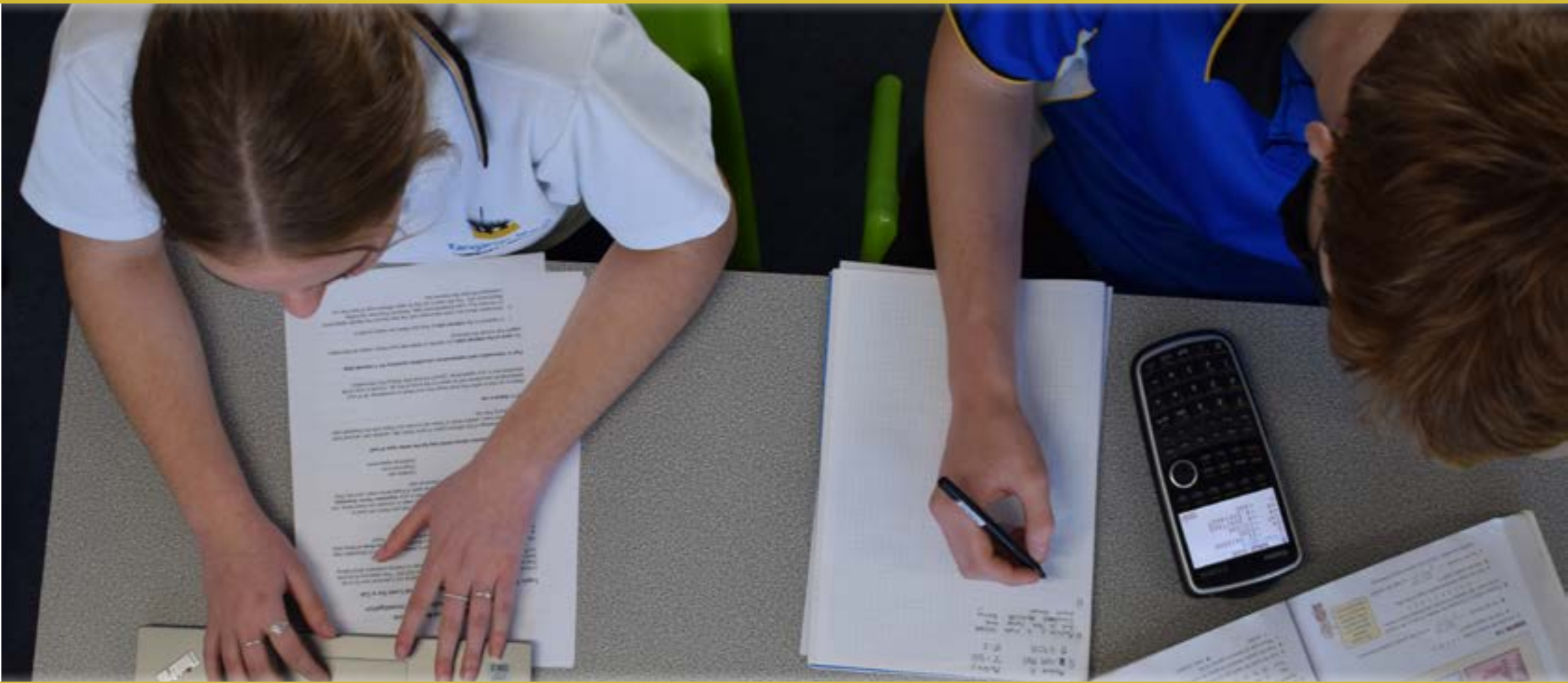




Kangaroo Island  
COMMUNITY EDUCATION

# 2022 Curriculum Guide



Senior Years (Year 11-12)



Government of South Australia  
Department for Education

## INTRODUCTION

This booklet is designed to assist parents and students in the Stage 1 (Year 11) and Stage 2 (Year 12) subject selection process.

delivery of subjects it is inevitable that some students will still need to enrol in subjects delivered by the Open Access College. For further information on the Open Access College and the subjects they offer please visit their website: [www.openaccess.edu.au](http://www.openaccess.edu.au).

## GENERAL INFORMATION

This is an exceptionally important process and many factors need to be taken into consideration and this handbook is not meant to be the only referral point in the process of subject selection.

While enrolled in another school (Open Access College) for these subjects the students are supported by KICE staff in a variety of ways. This support includes subject and personal counselling, individual subject guidance from teachers, material organisation and provision of extra curriculum resources.

## PATHWAY PLANNING

**In the subject selection process the following should be taken into consideration:**

- The career pathway planning work the students did in their Personal Learning Plan (PLP) and Research Practices subjects
- The student's intended career path and the possible subject requirements of that career path such as pre requisite subjects or assumed knowledge subjects
- The student's capabilities with intended subjects; this needs to be an honest appraisal
- The student's interest and areas of strength
- Current employment opportunities and the job market trends

Subject selection is an exceptionally important process and the key to it is communication so we encourage you to access all the relevant resources indicated above. Following this, if you still have questions or concerns please contact the school and make an appointment with the relevant person/s.

## SENIOR SCHOOL

## CURRICULUM

## VET PATHWAYS

Regards,

## REQUIREMENTS FOR SUCCESS

**Other documents that can assist are:**

- The SATAC University guide (online)
- The SATAC TAFE guide (online)
- TAFE and all universities have other documents and information which are available online at the appropriate websites

## SUBJECTS BY YEAR LEVEL

These all have excellent information re the TAFE and universities in general and course specific information

- Industry specific documents that arrive in the school which are made available to students plus industry specific websites



Peter Philp  
KICE Principal




Eulia Taylor  
KICE Senior Years Leader




Cameron Stewart  
KICE Senior Years AP



## ARTS

## ENGLISH

## HEALTH & PHYSICAL EDUCATION

## HUMANITIES

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**KICE sources of support and information:**

There are a variety of people who you can talk to at the school to assist in this information process; these include:

- KICE Senior Years Leadership Team: Eulia Taylor, Cameron Stewart, Jodie Trethewey & Courtney Trethewey.
- Student Wellbeing Leaders: Courtney Trethewey, Bec Vogt and Shaheen Bradford
- Subject specific teachers where relevant.
- Parent and student information evenings
- The individual student, parents and school subject counselling meetings.

Also the school will make additional appointments with relevant students and parents where we have concerns re: the subject selections.

**Open Access:**

It is not possible for KICE, or in fact any school, to offer all the SACE subjects as face to face subjects. While the school has implemented measures to increase our face to face

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## USING THE CURRICULUM GUIDE

The guide is divided into two sections:

The first section outlines the pathway planning process, Senior School Curriculum structures and the requirements for success. While the second section contains the individual subject information organised by learning area and then year level.

## COUNSELLING PROCEDURES

The course counselling process includes:

- PLP lessons for students focusing on the course counselling process.
- Information Evenings for parents/caregivers.
- Pathways planning conversations for students and families in Years 10 and 11.
- Intensive course counselling where required for specific groups or individuals (eg, VET students).
- Some re-counselling in Term 4 based on a review of student achievement (Requirements for Success).



## SUBJECT AVAILABILITY

Availability of subjects offered in this guide is dependent on the number of students selecting the subject, access to resources and specialist equipment and staff availability. If a subject chosen by a student does not proceed the student will be advised and supported to select an alternative subject.

## MATERIALS AND SERVICES CHARGES

Each year the school prepares the curriculum budgets using the Department for Education Regulations. Within these regulations some subjects incur a subject charge to cover additional costs beyond the standard curriculum delivery and can range from \$10 upwards. Charges are reviewed annually and will be circulated to families in Term 4. Costs may be incurred for camps, excursions and materials. Note these additional costs will be charged at the start of the school year and will be specific to a student's subject choice.



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## WHAT'S ON THE HORIZON?

Students at KICE face a future beyond school that looks very different to what the world looks like today. We need to prepare today's students for exciting tomorrows and uncertain times ahead. Future jobs are increasingly likely to require more creativity and critical thinking skills and less routine manual labour.

Yet something new is also happening: Jobs increasingly need us to use 'soft skills' (i.e. the things that are uniquely human), such as our interpersonal skills, creativity, care for others and collaboration. Things that can't be automated and performed by machines. Click here [deloitte.com/au/en/pages/building-lucky-country/articles/path-prosperity-future-work.html](http://deloitte.com/au/en/pages/building-lucky-country/articles/path-prosperity-future-work.html) to read about The future of work in Australia via the Deloitte report 'Why the Future of Work is Human?'



## FUTURE FOCUSED PLANNING

Have you ever stopped to think how you are going find your way in a changing world of work? Well now is the time to start that thinking.

Start a conversation with your parents, Mentor, Subject Teachers or other significant adults in your life. As you are planning for your future, now think beyond the subjects that you want to study at the next year level, and think how will I develop the skills that will be in demand in the future?

1. Ask questions and read as much as you can to stay informed of current trends and what's on the horizon in the ever changing world of work.
2. Don't aim to work in just one particular occupation. Aim to work in many that require a similar skill set to be successful.
3. Understand the job you may end up working in may not exist now. That's why the 21st Century skills and adaptability are important.
4. Ask yourself – What subjects will allow me to obtain deep discipline knowledge but also allow me to use my 21st Century skills at the same time?
5. 'It's not what know, it's what you can do with what you know' that future employers want to see.

## PARENTS

One of the most challenging things that we have to do as adults is supporting and mentoring our children to make the best choices about their school and post school learning. This challenge is intensified by the fact that students today have so many options and pathways - it can be extremely hard to know exactly how to best support them. But make no mistake - your involvement in the conversation is critical in supporting your child to explore these options. We know that engaging parents in their student's learning and career conversations improves motivation, retention, achievement and career outcomes.

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## PATHWAY PLANNING

Research shows that students who select a pathway that is relevant to them are much more likely to engage positively with learning in Senior School.

Students have access to career information through the Personal Learning Plan [PLP] process, [a compulsory component of the SACE completed in Year 10].

The purpose of the PLP is to encourage students to develop the skills and understandings required to succeed in senior school and beyond. Students explore the connection between their interests, abilities, learning styles and employment pathways.

They set goals, research how to get there and design a plan that supports achieving their goals. Year 10, 11 and 12 students are also able to complete additional Work Experience by negotiation with Senior Years Leader.

It is important that parents and students consider all options available and do not simply opt for a default university pathway. Students choosing the University Pathway need to understand that they will be required to commit to many hours of independent study, both in Year 11 and 12, then at University and beyond. Students who select a University Pathway should achieve at least a B average to ensure entrance to and success at University.

If a student is uncertain or cannot decide on a direction or pathway then the school will provide assistance. An interim pathway can be designed that provides flexibility for the student but can be altered over time if required. However, every student needs a pathway.

## CURRICULUM PATHWAYS

Pathway planning supports students to select a coherent group of subjects that build skills, competencies and knowledge in specific areas.

Because the pathways are very broad they do not prevent students from changing directions if their career or study interests change over time. Many of the same subject selections can be found in the university, TAFE and employment pathways. From these broad groupings students select a pathway that leads to a career or study area.

For example, students taking a university pathway toward Engineering will need to select Maths and Physics courses. There may also be some Technologies courses and VET options that support the practical learning that is an advantage in this area. VET Certificate III can be included in a student's ATAR. Alternatively, a student taking a Hospitality pathway could support this direction by taking Business and Enterprise or a VET Hospitality course or possibly another language.

### The Key Options are:

- Preparing for entry to a University degree
- Preparing for entry to TAFE and other training providers
- Preparing for entry to Apprenticeships or Traineeships
- Preparing for entry into the Defence Force or the Police or Emergency Services
- Preparing for entry into employment or start-up entrepreneurial opportunities.

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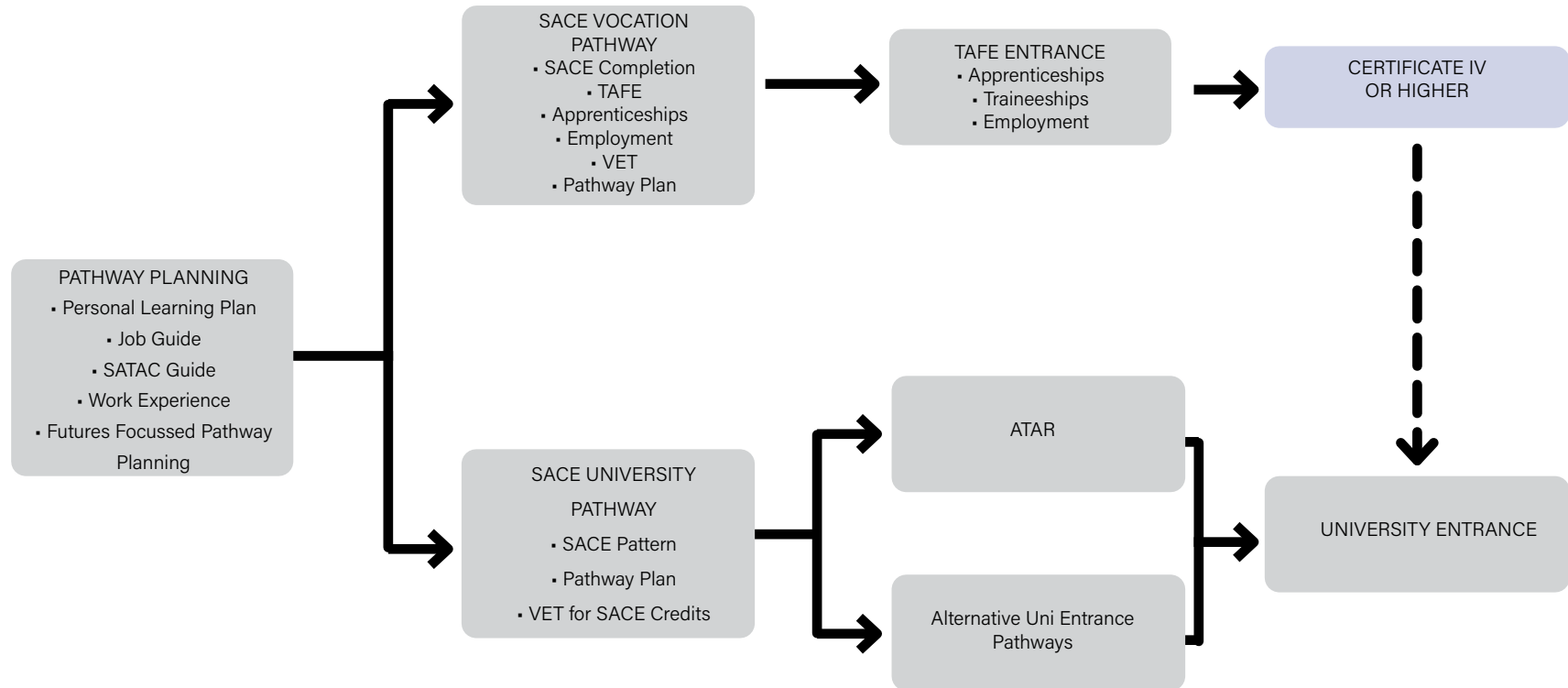
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## PATHWAY PLANNING FLOWCHART



# SENIOR SCHOOL CURRICULUM

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There are a number of Compulsory Requirements in the SACE. Students have to complete these requirements with a C grade or better or they will not be awarded the SACE or be eligible for an Australian Tertiary Admissions Ranking (ATAR).

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### Personal Learning Plan

The Personal Learning Plan (PLP) is a compulsory 10 credit subject. Students must complete this subject with at least a C grade or they will not be awarded the SACE or be eligible for an ATAR.

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### Literacy Stage 1

Students must complete 20 credits of literacy at a C level or better to be awarded the SACE and to be eligible for an ATAR. This is achieved by studying 2 semesters of an English or English as an Additional Language course. When selecting a literacy course for the SACE at Stage One students need to balance their future pathways with the need to complete this requirement at a minimum C level. Please consult the Requirements for Success carefully before selecting the most appropriate course for your pathway.

### Numeracy Stage 1

Students must complete 10 credits of numeracy at a C level or better to be awarded the SACE and to be eligible for an ATAR. This is achieved by studying at least one semester of Maths. When selecting a numeracy course for the SACE at Stage One, students need to balance their future pathways with the need to complete this requirement at a minimum C level. Please consult the Requirements for Success carefully before selecting the most appropriate course for your pathway.

### Research Project

The Research Project is a compulsory 10 credit subject. Students must complete this subject with at least a C minus grade or they will not be awarded the SACE or be eligible for an ATAR. Both Research Project A and B can be counted as part of the student's ATAR for university entrance.

Year 10 students prepare for the demands of the Research Project by undertaking the Research Practices. The Research Project gives students the opportunity to pursue, in depth, an area of study that particularly interests them. It is intended to develop in students the independent learning and research skills required for further study, particularly at university.

Students negotiate their topic with their teacher and research the knowledge, skills and understandings that are important to that topic and record this in a 10 page Folio. They then use this research to show their findings in their Outcome. Research Projects A and B differ in the external assessment. The Evaluation is the final aspect of the assessment process where the student analyses the processes they have used and the skills they have gained.

### Stage Two

To achieve the SACE and be eligible for an ATAR, students must successfully complete 4 full year (20 credit) subjects at Stage 2, plus the Research Project. All SACE Stage 2 subjects offered at KICE allow students to achieve an ATAR. Students wishing to select an extra full year Stage 2 subject must apply in writing to the Senior Years Leader outlining the reasons why the additional subject is required. If students meet the Requirements for Success and the subject placement can be accommodated within our resources then it is likely to be approved.

### Additional Requirements to Complete the SACE

Students must complete a total of 200 credits to be awarded the SACE. The compulsory subjects make up 110 credits. The other 90 credits can be selected from any subjects in Stage One or Two depending on the student's pathway. Students taking a university pathway will have to study at least 90 credits at Stage Two (see Stage Two above).

VET subjects can be counted at both Stage One and Stage Two (see VET section). VET students must negotiate their SACE pathways and patterns personally with the Senior Years Leader.

REQUIREMENTS	CREDITS
Year 10	
Personal Learning Plan	10
Year 11 (Stage 1)	
Literacy (from a range of English subjects and courses)	20
Numeracy (from a range of Mathematics subjects and courses)	10
Year 11 or 12 (Stage 1 or 2)	
Other subjects and courses of the student's choice	Up to 90
Year 12 (Stage 2)	
Research Project (Studied in year 11)	10
Other Stage 2 subjects and courses	60 or more
<b>Total</b>	<b>200</b>

- Other subjects and courses
- Stage 1 compulsory subjects and courses
- Stage 2 compulsory subjects and courses

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## UNIVERSITY AND TAFE ENTRANCE IN THE SACE

Once students have met the requirements for the SACE, and providing they have selected four 20 Credit Stage 2 subjects approved for tertiary entrance, then students are eligible for an Australian Tertiary Admission Rank (ATAR). The scores that students achieve in their four 20 Credit Stage 2 subjects and the Research Project determine the ATAR and therefore consideration for university courses.

Some universities interstate and overseas may have specific entrance requirements for courses. Students should check the relevant websites or contact the admissions departments directly.

TAFE SA recognises the SACE as meeting the entry requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes. Therefore, students need to research these requirements before confirming their subject selections.

One of the most significant changes for students at Stage 1 is that once they have satisfied the Literacy and Numeracy requirements they choose their remaining subjects based on the pathway they intend to pursue through Senior School to employment, training or further study. At KICE all Year 11 students are required to study six subjects in each semester giving them a possible 120 credits from this year. This increases students' choices and options for Stage 2 and beyond.

### Requirements for Success

Parents and students have provided feedback that there is a need for more specific information about what students need to achieve to indicate that they could successfully handle a subject in Year 12.

The Requirements for Success are designed to guide students and families in making the best decisions possible when selecting pathways and subjects that support them.

Requirements for Success are the standards that students need to demonstrate in Year 11 to predict success in

subjects that follow into Year 12.

Learning Areas have identified the Requirements for Success that Year 11 students will need to achieve in order to be successful in that subject in Year 12. The requirements are listed in the Curriculum Guide under the relevant Learning Area subjects offered in Year 10 & 11 for progression to Year 12.

Students entering Year 12 should demonstrate the Requirements for Success to select the follow on subject in Year 12. Students who do not meet the Requirements for Success for follow on subjects in Year 12, should have a discussion at the time Course Counselling to be able to select this subject. Student progress will then be monitored, and student enrolment in follow on subjects will be confirmed if and when the student demonstrates the Requirements for Success.

### Examples of a typical program in the SACE

#### A typical Science, Maths and Technology pathway might look like:

##### Year 10

Stage 1 PLP 10 Credits (Compulsory)

##### Year 11

Stage 1 English 20 Credits (Compulsory);  
Stage 1 Maths 1 10 Credits (Compulsory);  
Stage 1 Maths 2 10 Credits (Choice);  
Stage 1 Physics 20 Credits (Choice);  
Stage 1 Chemistry 20 Credits (Choice);  
Stage 1 Biology 20 Credits (Choice);  
Research Project 10 Credits (Goes towards Year 12/Stage 2 Points - Compulsory).

TOTAL 110 Credits (including the PLP – completed in Year 10)

##### Year 12

Stage 2 Maths Methods 20 Credits;  
Stage 2 Physics 20 Credits;  
Stage 2 Chemistry 20 Credits;  
Stage 2 Biology 20 Credits;  
TOTAL 90 Credits Stage 1 and 2 Total: 200 Credits

#### A typical Arts and Humanities pathway might look like:

##### Year 10

Stage 1 PLP 10 Credits (Compulsory)

##### Year 11

Stage 1 English 20 Credits (Compulsory);  
Stage 1 Math Discipline 1 10 Credits (Compulsory). S  
Stage 1 Math Discipline 2 10 Credits (Optional);  
Stage 1 Ancient History 20 Credits (Optional);  
Stage 1 Creative Arts 20 Credits (Optional);  
Stage 1 Outdoor Education 20 Credits (Optional)  
Stage 1 Visual Arts 20 Credits (Optional);  
Research Project 10 Credits (Goes towards Year 12/Stage 2 Points - Compulsory).

TOTAL 110 Credits

##### Year 12

Stage 2 English 20 Credits;  
Stage 2 Ancient History 20 Credits;  
Stage 2 Visual Art 20 Credits;  
Stage 2 Creative Arts 20 Credits.  
TOTAL 90 Credits Stage 1 and 2 Total: 200 Credits

#### A typical Health & Education pathway might look like:

##### Year 10

Stage 1 PLP 10 Credits (Compulsory)

##### Year 11

Stage 1 English 20 Credits (Compulsory);  
Stage 1 Math Discipline 1 10 Credits (Compulsory).  
Stage 1 Math Discipline 2 10 Credits (Optional);  
Stage 1 Outdoor Education 20 Credits (Optional);  
Stage 1 Physical Education 20 Credits (Optional);  
Stage 1 Health & Wellbeing 20 Credits (Optional)  
Stage 1 Psychology 20 Credits (Optional);  
Research Project 10 Credits (Goes towards Year 12/Stage 2 Points - Compulsory).

TOTAL 110 Credits

##### Year 12

Stage 2 Outdoor Education 20 Credits; Stage 2 Physical Education 20 Credits;  
Stage 2 Health & Wellbeing 20 Credits;  
Stage 2 English 20 Credits.  
TOTAL 90 Credits Stage 1 and 2 Total: 200 Credits





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## VET AGRICULTURE/RURAL OPERATIONS

**Intended to deliver in Partnership with an Registered Training Organisation.**

VET: Competencies from Agriculture/Rural Operations, providing successful completion of the competencies. The nationally recognised competencies undertaken will be negotiated with TAFESA on a yearly basis.

In choosing the Agricultural Vocational Pathway you will get opportunities to:

- Study and work with others with similar interests
- Experience practical and theory based training
- Become work ready
- Explore different career possibilities
- Link with the local Agricultural industry and undertake work placement

University Pathways: Bachelor of Science (Agricultural Science), Bachelor of Agriculture, Bachelor of Science (Animal Science).

TAFE Pathways: Agriculture, rural business management, aquaculture, forest and forest products.

Career Options: Farm management, dairy supervisor, agriculture workers, conservation and land management, rural business workers and managers, horse industry workers horticulture industry workers, animal care workers.

Skills for All: Upon completion of relevant VET courses, students can apply for further training in the following qualifications:

- Certificate III in Conservation and Land Management
- Certificate III in Agriculture
- Certificate III in Horticulture
- Certificate III in Rural Operations



## OTHER VET PROGRAMS

### School Based Apprenticeships and Traineeships (SBAT's)

This program enables Year 11 or 12 students to complete their SACE, obtain industry recognised units of work while being paid for their on-the-job training. Students attend school for 2-5 days and work 1-3 days a week. They are employed for between 10 and 15 hours per week with 3 hours per week allocated to structured training in the workplace. This option is not recommended for students wanting tertiary entrance.

How do I get more information?

- Visit the Trade Schools For The Future web page: [www.tradeschoolsforthefuture.sa.edu.au](http://www.tradeschoolsforthefuture.sa.edu.au)
- Contact Senior Years Leader Cameron Stewart at [cameron.stewart16@schools.sa.edu.au](mailto:cameron.stewart16@schools.sa.edu.au)

Visit the SACE Board web site:

<https://www.sace.sa.edu.au/web/vet/vet-stories>

Watch out for regional information evenings, related industry visits and VET program sessions.



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**Requirements for Success criteria describe the standards and skills that students need to demonstrate in Year 10 to predict success in Year 11 SACE subjects.**

<b>ARTS</b>		
<i>YEAR 11 SUBJECTS</i>	<i>REQUIRED and/or RECCOMENDED SUBJECT(S)</i>	<i>GRADE RECOMMENDED</i>
CREATIVE ARTS	NA	NA
VISUAL ARTS	NA	NA
<b>COMMUNITY LEARNING</b>		
<i>YEAR 11 SUBJECTS</i>	<i>REQUIRED and/or RECCOMENDED SUBJECT(S)</i>	<i>GRADE RECOMMENDED</i>
INTEGRATED LEARNING - COMMUNITY FOCUS	NA	NIL
<b>ENGLISH</b>		
<i>YEAR 11 SUBJECTS</i>	<i>REQUIRED and/or RECCOMENDED SUBJECT(S)</i>	<i>GRADE RECOMMENDED</i>
ENGLISH	10 ENGLISH	C or better (in all tasks)
ESSENTIAL ENGLISH	10 ENGLISH	NIL
<b>HEALTH &amp; PHYSICAL EDUCATION</b>		
<i>YEAR 11 SUBJECTS</i>	<i>REQUIRED and/or RECCOMENDED SUBJECT(S)</i>	<i>GRADE RECOMMENDED</i>
PHYSICAL EDUCATION	10 HEALTH & PHYSICAL EDUCATION	C or better & practical requiements
OUTDOOR EDUCATION	10 HEALTH & PHYSICAL EDUCATION	C or better
HEALTH & WELLBEING	10 HEALTH & PHYSICAL EDUCATION	C or better
<b>HUMANITIES</b>		
<i>YEAR 11 SUBJECTS</i>	<i>REQUIRED and/or RECCOMENDED SUBJECT(S)</i>	<i>GRADE RECOMMENDED</i>
ANCIENT STUDIES	10 HISTORY & 10 ENGLISH	C or better
<b>MATHEMATICS</b>		
<i>YEAR 11 SUBJECTS</i>	<i>REQUIRED and/or RECCOMENDED SUBJECT(S)</i>	<i>GRADE RECOMMENDED</i>
MATHEMATICS (METHODS)	10 MATHEMATICS	B or better
GENERAL MATH	10 MATHEMATICS	B or better
ESSENTIAL MATHEMATICS	10 PRE-ESSENTIAL MATHS and/or 10 MATHEMATICS	NIL
<b>SCIENCE</b>		
<i>YEAR 11 SUBJECTS</i>	<i>REQUIRED and/or RECCOMENDED SUBJECT(S)</i>	<i>GRADE RECOMMENDED</i>
EARTH & ENIRONMENTAL SCIENCE	10 SCIENCE	C or better
BIOLOGY	10 SCIENCE	C or better
CHEMISTRY	10 SCIENCE & 10 MATHEMATICS	C or better
PHYSICS	10 SCIENCE & 10 MATHEMATICS	B or better
PSYCHOLOGY	10 SCIENCE & 10 ENGLISH	B or better
<b>TECHNOLOGIES</b>		
<i>YEAR 11 SUBJECTS</i>	<i>REQUIRED and/or RECCOMENDED SUBJECT(S)</i>	<i>GRADE RECOMMENDED</i>
AGRICULTURE	NA	NIL
DIGITAL COMMUNION PRODUCTS (PHOTOGRAPHY)	NA	NIL
FOOD & HOSPITALITY	NA	NIL
DESIGN & ENGINEERING	NA	NIL
<b>OTHER COMPULSORY SUBJECTS</b>		
<i>SACE COMPULSORY SUBJECTS</i>	<i>REQUIRED and/or RECCOMENDED SUBJECT(S)</i>	<i>GRADE RECOMMENDED</i>
PERSONAL LEARNING PLAN	Incompletion of PLP in Year 10	NIL
RESEARCH PROJECT	NA (RESEARCH PRACTICES)	NIL
<b>OPEN ACCESS SUBJECTS</b>		
<i>YEAR 11 SUBJECTS</i>	<i>REQUIRED and/or RECCOMENDED SUBJECT(S)</i>	<i>GRADE RECOMMENDED</i>
Any Subject	NA and/or subject to individual subject requirements	B Subject Average & Excellent Attendance

# REQUIREMENTS FOR SUCCESS

**Requirements for Success criteria describe the standards and skills that students need to demonstrate in Year 11 SACE to predict success in Year 12 SACE subjects.**

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<i>YEAR 11 SUBJECTS</i>	<i>REQUIRED and/or RECOMMENDED SUBJECT(S)</i>	<i>GRADE RECOMMENDED</i>
CREATIVE ARTS	NA	NA
VISUAL ARTS	NA	NA
<b>COMMUNITY LEARNING</b>		
<i>YEAR 11 SUBJECTS</i>	<i>REQUIRED and/or RECOMMENDED SUBJECT(S)</i>	<i>GRADE RECOMMENDED</i>
INTEGRATED LEARNING - COMMUNITY FOCUS	NA	NIL
<b>ENGLISH</b>		
<i>YEAR 11 SUBJECTS</i>	<i>REQUIRED and/or RECOMMENDED SUBJECT(S)</i>	<i>GRADE RECOMMENDED</i>
ENGLISH	10 ENGLISH	C or better (in all tasks)
ESSENTIAL ENGLISH	10 ENGLISH	NIL
<b>HEALTH &amp; PHYSICAL EDUCATION</b>		
<i>YEAR 11 SUBJECTS</i>	<i>REQUIRED and/or RECOMMENDED SUBJECT(S)</i>	<i>GRADE RECOMMENDED</i>
PHYSICAL EDUCATION	10 HEALTH & PHYSICAL EDUCATION	C or better & practical requirements
OUTDOOR EDUCATION	10 HEALTH & PHYSICAL EDUCATION	C or better
HEALTH & WELLBEING	10 HEALTH & PHYSICAL EDUCATION	C or better
<b>HUMANITIES</b>		
<i>YEAR 11 SUBJECTS</i>	<i>REQUIRED and/or RECOMMENDED SUBJECT(S)</i>	<i>GRADE RECOMMENDED</i>
ANCIENT STUDIES	10 HISTORY & 10 ENGLISH	C or better
<b>MATHEMATICS</b>		
<i>YEAR 11 SUBJECTS</i>	<i>REQUIRED and/or RECOMMENDED SUBJECT(S)</i>	<i>GRADE RECOMMENDED</i>
MATHEMATICS (METHODS)	10 MATHEMATICS	B or better
GENERAL MATH	10 MATHEMATICS	B or better
ESSENTIAL MATHEMATICS	10 PRE-ESSENTIAL MATHS and/or 10 MATHEMATICS	NIL
<b>SCIENCE</b>		
<i>YEAR 11 SUBJECTS</i>	<i>REQUIRED and/or RECOMMENDED SUBJECT(S)</i>	<i>GRADE RECOMMENDED</i>
EARTH & ENVIRONMENTAL SCIENCE	10 SCIENCE	C or better
BIOLOGY	10 SCIENCE	C or better
CHEMISTRY	10 SCIENCE & 10 MATHEMATICS	C or better
PHYSICS	10 SCIENCE & 10 MATHEMATICS	B or better
PSYCHOLOGY	10 SCIENCE & 10 ENGLISH	B or better
<b>TECHNOLOGIES</b>		
<i>YEAR 11 SUBJECTS</i>	<i>REQUIRED and/or RECOMMENDED SUBJECT(S)</i>	<i>GRADE RECOMMENDED</i>
DIGITAL COMMUNICATION PRODUCTS (PHOTOGRAPHY)	NA	NIL
FOOD & HOSPITALITY	NA	NIL
<b>OTHER COMPULSORY SUBJECTS</b>		
<i>SACE COMPULSORY SUBJECTS</i>	<i>REQUIRED and/or RECOMMENDED SUBJECT(S)</i>	<i>GRADE RECOMMENDED</i>
PERSONAL LEARNING PLAN	Incompletion of PLP in Year 10	NIL

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## YEAR 11 SACE STAGE 1

AGRICULTURE (VET)

BIOLOGY

CHEMISTRY

CREATIVE ARTS

DESIGN & ENGINEERING (SACE)

DIGITAL COMMUNICATIONS PRODUCTS - PHOTOGRAPHY

EARTH & ENVIRONMENTAL SCIENCE

ENGLISH

ESSENTIAL ENGLISH

ESSENTIAL MATHS

FOOD & HOSPITALITY (SACE)

GENERAL MATHS

HEALTH AND WELLBEING

HISTORY - ANCIENT STUDIES

INTEGRATED LEARNING - COMMUNITY FOCUS

MATHEMATICS (METHODS)

OPEN ACCESS - *Curriculum choice*

OUTDOOR EDUCATION

PHYSICAL EDUCATION

PHYSICS

PSYCHOLOGY

VISUAL ART

WORKPLACE PRACTICES

\*PERSONAL LEARNING PLAN (PLP) \* *if not completed in Year 10*

## YEAR 12 SACE STAGE 2

AGRICULTURE (VET)

BIOLOGY

CHEMISTRY

CREATIVE ARTS

DIGITAL COMMUNICATIONS PRODUCTS - PHOTOGRAPHY

EARTH & ENVIRONMENTAL SCIENCE

ENGLISH

ESSENTIAL ENGLISH

ESSENTIAL MATHS

FOOD & HOSPITALITY (SACE)

GENERAL MATHS

HEALTH AND WELLBEING

HISTORY - ANCIENT STUDIES

INTEGRATED LEARNING - COMMUNITY FOCUS

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### YEAR 11 STAGE 1 CREATIVE ARTS

**SACE Code: 1CVA20**  
**Duration: 2 Semester**

#### Course Overview:

Creative Arts offers students the opportunity to specialise in an area of their interest within the discipline of the performing arts. These may include, but are not limited to - acting, singing, choreography, costume design, set design, sound and lighting design, publicity.

#### Students will:

Actively participate in the development and presentation of creative arts products – musicals, plays or concerts.

Study the work of performing arts practitioners to gain an in-depth knowledge of the nature of their work and their roles and responsibilities.

Analyse and evaluate performing arts products in different contexts and from various perspectives.

Gain an understanding and appreciation of the ways in which the performing arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.

Record their learning using journals and multimedia.

#### Assessment Tasks:

Type 1: Product - Develop and present two creative arts products, including a record (50%)

Type 2: Folio - Undertake two inquiries and one skills assessment (50%)



### YEAR 12 STAGE 2 CREATIVE ARTS

**SACE Code: 2CVA20**  
**Duration: 2 Semester**

#### Course Overview:

Creative Arts offers students the opportunity to specialise in an area of their interest within the discipline of the performing arts. These may include, but are not limited to - acting, singing, choreography, costume design, set design, sound and lighting design, publicity.

#### Students will:

Actively participate in the development and presentation of creative arts products – musicals, plays or concerts.

Critically analyse the roles and responsibilities of creative arts practitioners (e.g. actors, choreographers, sound and lighting technicians) and the key features and intent of their works.

Critically analyse and evaluate performing arts products in different contexts and from various perspectives.

Gain an understanding and appreciation of the ways in which the performing arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.

Record their learning using journals and multimedia.

#### Assessment Tasks:

(School Assessment – 70%)

Type 1: Product - Develop and present two creative arts products, including a folio of evidence. (50%)

Type 2: Inquiry - Undertake two inquiries into an area of interest in creative arts practice. (20%)  
(External Assessment – 30%)

Type 3: Practical Skills - Undertake one practical skills assessment to explore, apply and evaluate a skill that is relevant to their preferred area within the performing arts. (30%)

### YEAR 11 STAGE 1 VISUAL ARTS

**SACE Code: 1VAA10 / 1VAA20**  
**Duration: 2 Semester**

#### 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 art works in their cultural and historical contexts. The broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production. The focus capabilities for this subject are communication and personal development.

#### Content

For both 10-credit and 20-credit programs the following three areas of study are covered:

Visual Thinking  
Practical Resolution  
Visual Arts in Context

#### Assessment Tasks:

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

Folio  
Practical  
Visual study



### YEAR 12 STAGE 2 VISUAL ARTS

**SACE Code: 2VAA20**  
**Duration: 2 Semester**

#### 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 Tasks:

Internal 70%

Folio 40%

Students produce one folio that documents their visual learning, in support of their two works of art. The folio should include visual, practical, written, and/or oral forms of evidence. As a guide, there should be a total of forty A3 sheets (or equivalent) of visual and written and/or oral evidence to support two resolved practical works, or a body of resolved work.

Practical 30%

Students produce two practicals, both of which must be resolved works involving the application of technical skills using any of a wide range of media. Students must prepare a written 500 word practitioner's statement for each of the practicals.

External 30%

Visual study 30%

A visual study is an exploration of, and/or experimentation with, one or more styles, ideas, concepts, media, materials, methods, techniques, technologies, or processes. Students present the findings of their visual study as well as their conclusions, insights, and personal opinions about aesthetics. Students should submit a maximum of twenty A3 pages, integrated with a maximum of 2000 words of written text.

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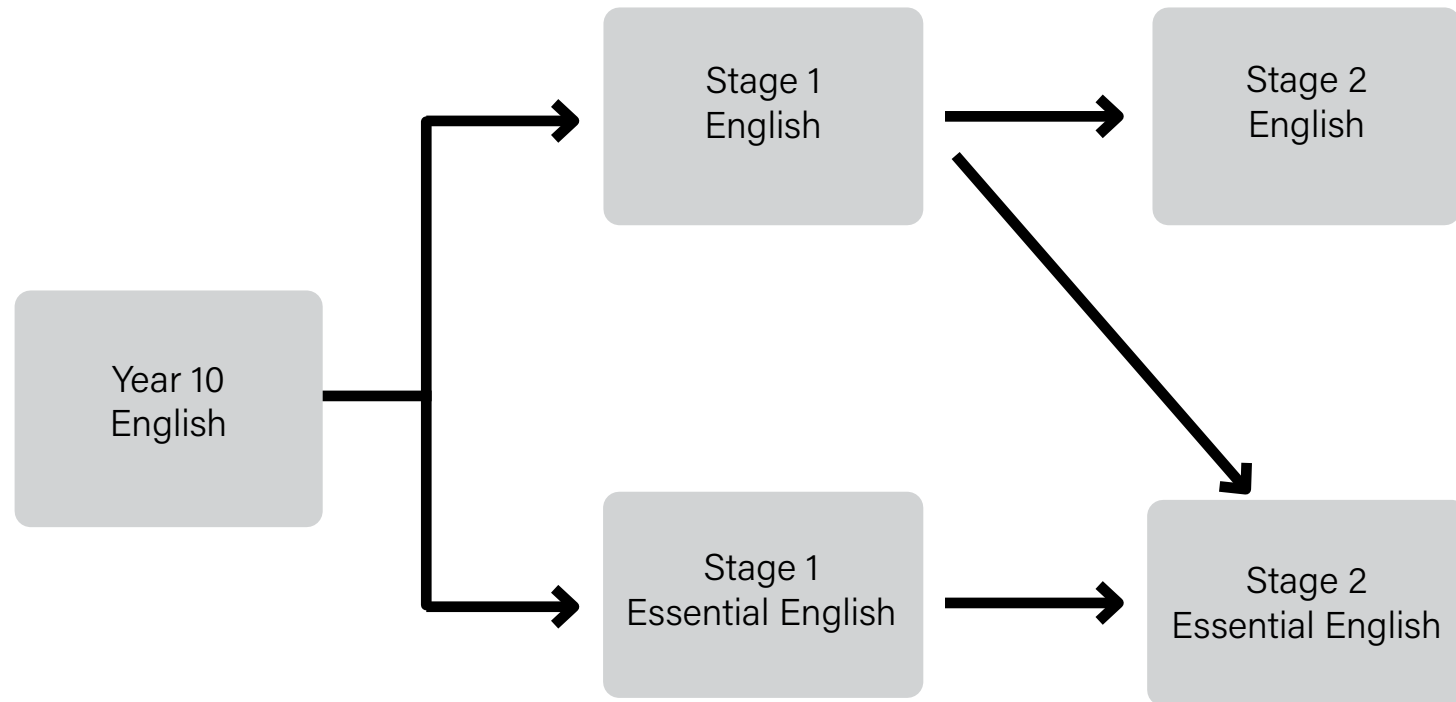
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### YEAR 11 STAGE 1 ENGLISH

**SACE Code: 1ESH10**  
**Duration: 2 Semester**

**Course Overview:**

English is studied as two 10-credit subjects at Stage 1. In these courses, students analyse the interrelationship between author, text, and audience, considering how language and style shape ideas and perspectives. Students explore how the purpose of a text is achieved through application of conventions, and how creators position the audience to respond to ideas in texts. Students have opportunities to reflect on their personal values and those of other people by responding to a range of texts.

They apply their understanding by creating their own imaginative, analytical, and persuasive texts that may be written, oral, and/or multimodal.

Stage 1 English consists of the following three learning areas:

**Responding to Texts**

Students examine a range of texts and make intertextual connections. They learn to recognise purpose, context, and audience, and analyse language and stylistic choices.

Students explore the ideas, perspectives, and influences expressed in texts and how these shape their own and others' ideas and perspectives.

**Creating Texts**

Students create texts for different purposes, contexts, and audiences in written, oral, and/or multimodal forms. They learn to write in the appropriate mode and style for a chosen text type.

Students are expected to use accurate spelling, punctuation, syntax, and conventions.

**Intertextual Study**

Students reflect on their understanding of intertextuality by:

- analysing the relationships between texts, or
- demonstrating how knowledge of other texts has influenced the creation of their own texts.

**Assessment:**

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

Assessment Type 1: Responding to Texts

Assessment Type 2: Creating Texts

Assessment Type 3: Intertextual Study

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

### YEAR 12 STAGE 2 ENGLISH

**Stage 2: English**  
**Duration: 2 Semester**

**Course overview**

Assumed knowledge

It is assumed that students have successfully completed Stage 1 English and can independently produce clear and coherent written and spoken texts.

English is a 20-credit subject at Stage 2.

In this subject, students are expected to:

1. analyse the relationship between purpose, context, and audience in a range of texts
2. evaluate how language and stylistic features and conventions are used to represent ideas, perspectives, and aspects of culture in texts
3. analyse how perspectives in their own and others' texts shape responses and interpretations
4. create and evaluate oral, written, and multimodal texts in a range of modes and styles
5. analyse the similarities and differences in texts
6. apply clear and accurate communication skills.

**Content**

The content includes:

- Responding to Texts
- Creating Texts
- Comparative Analysis
- Responding to Texts

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

**Creating Texts**

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

**Assessment:**

School Assessment (70%)

Assessment Type 1: Responding to Texts (30%)

Assessment Type 2: Creating Texts (40%)

Assessment Type 3: Comparative Analysis (30%).

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

Students complete:

- three responses to texts
- four created texts (one of which is a writer's statement)
- one comparative analysis.

### YEAR 11 STAGE 1 ESSENTIAL ENGLISH

**SACE Code: 1ETE10**  
**Duration: 2 Semester**

**Course Overview:**

Essential English is studied as two 10-Credit subjects at Stage 1, in line with the compulsory Literacy credits students must achieve to attain their SACE.

In Essential English literacy skills are developed through a focus on comprehending and creating written, spoken, visual, and digital texts, and using and modifying language for different purposes in a range of social and cultural contexts, including study, work, and community life. Essential English develops an awareness of the sociocultural aspects of language in social, community, workplace, and/or imagined contexts.

Stage 1 Essential English consists of the following two learning areas:

**Responding to Texts**

Students consider a variety of ways in which texts communicate information, ideas, and perspectives. They explore the relationship between structures and features and the purpose, audience, and context of texts. Engagement with a wide range of texts enables students to comprehend and interpret information, ideas, and perspectives in texts. They locate and extract information and ideas, Students examine and respond to how language is used in social, cultural, community, workplace, and/or imagined contexts. They identify and develop an understanding of ways in which language is used and composed for different purposes, audiences, and contexts structural and language features are used to create meaning.

**Creating Texts**

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

**Assessment:**

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

Assessment Type 1: Responding to Texts

Assessment Type 2: Creating Texts

For each 10-credit subject, students provide evidence of learning through four assessment tasks. At least one Responding to Texts task and one Creating Texts task will be completed per 10-credit subject. Each assessment type will have a weighting of at least 20%. A total of eight assessments will be completed across the year.

### YEAR 12 STAGE 2 ESSENTIAL ENGLISH

**SACE Code: 2ETE20**  
**Duration: 2 Semester**

**Course Overview:**

Assumed knowledge:

It is assumed that students have successfully completed Stage 1 Essential English and can independently produce clear and coherent written and spoken texts. Essential English is a 20-credit subject at Stage 2.

Students who complete 20 credits of Stage 2 Essential English with a C grade or better will also meet the literacy requirement of the SACE.

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**

The content includes:

Responding to Texts, Creating Texts, Language Study

**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.

**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 context outside of the classroom. Students reflect on the strategies and language used to communicate in a specific context.

**Assessment:**

School Assessment (70%)

Assessment Type 1: Responding to Texts (30%)

Assessment Type 2: Creating Texts (40%)

External Assessment (30%)

Assessment Type 3: Language Study (30%)

Students provide evidence of their learning through seven assessments, including the external assessment component. Students complete: three assessments for Responding to Texts

three assessments for Creating Texts (including 1 x compulsory Advocacy task)

one Language Study.





# HEALTH & PHYSICAL EDUCATION

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## YEAR 11 STAGE 1 PHYSICAL EDUCATION

**SACE Code: 1PHD10**  
**Duration: 2 Semester**

### Course Overview:

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. Physical Education supports deep learning 'in, through and about' physical activity, through the exploration of movement concepts and strategies within physical activity contexts. Physical activities can include sports, theme-based games, fitness and recreational activities. Classes can undertake a learning and assessment program using a single focus approach (e.g., single sport) or can undertake multiple sports, games and/or activities.

Student learning is centred around the following focus areas;

Focus Area 1: In Movement

Applying skill acquisition concepts for improvement

Movement concepts and strategies

Application of energy sources affecting physical performance

Application of the effects of training on physical performance

Focus Area 2: Through Movement

Physiological barriers and enablers to participation

Social strategies to manipulate equity in participation

Personal influence on participation

Focus Area 3: About Movement

The body's response to physical activity

The effect of training on the body

Learning and refining skills

**Assessment:** (10-credit, or per semester)

The following assessment types enable students to demonstrate their learning:

School assessment (100%)

Assessment Type 1: Performance in Improvement

Assessment Type 2: Physical Activity Investigation

Two assessments

Each assessment type is worth 50% of the overall grade for each semester.

## YEAR 12 STAGE 2 PHYSICAL EDUCATION

**SACE Code: 2PHD20**  
**Duration: 2 Semester**

### Course Overview:

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. Physical Education supports deep learning 'in, through and about' physical activity, through the exploration of movement concepts and strategies within physical activity contexts.

Physical activities can include sports, theme-based games, fitness and recreational activities. Classes can undertake a learning and assessment program using a single focus approach (e.g., single sport) or can undertake multiple sports, games and/or activities.

Student learning is centred around the following focus areas;

Focus Area 1: In Movement

Application of energy sources affecting physical performance.

Application of the effects of training on physical performance how does biomechanics affect physical activity and movement?

Practical application of learning theories

Psychology of sporting performance

Movement concepts and strategies

Focus Area 2: Through Movement

Social psychology

Psychology of sporting performance

Barriers and enablers to physical activity

Focus Area 3: About Movement

Energy sources affecting physical performance

Physiological factors affecting performance

The effects of training on physical performance

Technical developments in biomechanics

Psychological motor learning theories

The learning process

The learning journey

**Assessment:**

The following assessment types enable students to demonstrate their learning:

School assessment (70%)

Assessment Type 1: Diagnostics (30%)

Assessment Type 2: Improvement Analysis (40%)

External assessment (30%)

Assessment Type 3: Group Dynamics

Two or three 'Diagnostics' tasks

One 'Improvement Analysis' task

One 'Group Dynamics' task

## YEAR 11 STAGE 1 HEALTH & WELLBEING

**SACE Code: 1HEH10 or 1HEH20**  
**Duration: 2 Semester**

### Course Overview:

Students develop the knowledge, skills and understandings required to explore and understand influences and make decisions regarding health and wellbeing. They consider the role of health and wellbeing in different contexts and explore ways of promoting positive outcomes for individuals, communities and global society.

Content: Health is a state of physical, mental, and social wellbeing. Wellbeing is a complex combination of all dimensions of health and is an implicit element of health. Health and wellbeing is an evolving subject with varying contexts and perspectives. The term health encompasses wellbeing.

Stage 1 consists of the following concepts:

Health Literacy

Health Determinants

Social Equity

Health Promotion

**Assessment:**

For a 10-credit subject, students provide evidence of their learning through three assessments. Students undertake one or more:

Practical action task(s)

Issue inquiry task(s)

For a 20-credit subject, students provide evidence of their learning through six assessments. Students undertake two or more:

Practical action tasks

Issue inquiry tasks

\*Updated curriculum is still in draft format

## YEAR 12 STAGE 2 HEALTH & WELLBEING

**SACE Code: 2HEH20**  
**Duration: 2 Semester**

### Course Overview:

Students develop the knowledge, skills and understandings required to explore and analyse influences and make informed decisions regarding health and wellbeing. They consider the role of health and wellbeing in various contexts and explore ways of promoting positive outcomes for individuals, communities and global society.

Content: Stage 2 Health and Wellbeing is a 20-credit subject that consists of the following concepts:

Health Literacy

Health Determinants

Social Equity

Health Promotion.

Students become agents of change who may be independent and collaborative learners, critical and creative thinkers of their own and others perspective.

**Assessment :**

The following assessment types enable students to demonstrate their learning in Stage 2 Health and Wellbeing.

School assessment (70%)

Assessment Type 1: Initiative (40%)

Assessment Type 2: Folio (30%)

External assessment (30%)

Assessment Type 3: Inquiry (30%).

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

two initiative tasks, one of which should be collaborative two folio tasks one inquiry.



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### YEAR 11 STAGE 1 OUTDOOR EDUCATION

**SACE Code: 20UE20**  
**Duration: 2 Semester**

#### Course Overview:

Through study of three focus areas: environment and conservation, planning and management, and personal growth and development, students develop skills and understanding in preparation and planning for outdoor journeys, consideration of risk management and conservation practices, and develop team work and practical outdoor skills.

Learning experiences take place in a variety of geographical locations to enable students to develop an appreciation of their place in natural environments. Learning Framework

**Focus Area 1:** Environment and Conservation  
Students transfer their understanding and appreciation of natural environments in local areas through practical opportunities to interact with the environment, and consider appropriate actions and strategies that support conservation, sustainability and minimise human impacts.

**Focus Area 2:** Planning and Management of outdoor activities and journeys.

Students apply planning skills to support positive outdoor experiences in nature for themselves and others, through consideration of safety and risk management practices.

**Focus Area 3:** Personal growth and development  
Through learning in natural environments, students develop personal meaning, and a appreciation of the role of natural environments in providing life perspective. Learning experience in natural environments enable students to evaluate and reflect on their own learning progression and skills development, as well as their relationship with nature.

#### Assessment:

The following assessment types enable students to demonstrate their learning:

Assessment Type 1: About Natural Environments  
Assessment Type 2: Experiences in Natural Environments  
For 10-credit subject (each semester)  
One or Two 'About Natural Environments' tasks  
Two 'Experiences in Natural Environments' tasks

Please note: this subject incurs additional fees for excursions and camps.

### YEAR 12 STAGE 2 OUTDOOR EDUCATION

**SACE Code: 20UE20**  
**Duration: 2 Semester**

#### Course Overview:

Through study of three focus areas: environment and conservation, planning and management, and personal growth and development, students develop skills and understanding in preparation and planning for outdoor journeys, consideration of risk management and conservation practices, and develop team work and practical outdoor skills.

Learning experiences take place in a variety of geographical locations to enable students to develop an appreciation of their place in natural environments. Learning Framework

**Focus Area 1:** Conservation and sustainability  
Learning experiences in nature shape students' understanding of environmental systems and issues and enhance their decision-making about conservation and sustainability. Students develop their understanding of a range of different perspectives on the natural environment. Students transfer their understanding and appreciated of natural environments in local areas through practical opportunities.

**Focus Area 2:** Human connections with nature  
Students explore and connect with nature and develop relationships that promotes conservation, sustainability, personal growth and development. Students apply planning, leadership skills to support positive outdoor experiences in nature for others, through consideration of safety and risk management, decision making, reflective and collaborative practices.

**Focus Area 3:** Personal growth and development  
Through learning in natural environments, students develop personal meaning, and appreciation of the role of natural environments in providing life perspectives. Learning experiences in natural environments enable students to evaluate and reflect on their own learning progression and skills development, and on their collaborations with and leadership of others as well as their relationship and connection with nature.

#### Assessment:

The following assessment types enable students to demonstrate their learning:  
School assessment (70%)  
Assessment Type 1: About Natural Environments (20%)  
Assessment Type 2: Experiences in Natural Environments (50%)  
External assessment (30%)  
Assessment Type 3: Connections with Natural Environments (30%)  
One or two 'About Natural Environments' tasks  
Two 'Experiences in Natural Environments' tasks  
One 'connections with Natural Environments tasks'  
Please note: this subject incurs additional fees for excursions and camps

### YEAR 11 STAGE 1 FOOD & HOSPITALITY

**Code: 1FOH10**  
**Duration: 2 Semester**

#### Course Overview:

The food and hospitality industry is dynamic and changing. In Stage 1 Food and Hospitality, 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.

Students may be required to participate in activities outside school hours, both within the school and in the wider community.

There are five areas of study in Stage 1 Food and Hospitality, as described below.

1. Food, the individual, and the Family
2. Local and Global Issues in Food and Hospitality
3. Trends in Food and Culture
4. Food and Safety
5. Food and the Hospitality Industry

#### Assessment:

Assessment Type 1: Practical Activity  
Assessment Type 2: Group Activity  
Assessment Type 3: Investigation.

### YEAR 12 STAGE 2 FOOD & HOSPITALITY

**Code: 2FOH20**  
**Duration: 2 Semesters**

#### Course Overview:

Stage 2 Food and Hospitality focuses on the contemporary and changing nature of the food and hospitality industry. Students critically examine contemporary and future issues within the food and hospitality industry and the influences of economic, environmental, legal, political, sociocultural, and technological factors at local, national, and global levels.

Students may be required to participate in activities outside school hours, both within the school and in the wider community.

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

1. Contemporary and Future Issues
2. Economic and Environmental Issues
3. Political and Legal Influences
4. Sociocultural Influences
5. Technological Influences

#### Assessment:

School Assessment (70%)  
• Assessment Type 1: Practical Activity (50%)  
• Assessment Type 2: Group Activity (20%)  
External Assessment (30%)  
• Assessment Type 3: Investigation (30%).





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## YEAR 11 STAGE 1 ANCIENT STUDIES

**SACE Code: 1ANT10**  
**Duration: 2 Semester**

**Course Overview:**

In Ancient Studies, students learn about the history, literature, society, and culture of ancient civilisations, which may include those of Asia–Australia, the Americas, Europe, and Western Asia/North Africa, and the classical civilisations of Greece and Rome. They consider the environmental, social, economic, religious, cultural, and aesthetic aspects of societies.

Contemporary societies have a long heritage based on civilisations of the past. The study of ancient cultures, therefore, enables students to explore the universality and diversity of human experience and enhance their own cultural and intercultural understanding. Stage 1 Ancient Studies has one compulsory topic and five additional topics.

Compulsory topic

Topic 1: Understanding ancient history.

Additional topics

Topic 2: Art, architecture, and technology

Topic 3: Warfare and conquest

Topic 4: Social structures, slavery, and everyday life

Topic 5: Beliefs, rituals, and mythology

Topic 6: Creative representations

**Assessment:**

Skills and Applications Assessments (50%): Students will undertake at least two Skills and Application Assessments to develop their inquiry skills and research selected ideas, individuals, groups, institutions, social systems, events, and/or artefacts of the ancient world.

Inquiry Assessments (50%): Students will undertake at least two Inquiry Assessments based on an extension of the material covered in class, or a study of an aspect of a different ancient society or culture.



## YEAR 12 STAGE 2 ANCIENT STUDIES

**SACE Code: 2ANT20**  
**Duration: Full Year**

**Course Overview:**

In Ancient Studies, students learn about the history, literature, society, and culture of ancient civilisations, which may include those of Asia–Australia, the Americas, Europe, and Western Asia/North Africa, and the classical civilisations of Greece and Rome.

In Ancient Studies, students draw on many other fields of study. They consider the environmental, social, economic, religious, cultural, and aesthetic aspects of societies. Students also explore the ideas and innovations that shape and are shaped by societies.

Students critically engage with texts, including literary texts, and analyse archaeological sources, and primary and secondary historical sources. Students develop the inquiry skills that enable them to challenge or confirm beliefs, attitudes, and values in the ancient world.

Topics:

Topic 1: Daily life

Topic 2: Military conflict

Topic 3: Political power and authority

Topic 4: Religion

Topic 5: Material culture

Topic 6: Literature — prose, narrative, or epic

Topic 7: Literature — drama and poetry.

**Assessment:**

School assessment (70%)

-Assessment Type 1: Skills and Applications (50%)

-Assessment Type 2: Connections (20%)

External assessment (30%)

-Assessment Type 3: Inquiry (30%)



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## YEAR 11 STAGE 1 INTERGRATED LEARNING

**SACE Code: 11LN10 or 11LN20**  
**Duration: 2 Semester**

**Course Overview:**

Integrated Learning requires students to apply their knowledge and skills to real-world task, event, learning opportunity, or context, which leads to a specific purpose, product, or outcome. The subject draws links between aspects of students' lives and their learning and enables students to develop and apply the seven SACE capabilities: literacy, numeracy, ICT, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.

Integrated Learning facilitates collaboration and teamwork and students are encouraged to develop their skills in communicating their ideas and informed opinions.

**Assessment:**

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

Practical Exploration (at least 1 for a 10 credit subject; at least 2 for a 20 credit subject)

Connections Task (at least 1 for a 10 credit subject; at least 2 for a 20 credit subject)

Personal Venture (at least 1 for a 10 credit subject; at least 2 for a 20 credit subject)

## YEAR 12 STAGE 2 INTERGRATED LEARNING

**SACE Code: 21LA20**  
**Duration: 2 Semester**

**Course overview:**

Integrated Learning requires students to apply their knowledge and skills to a real-world task, event, learning opportunity, or context, which leads to a specific purpose, product, or outcome. The subject draws links between aspects of students' lives and their learning and enables students to develop and apply the seven SACE capabilities: literacy, numeracy, ICT, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.

Integrated Learning facilitates collaboration and teamwork and students are encouraged to develop their skills in communicating their ideas and informed opinions.

**Assessment**

Students demonstrate evidence of their learning through five to six assessments, including the external assessment. The assessment components are as follows:

School Assessment (70 %)

Practical Inquiry – 40 % (at least 2 tasks)

Connections Task – 30 % (at least 1 task)

External Assessment (30 %)

Personal Endeavour – 30 %

## STAGE 1 RESEARCH PRACTICES

**SACE Code: 2RPA10 or 2RPB10**  
**Duration: 1 Semester**

**Course Overview:**  
Assumed knowledge

It is expected that students have completed their PLP. 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, and a capability (communication, citizenship, personal development, or work) that is relevant to their research.

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 enquiry 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) 50%

- Research outcome 20%

External 30%

- Evaluation (including written

summary) 30%

**Notes:**

This is a compulsory subject of the SACE in which students must achieve a C-grade or better. It is designed to be completed in semester 1. Students wanting this subject to count as a TAS must do research Project B.

## STAGE 2 RESEARCH PROJECT

**SACE Code: 2RPA10 or 2RPB10**  
**Duration: 1 Semester**

**Course Overview:**  
Assumed knowledge

It is expected that students have completed their PLP. 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, and a capability (communication, citizenship, personal development, or work) that is relevant to their research.

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 enquiry 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) 50%

- Research outcome 20%

External 30%

- Evaluation (including written

summary) 30%

**Notes:**

This is a compulsory subject of the SACE in which students must achieve a C-grade or better. It is designed to be completed in semester 1. Students wanting this subject to count as a TAS must do research Project B.



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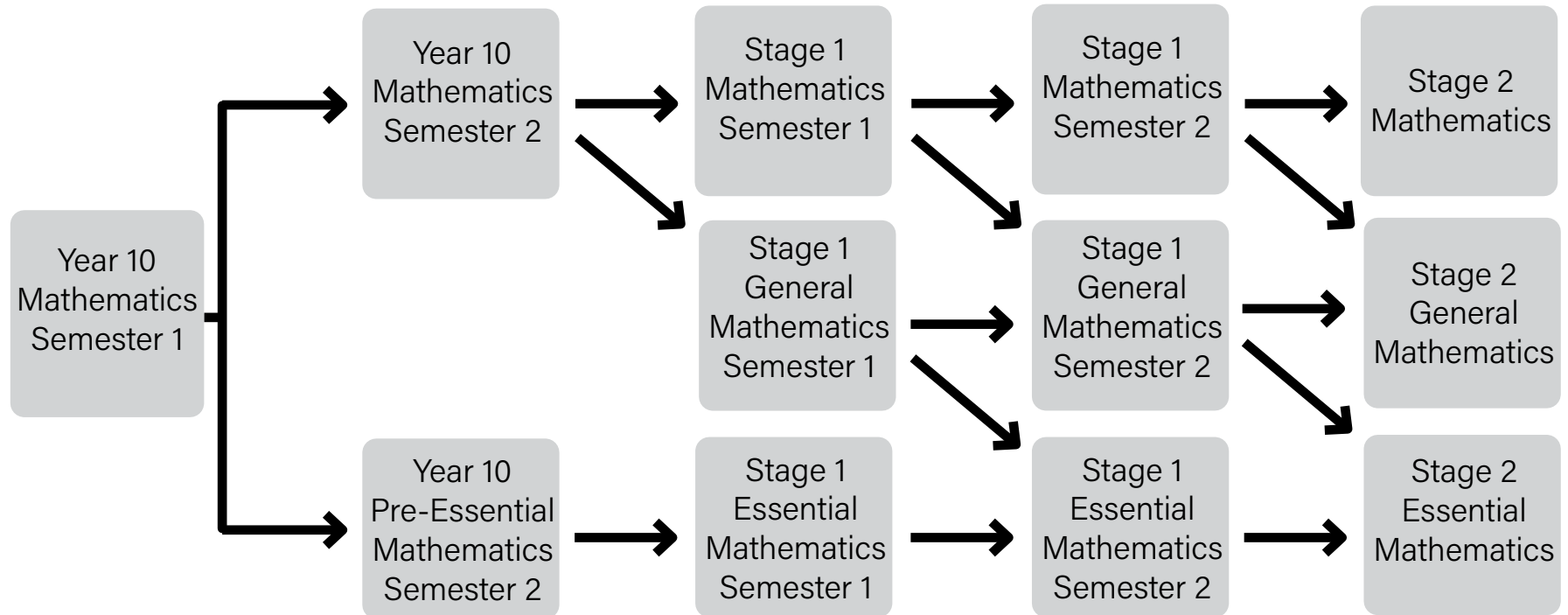
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## YEAR 11 STAGE 1 ESSENTIAL MATHEMATICS

**SACE Code: 1MEM10 or 1MEM20**  
**Duration: 2 Semester**

**Course Overview:** Essential Mathematics is a 10-credit subject or a 20-credit subject at Stage 1, and a 20-credit subject at Stage 2.

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.

Stage 1 Essential Mathematics consists of the following seven topics:

- Topic 1: Calculations, Time, and Ratio
- Topic 2: Earning and Spending
- Topic 3: Geometry
- Topic 4: Data in Context
- Topic 5: Measurement
- Topic 6: Investing
- Topic 7: Open Topic

**Assessment:**

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

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

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

Students undertake:  
at least two skills and applications tasks  
at least one folio task.

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

Students undertake: at least four skills and applications tasks at least two folio tasks.

Stage 1 Mathematics consists of the following list of twelve topics:

- Topic 1: Functions and graphs
- Topic 2: Polynomials
- Topic 3: Trigonometry
- Topic 4: Counting and Statistics
- Topic 5: Growth and Decay

Topic 6: Introduction to Differential Calculus

Topic 7: Arithmetic and Geometric Sequences and Series

Topic 8: Geometry

Topic 9: Vectors in the Plane

Topic 10: Further Trigonometry

Topic 11: Matrices

Topic 12 Real and Complex Numbers.

## YEAR 12 STAGE 2 ESSENTIAL MATHEMATICS

**SACE Code: 2MEM20**  
**Duration: 2 Semester**

**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.

Students who complete this subject with a C–better will meet the numeracy requirement of the SACE.

Stage 2 Essential Mathematics consists of the following five topics:

- Topic 1: Scales, Plans, and Models
- Topic 2: Measurement \*
- Topic 3: Business Applications
- Topic 4: Statistics \*
- Topic 5: Investments and Loans \*

(\* = examinable subjects)

**Assessment:**

The following assessment types enable students to demonstrate their learning in Stage 2 Essential Mathematics:

- School Based:
- Assessment Type 1: Skills and Applications Tasks – 30%
- Assessment Type 2: Folio -40%
- External:
- 2 hour exam on \* topics – 30%

## YEAR 11 STAGE 1 GENERAL MATHEMATICS

**SACE Code : 1MGM10**  
**Duration : 1 or 2 Semesters**

**Course Overview:**

General Mathematics is a 10-credit subject or a 20-credit subject at Stage 1, and a 20-credit subject at Stage 2.

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

Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Stage 1 General Mathematics consists of the following seven topics:

- Topic 1: Investing and Borrowing
- Topic 2: Measurement
- Topic 3: Statistical Investigation
- Topic 4: Applications of Trigonometry
- Topic 5: Linear and Exponential Functions and their Graphs
- Topic 6: Matrices and Networks
- Topic 7: Open Topic

**Assessment:**

The following assessment types enable students to demonstrate their learning in Stage 1 General Mathematics.

Assessment Type 1: Skills and Applications Tasks  
Assessment Type 2: Mathematical Investigation  
For a 10-credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%.

Students undertake:  
at least two skills and applications tasks  
at least one mathematical investigation.  
For a 20-credit subject, students should provide evidence of their learning through

eight assessments. Each assessment type should have a weighting of at least 20%.

Students undertake:

at least four skills and applications tasks

at least two mathematical investigations

## YEAR 12 STAGE 2 GENERAL MATHEMATICS

**SACE Code: 2MGM20**  
**Duration: Full year**

**Course Overview:**

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

Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Students who complete this subject with a C–or better will meet the numeracy requirement of the SACE.

Stage 2 General Mathematics consists of the following five topics:

- Topic 1: Modelling with Linear Relationships
- Topic 2: Modelling with Matrices
- Topic 3: Statistical Models \*
- Topic 4: Financial Models \*
- Topic 5: Discrete Models \*

**Assessment:**

The following assessment types enable students to demonstrate their learning in Stage 2 General Mathematics:

School Based:  
Assessment Type 1: Skills and Applications Tasks – 40%  
Assessment Type 2: Investigation -30%  
External:  
2 hour exam on \* topics – 30%

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## YEAR 11 STAGE 1 MATHEMATICS

**SACE Code : 1MAM10**  
**Duration : 1 or 2 Semester**

### Course Overview:

Stage 1 Mathematics is a 10-credit subject or a 20-credit subject.

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

Stage 1 Mathematics provides the foundation for further study in Mathematics in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.

Stage 2 Mathematical Methods can lead to tertiary studies of economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences.

Stage 2 Specialist Mathematics can be a pathway to mathematical sciences, engineering, space science, and laser physics. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

### Assessment:

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

Assessment Type 1: Skills and Applications Tasks

Assessment Type 2: Mathematical Investigation.

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

Each assessment type should have a weighting of at least 20%.

Students complete:

at least two skills and applications tasks

at least one mathematical investigation.

For a 20-credit subject, students should provide evidence of their learning through eight assessments.

Each assessment type should have a weighting of at least 20%.

Students complete:

at least four skills and applications tasks

at least two mathematical investigations.

Note:

Key concepts from 10A Mathematics in the Australian Curriculum required for the study of Stage 1 Mathematics, Stage 2 Mathematical Methods, and Stage 2 Specialist Mathematics have been incorporated into the relevant topics.

Students who want to undertake Stage 2 Mathematical Methods should study 20 credits of Stage 1 Mathematics (Topics 1-6). This may be two 10-credit subjects or one 20-credit subject. Students who want to undertake

Stage 2 Specialist Mathematics should study 20 additional credits of Stage 1 Mathematics (Topics 7-12). Stage 1 Mathematics consists of the following list of twelve topics:

Topic 1: Functions and graphs

Topic 2: Polynomials

Topic 3: Trigonometry

Topic 4: Counting and Statistics

Topic 5: Growth and Decay

Topic 6: Introduction to Differential Calculus

Topic 7: Arithmetic and Geometric Sequences and Series

Topic 8: Geometry

Topic 9: Vectors in the Plane

Topic 10: Further Trigonometry

Topic 11: Matrices

Topic 12 Real and Complex Numbers.

## YEAR 12 STAGE 2 MATHEMATICAL METHODS

**SACE Code: 2MHS20**  
**Duration: Full year**

### Course Overview:

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

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

Students who complete this subject with a C- or better will meet the numeracy requirement of the SACE.

Stage 2 Mathematical Methods consists of the following six topics:

Topic 1: Further Differentiation and Applications

Topic 2: Discrete Random Variables

Topic 3: Integral Calculus

Topic 4: Logarithmic Functions

Topic 5: Continuous Random Variables and the Normal Distribution

Topic 6: Sampling and Confidence Intervals

### Assessment:

The following assessment types enable students to demonstrate their learning in Stage 2 Mathematical Methods:

School Based:

Assessment Type 1: Skills and Applications Tasks – 50%

Assessment Type 2: Investigation – 20%

External:

2 hour exam on all 6 topics – 30%

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## YEAR 11 STAGE 1 BIOLOGY

**SACE Code: 1BGY10 or 1BGY20**  
**Duration: Semester or Full Year**

**Course Overview:**

Science inquiry skills and Science as a Human Endeavour are integral to students' learning in this subject and are interwoven through their study of science understanding, which is organised into four topics. Through the study of these topics, students extend their understanding of the nature of living things, as well as of the interactions of those living things with members of the same species, members of other species, and the environment.

Stage 1 Biology consists of the following 4 topics:

Topic 1: Cells and Microorganisms

Topic 2: Infectious Disease

Topic 3: Multicellular Organisms

Topic 4: Biodiversity and Ecosystem Dynamics

**Assessment:**

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

Investigation Folio: includes 1 practical and 1 science as a human endeavour investigation - 50%  
Skills and Applications Tasks - 50%



## YEAR 12 STAGE 2 BIOLOGY

**SACE Code: 2BIG20**  
**Duration: Full Year**

**Course Overview:**

In their study of Biology, students develop and extend their understanding of the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments. They investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics.

Students study all of the following core topics:

Topic 1: DNA and Proteins

Topic 2: Cells as the Basis of Life

Topic 3: Homeostasis

Topic 4: Evolution

Many of the concepts studied in Stage 1 Biology build on concepts introduced in Stage 2 Biology.

**Assessment:**

The following assessment types enable students to demonstrate their learning in Stage 2 Chemistry:

School Assessment (70%)

Assessment Type 1: Investigations Folio (30%)

Assessment Type 2: Skills and Applications Tasks (40%)

External Assessment (30%)

Assessment Type 3: Examination (30%)

Students provide evidence of their learning through eight assessments, including the external assessment component.

Students complete:

at least two practical investigations<sup>1</sup>

one investigation with a focus on science as a human endeavour at least three skills and applications tasks, one examination

At least one investigation or skills and applications task should involve collaborative work.

It is anticipated that from 2018 all school assessments will be submitted electronically.

**Notes:**

Practical investigations are a compulsory requirement of the course.

The end of year external examination has duration 2 hours

## YEAR 11 STAGE 1 CHEMISTRY

**SACE Code: 1CEM10 or 1CEM20**  
**Duration: Semester or Full Year**

**Course Overview:**

Science inquiry skills and Science as a Human Endeavour are integral to students' learning in this subject, and are interwoven through the science understanding, which is organised into six topics.

In their study of these topics, students develop and extend their understanding of some of the fundamental principles and concepts of chemistry, including structure, bonding, polarity, solubility, acid-base reactions, and redox. These are introduced in the individual topics, with the mole concept and some energy concepts introduced gradually throughout these topics.

Stage 1 Chemistry consists of the following 6 topics:

Topic 1: Materials and their Atoms

Topic 2: Combinations of Atoms

Topic 3: Molecules

Topic 4: Mixtures and Solutions

Topic 5: Acid and Bases

Topic 6: Redox Reactions

**Assessment:**

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

Investigation Folio: includes 1 practical and 1 Science as a Human Endeavour (SHE) investigation - 50%

Skills and Applications Tasks - 50%

## YEAR 12 STAGE 2 CHEMISTRY

**SACE Code: 2CEM20**  
**Duration: Full Year**

**Course Overview:**

In their study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.

Students study all of the following core topics:

Topic 1: Monitoring the Environment

Topic 2: Managing Chemical Processes

Topic 3: Organic and Biological Chemistry

Topic 4: Managing Resources

Many of the concepts studied in Stage 2 Chemistry build on concepts introduced in Stage 1 Chemistry.

**Assessment**

The following assessment types enable students to demonstrate their learning in Stage 2 Chemistry:

School Assessment (70%)

Assessment Type 1: Investigations Folio (30%)

Assessment Type 2: Skills and Applications Tasks (40%)

External Assessment (30%)

Assessment Type 3: Examination (30%)

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

at least two practical investigations:

one investigation with a focus on Science as a Human Endeavour at least three skills and applications tasks one examination<sup>2</sup>

At least one investigation enable students to individually deconstruct a problem, design their own method and justify their plan of action. At least one investigation should involve a question or hypothesis for which the outcome is uncertain.

Notes:

Practical investigations are a compulsory requirement of the course

The end of year external examination has duration of 2 hours and 10 mins



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## YEAR 11 STAGE 1 EARTH & ENVIRONMENTAL SCIENCE

**SACE Code: 1EES10 or 1EES20**  
**Duration: 1 or 2 Semester**

**Course Overview:**

Earth and Environmental Science emphasises the way in which Earth materials and processes generate environments, including habitats, where organisms live; the natural processes and human influences that induce changes in physical environments; and ways in which organisms respond to those changes.

Students develop and extend their inquiry skills, including in designing and undertaking investigations, and collecting and analysing primary and secondary data. They interpret and evaluate information, synthesis and use evidence to construct and justify conclusions.

Stage 1 Earth and Environmental Science consists of the following 6 topics:

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

**Assessment:**

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

Investigation Folio: includes 1 practical and 1 science as a human endeavour investigation - 50%

Skills and Applications Tasks - 50%



## YEAR 12 STAGE 2 EARTH & ENVIRONMENTAL SCIENCE

**SACE Code: 2EES20**  
**Duration: 2 Semesters**

**Course Overview:**

Students consider how human beings use the Earth's resources and the impact of human activities on the environment. They assess the evidence that informs public debate on social and environmental issues such as use of the Earth's resources, and climate change.

They conduct a detailed investigation into an Earth or environmental initiative or issue and report their findings in terms of the interactions of two or more of the Earth's systems.

Using an inquiry approach to learning through observation, speculation, prediction, experimentation, analysis, evaluation, and communication, students develop science inquiry skills and reinforce their understanding of science as a human endeavour.

Stage 2 Earth and Environmental Science consists of the following 4 topics:

- Topic 1: Earth Systems
- Topic 2: Earth's Resources
- Topic 3: Earth's sustainable Future
- Topic 4: Climate Change

**Assessment:**

Investigations Folio (30%)

Students undertake at least two skills and applications tasks in the form as:

Practicals

Field Investigations  
Science as a Human Endeavour

Skills and Applications Tasks (40%)  
Students undertake at least three skills and applications tasks.

Earth System Study (30%)

## YEAR 11 STAGE 1 PHYSICS

**SACE Code: 1PY110 or 1PY120**  
**Duration: 1 or 2 Semester**

**Course Overview:**

Science inquiry skills and Science as a Human Endeavour are integral to students' learning in this subject and are interwoven through their study of science understanding, which is organised into six topics. Through the study of these topics, students develop and extend their understanding of the interaction between matter, energy, and forces in linear motion, and electric circuits and the transfer and transformation of energy. They study the wave model to better understand how energy can be transferred through matter and space. Students examine the structure of matter, spontaneous nuclear reactions, and the ionising radiation that results from these processes.

Stage 1 Physics consists of the following 6 topics:

- Topic 1: Linear Motion and Forces
- Topic 2: Electric Circuits
- Topic 3: Heat
- Topic 4: Energy and Momentum
- Topic 5: Waves
- Topic 6: Nuclear Models and Radioactivity

**Assessment:**

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

Investigation Folio: includes 1 practical and 1 Science as a Human Endeavour investigation - 50%

Skills and Applications Tasks - 50%

## YEAR 12 STAGE 2 PHYSICS

**SACE Code: 2PY120**  
**Duration: 2 Semesters**

**Course Overview:**

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. The models, laws, and theories in Physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years. By studying Physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies, and innovations.

The three strands of science to be integrated throughout student learning are:

- Science inquiry skills (SIS)
  - Science as a Human Endeavour (SHE)
  - Science understanding.
- The topics for Stage 2 Physics are:
- Topic 1: Motion and Relativity
  - Topic 2: Electricity and Magnetism
  - Topic 3: Light and Atoms.

**Assessment:**

School Assessment (70%)  
Assessment Type 1: Investigations Folio (30%)  
Assessment Type 2: Skills and Applications Tasks (40%)  
External Assessment (30%)  
Assessment Type 3: 2 Hour Examination  
Students provide evidence of their learning through eight assessments, including the external assessment component. Students complete:  
at least two practical investigations, one investigation with a focus on science as a human endeavour at least three skills and applications tasks one examination.  
At least one investigation or skills and applications task should involve collaborative work.

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## YEAR 11 STAGE 1 PSYCHOLOGY

**Stage 1 Psychology**  
**Code: 1PSG10**  
**Duration: 1 or 2 Semesters**

### Course Overview:

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

The skills learnt through Psychology are parallel to those learnt in other science subjects: how to be a critical consumer of information; how to identify psychological processes at work in everyday experiences; how to apply knowledge to real-world situations; how to investigate psychological issues; and how to be an effective communicator.

- Topic 1: Cognitive Psychology
- Topic 2: Neuropsychology
- Topic 3: Lifespan Psychology
- Topic 4: Emotion
- Topic 5: Psychological Wellbeing
- Topic 6: Psychology in Context
- Topic 7: Negotiated Topic

### Assessment:

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

## YEAR 12 STAGE 2 PSYCHOLOGY

**Code: 1PSG20**  
**Duration: 2 Semesters**

### Course Overview:

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

The skills learnt through Psychology are parallel to those learnt in other science subjects: how to be a critical consumer of information; how to identify psychological processes at work in everyday experiences; how to apply knowledge to real-world situations; how to investigate psychological issues; and how to be an effective communicator.

### The topics for Stage 2 Psychology are:

- Topic 1: Psychology of the Individual
- Topic 2: Psychological Health and Wellbeing
- Topic 3: Organisational Psychology
- Topic 4: Social Influence
- Topic 5: The Psychology of Learning

### Assessment

School assessment (70%)

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

External assessment (30%)

- Assessment Type 3: Examination (30%)

## AGRICULTURE

**SEE VET PATHWAYS**





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## YEAR 11 STAGE 1 WORKPLACE PRACTICES

**SACE Code: 1WPP10**  
**Duration: Semester**

**Course overview:**

There are three areas of study within Workplace Practices:

Industry and Work Knowledge Vocational Learning Vocational Education and Training (VET).

At Stage 1 all students undertake Industry and Work Knowledge and one of the following options:

Vocational Learning or VET or Vocational Learning and VET.

Industry and Work Knowledge:

Students develop knowledge and understanding of the nature, type, and structure of the workplace. Specific areas include, for example, the changing nature of work; industrial relations and legislation; safe and sustainable workplace practices; technical and industry-related skills; and issues in industry and workplace contexts.

Vocational Learning:

Vocational learning is general learning that has a vocational perspective. It includes any formal learning in a work-related context outside Australian Qualifications Framework (AQF) qualifications. Students undertake learning in the workplace to develop and reflect on their capabilities, interests, and aspirations and to reflect on the knowledge, skills, and attributes valued in the workplace.

Vocational Education and Training (VET)

VET includes any 'training and assessment delivered by a registered training organisation which meets the requirements specified in national industry/enterprise Training Packages or in accredited courses' (training.gov.au). Students must attain their competencies for their VET learning to be able to be counted towards their Performance assessment (30%).

**Assessment:**

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

1 x Performance (30%)

1 x Reflection (30%)

2 x Folio Tasks (40%)

Prerequisite: Students are either undertaking a VET subject or have a job outside of school.

## YEAR 12 STAGE 2 WORKPLACE PRACTICES

**SACE Code: 2WPPG20**  
**Duration: Full year**

**Course Overview:**

There are three areas of study within Workplace Practices:

Industry and Work Knowledge Vocational Learning Vocational Education and Training (VET).

At Stage 2 all students undertake Industry and Work Knowledge and one of the following options:

Vocational Learning or VET or Vocational Learning and VET.

Industry and Work Knowledge:

Students develop knowledge and understanding of the nature, type, and structure of the workplace. Specific areas include, for example, the changing nature of work; industrial relations and legislation; safe and sustainable workplace practices; technical and industry-related skills; and issues in industry and workplace contexts.

Vocational Learning:

Vocational learning is general learning that has a vocational perspective. It includes any formal learning in a work-related context outside Australian Qualifications Framework (AQF) qualifications. Students undertake learning in the workplace to develop and reflect on their capabilities, interests, and aspirations and to reflect on the knowledge, skills, and attributes valued in the workplace.

Vocational Education and Training (VET)

VET includes any 'training and assessment delivered by a registered training organisation which meets the requirements specified in national industry/enterprise Training Packages or in accredited courses' (training.gov.au). Students must attain their competencies for their VET learning to be able to be counted towards their Performance assessment (30%).

At Stage 2, students complete assessment in 4 areas, with both school-based and external assessment:

School-based assessment:

Folio (3 tasks) (25%)

Performance (25%)

Reflection (2 tasks) (20%)

External assessment:

Investigation (30%)

## YEAR 11 STAGE 1 DESIGN, TECHNOLOGY AND ENGINEERING AUTOMOTIVE

**SACE Code: ILN10**  
**Duration: Semester 1**

**Course Overview:**

Students investigate and participate in a simulated automotive/engineering workplace environment. The course will be based on the requirements of Certificate 1 in Automotive and Certificate 1 in Engineering as well as SACE requirements to ensure they are prepared for apprenticeships, work as a general employee or entry to university depending on their chosen career path .

Focus area 1: Automotive The focus will be on developing industry standard knowledge and skills in, Work, health and safety, vehicle inspection, plant and tool use and vehicle servicing.

Focus Area 2: Engineering The focus will be on developing industry standard knowledge and skills in, Work, health and safety, welding, fabrication, and machining.

Computer aided design will be embedded throughout the course.

Students will demonstrate the skills they have developed through a series of practical tasks and projects in a simulated workplace environment.

**Assessment:**

The following assessment types enable students to demonstrate their learning;

Type 1: Practical Exploration

Type 2: Connections

Type 3: Personal Venture

Notes

1. Practical participation is compulsory.

2. Stage 2 may be offered in 2023

## YEAR 11 STAGE 1 DESIGN, TECHNOLOGY AND ENGINEERING CONSTRUCTION

**SACE Code: 1ILN10**  
**Duration: Semester 2**

**Course Overview:**

Students investigate and participate in a simulated work environment. They will focus on developing industry standard knowledge such design skills suitable for constructing, inspecting and repairing a range of plant and structures normally found in rural work environments. The topics covered will prepare them for entry into both the workforce as an apprentice or an employee.

They will gain the problem solving skills required to overcome many of the obstacles that face rural and regional areas.

They will demonstrate the skills and knowledge they have developed through a range of practical tasks.

Computer aided design will be embedded throughout the co

The subject consists of the following six topics;

Focus Area 1: Industry and workplace knowledge Students investigate the underpinning knowledge that supports the development and applications of the diverse range of skills required to maintain rural infrastructure and equipment. Core knowledge will include safety, design, plant and equipment use, maintenance and storage, project planning and preparation and finishing techniques.

Focus Area 2: Construction Skills

Students apply the underpinning knowledge gained to develop skills to a pre-vocational standard. They will apply a range of course skills based on the requirements for a Certificate 1 in General Construction. Focus Area 3: Application Students will be able to demonstrate their knowledge and skills by planning, constructing, maintaining, and repairing a range of structures.

**Assessment:**

The following assessment types enable students to demonstrate their learning;

Type 1: Practical Exploration

Type 2: Connections

Type 3: Personal Venture

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## YEAR 11 STAGE 1 DIGITAL COMMUNICATIONS SOLUTIONS (PHOTOGRAPHY)

**SACE Code: 1DCS10**  
**Duration: Semester**

### Course Overview:

The course is designed to suit both the beginner and experienced photographer. Students do not need their own digital camera; they will have access to a range of digital cameras to capture their images needed for the assessment tasks. The course begins by looking at the settings and functions of the cameras and how to make the best use of these when capturing images. Students concentrate on developing skills associated with image capture such as image composition, depth of field, shooting angles and lighting. Students will develop a digital portfolio of their original images captured during the semester. Students will also learn to critically examine images for both purpose and techniques. Finally, students will be introduced to the Design Process and will explore the issues involved in working from a design brief to the production of the final product.

### Assessment:

Assessment Type 1: Specialised Skills Tasks [60%]  
Camera Techniques  
Digital portfolio of original images  
Assessment Type 2: Design process and solution [40%]  
For a 10-credit subject, students undertake one design process assessment type.  
The design process is in two parts.  
Part 1 – Design development (1000 words)  
Part 2 – Solution realisation (500 words)

Notes:  
Single Semester course or can be combined with Digital Image to make a full year subject.

## YEAR 12 STAGE 2 DIGITAL COMMUNICATIONS SOLUTIONS (PHOTOGRAPHY)

**SACE Code :**  
**Duration: Full year or Semester**

### Course Overview:

Students develop design briefs, demonstrating their design and technological ability through activities in contexts that have a practical outcome. Students identify product characteristics and make critical judgments about the design and creation of products. Students investigate and critically analyse a range of products, processes, and production techniques used in industrial situations. This information is used to create potential solutions through the design and creation of products. Students identify demands on their design, taking cost, ethical, cultural, and environmental issues into account. They explain how their ideas address these demands, and use their analysis to produce proposals for the present and future. Communication Solutions focus area involves the use of materials, such as symbols, signs, light, images, or other data to design and make products that communicate information. Students produce outcomes that demonstrate the knowledge and skills associated with manipulation of communication media, both manual and digital.

### Assessment:

The following assessment types enable students to demonstrate their learning in Stage 2 Design, Technology and Engineering.  
School assessment (70%)  
Assessment Type 1: Specialised Skills Task (20%)  
Two specialised skills tasks  
Assessment Type 2: Design Process and Solution (50%)  
Two design process and solution tasks  
External assessment (30%)  
Assessment Type 3: Resource Study (30%)  
One resource study

Notes:  
Students will be advantaged if they have successfully completed a full year of Stage 1 Communication Solutions.

# SACE PLANNER



**Personal Learning Plan = 10 credits**

Credits

10

**Literacy = 20 credits**

Subtotal 10

*Choose from a range of English subjects or courses*

**Numeracy = 10 credits**

*Choose from a range of mathematics subjects or courses*

**Stage 2 subjects or courses = 60 credits**

Subtotal 30

*Choose from a range of Stage 2 subjects and courses*

**Research Project = 10 credits**

10

**Additional choices = 90 credits**

Subtotal 70

*Choose from a range of Stage 1 and Stage 2 subjects and courses*

Subtotal 90

**To gain the SACE, you must earn 200 credits**

Total 200

 Compulsory Stage 1

Students must achieve a C grade or higher for

 Compulsory Stage 1 and/or Stage 2

Stage 1 requirements and a C- or higher for

 Compulsory Stage 2

Stage 2 requirements to complete the SACE

 Choice of subjects and/or courses

Students must achieve a grade or equivalent

(Stage 1 and/or 2)

for subjects and/or courses selected



**Kangaroo Island**  
COMMUNITY EDUCATION