Kangaroo Island
COMMUNITY EDUCATION

2025 Curriculum Guide

Middle & Senior Years (Year 7-12)

Government of South Australia
Department for Education

Kangaroo Island
COMMUNITY EDUCATION

INTRODUCTION

This booklet is designed to assist parents and students in the Middle Years and Senior Years students in the subject selection process.

This is an exceptionally important process and many factors need to be taken into consideration. This handbook is not meant to be the only referral point in the process of subject selection.
In Middle Years core subjects are compulsory and provide students exposure to all learning areas.
Subject selection in Year 10 and Year 11 should be used as guidance only for the students to try a variety of subjects while exploring their pathway.

In the subject selection process the following should be taken in to consideration:

- 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 job market trends

Other documents that can assist are:

- The SATAC University guide (online) https://www.satac.edu.au
- The SATAC TAFE guide (online) https://www.tafecourses.com.au
- TAFE and all universities have other documents and information which are available online at the appropriate websites

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: Dr Alexandra Holva, Cameron Stewart, Shaheen Bradford
- Student Wellbeing Leaders
- Subject specific teachers where relevant
- Parent and student information evening
- The individual student, parents and school subject counselling meetings.

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

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

Peter Philp
KICE Principal

Dr Alexandra Holeva
KICE Senior Years Leader
Kingscote Head of Campus

Emma Richardson
Kingscote Wellbeing Leader

Alex Smith
KICE Middle Years Leader
Parndana Head of Campus

Cameron Stewart
Kingscote Senior Years Leader

Shaheen Bradford
Parndana Senior Years Leader

Jessie Evans
Kingscote Middle Years Leader

Alice Northcott
Penneshaw Wellbeing Leader

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GENERAL INFORMATION

COUNSELLING PROCEDURES

It is important that students and parents, supported by teachers, are involved in the selection of courses for each student. Details of requirements for each year level are outlined in this guide. Parents are invited to discuss requirements with staff at anytime. Students should select courses that suit their abilities, their interests, and their post-school aspirations. It is crucial that options are kept open for as long as possible before students make a selection according to their individual and career needs.

The course counselling process includes:

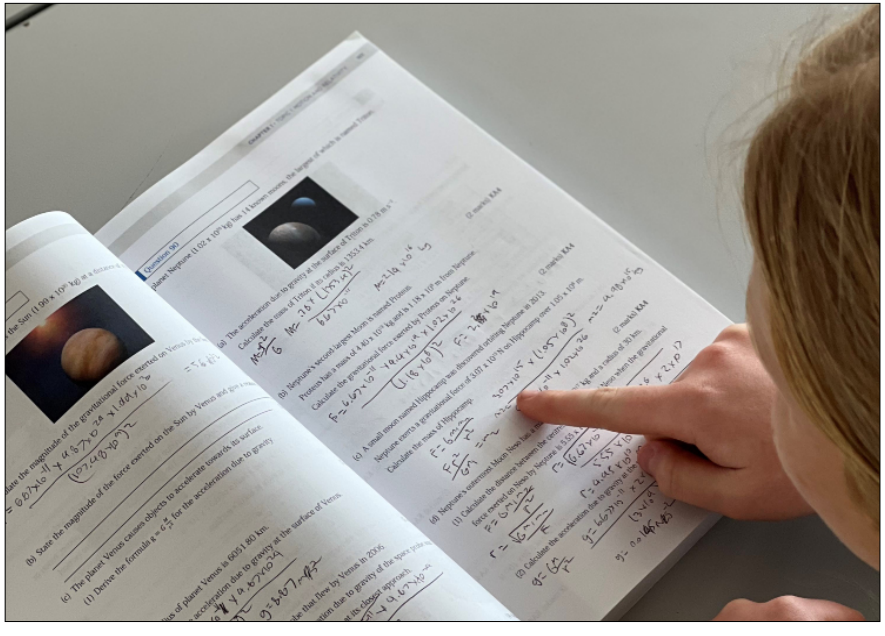
- Information evening for parents/caregivers
- Pathways planning conversations for students and families currently in Years 10 and 11
- Intensive course counselling where required for specific groups or individuals (eg, VET students)
- Some re-counselling in Term 4 based on a review of student achievement and subject viability. This occurs only in rare cases.

SUBJECT VIABILITY

Availability of subjects offered at KICE 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. It is important for students to consider first and second choice and to rank subjects according to interest.

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 $60 upwards. Charges are reviewed annually and will be circulated to families in Term 4. Costs may be incurred for camps, excursions and materials. Please refer to the specific subject for charges.



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PATHWAY PLANNING

INDUSTRY/SUBJECT MATRIX

Here is a rough guide of how your desired industry areas relate to your subject selections. Of course within each industry there are many occupations with differing requirements.
The best thing you can do is select a broad range of subjects that will support your Plan A, B and C as best as possible. It is important to note that many skills across these industries
cross over, and with the many pathways available to you, this matrix is not the 'be all, end all'.
Click on the industry links in the table to find labour market insights.

	English	Maths	Sciences	Humanities	Technical and Applied	Health & Phys Ed	Creative Arts
Accommodation and Food services	✓	✓		✓	✓		
Administrative and Support Services	✓	✓		✓			
Agriculture, Forestry and Fishing	✓	✓	✓	✓	✓		
Arts and Recreation Services	✓			✓		✓	✓
Construction	✓	✓			✓		
Education and Training	✓	✓	✓			✓	✓
Electricity, Gas, Water, Waste	✓	✓	✓		✓		
Engineering	✓	✓	✓		✓		
Financial and Insurance Services	✓	✓					
Health Care and Social Assistance	✓	✓	✓		✓	✓	
Information, Media and Telecommunications	✓	✓	✓		✓		
Manufacturing	✓	✓			✓		
Mining	✓	✓	✓	✓	✓		
Other Services	✓			✓	✓	✓	✓
Professional, Scientific, Technical Services	✓	✓	✓	✓	✓		
Public Administration and Safety	✓	✓		✓	✓		
Rental, Hiring and Real Estate Services	✓	✓		✓			
Retail Trade	✓	✓	✓	✓			
Transport, Postal and Warehousing	✓	✓			✓		
Wholesale Trade	✓	✓		✓	✓		

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PATHWAY PLANNING

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 opportunities and uncertain times ahead. Future jobs are increasingly likely to require more creative 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.

PATHWAY PLANNING

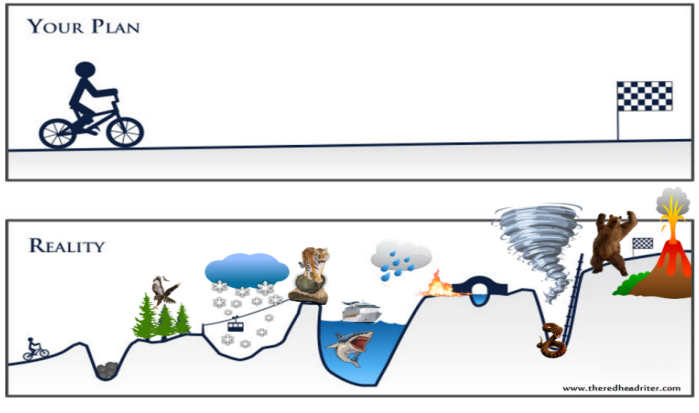
Research shows that students who select a pathway that is relevant to them are much more likely to engage positively with learning.

Students have access to career information through the Exploring Indentities and Futures (EIF) process, [a compulsory component of the SACE completed in Year 10].

The purpose of the Exploring Identities and Futures 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.

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 pathways can be achieved through university, Vocational 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.

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 entrepeneurial oppurtunities.**

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PATHWAY PLANNING

Learning Area	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Health & PE	Health & PE	Health & PE	Health & PE	Health & PE	Physical Education	Physical Education
				Outdoor Education	Outdoor Education	Outdoor Education
Career Development	Career Exploration	Career Exploration	Career Exploration	Exploring Identities and Futures (EIF)	Activating Identities and Futures (AIF)	
				Passion Project/Financial Literacy	Workplace Practices	Workplace Practices
	Food Technology	Food Technology	Food Technology	Food Technology	Food & Hospitality	Food & Hospitality
	Material Specialisation (Wood)	Material Specialisation (Wood)	Material Specialisation (Wood)	Wood/Metal	Material Solutions	Wood Technology
				Automotive	Automotive	Automotive
				Rural Operations	Rural Operations (VET)	Rural Operations (VET)
					Agriculture	Agriculture
					Photography	Photography
English & HASS	HASS	HASS	HASS	History - Geography	Society & Culture	Society & Culture
		Global Market	Global Market	Business & Enterprise		
		$20 Boss	$20 Boss	ETSY-preneur		
	English	English	English	English	English	English
				Essential English (EL)	Essential English	Essential English
SAASTA			SAASTA Connect	SAASTA Academy	SAASTA Academy	SAASTA Academy
The Arts	Arts - Visual	Arts - Visual	Arts - Visual	Arts - Visual	Visual Arts	Visual Arts
	Performing Arts	Performing Arts	Performing Arts			
Mathematics & Science	Science	Science	Science	Science	Biology	Biology
					Chemistry	Chemistry
					Physics	Physics
					Psychology	Psychology
	Mathematics	Mathematics	Mathematics	Mathematics	Essential Mathematics	Essential Mathematics
					General Mathematics	General Mathematics
					Mathematical Methods	Mathematical Methods
					Specialist Mathematics	Specialist Mathematics
				KEY (EL) = Elective		

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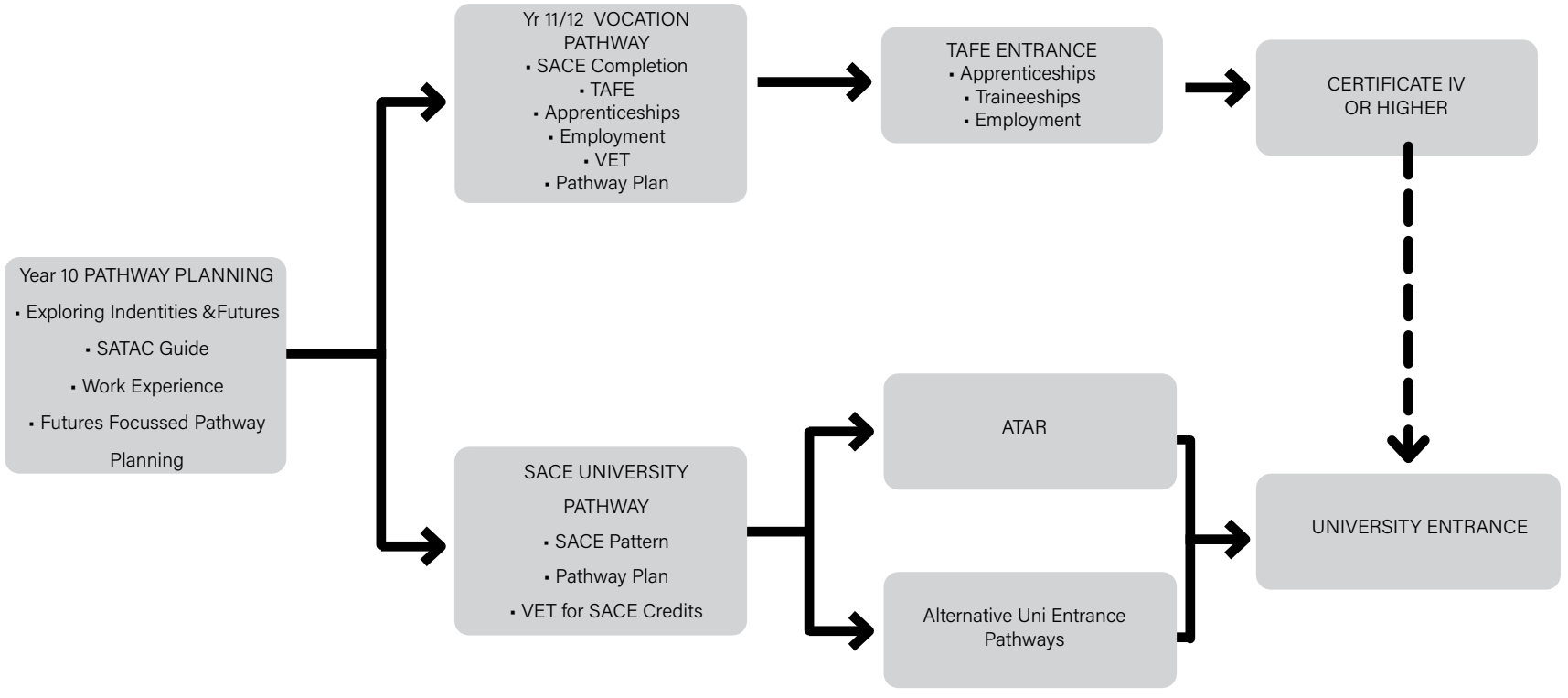
PATHWAY PLANNING

PATHWAY PLANNING FLOWCHART



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MIDDLE SCHOOL CURRICULUM

CURRICULUM PATTERN

In Year 7 to Year 9 teaching programs challenge students to achieve their personal best with capabilities embedded into learning activities and assessment tasks. All students have access to laptop computers. All Year 7 to 9 subjects are taught using the Australian Curriculum and Achievement Standards.

The personal wellbeing of all students is very important and is explicitly developed through the Kids Safe CPC, Care Group programs and Student Voice.

Students in Year 7 - 9 complete subjects from the following Learning Areas:

- English
- Mathematics
- Technologies
- Science
- Humanities (History, Geography, Civics & Citizenship and Business & Enterprise)
- Arts
- Health & Physical Education

Parents and students have access to Term and Semester Overviews and student assessment via daymap.

YEAR 7

The year is divided into 2 semesters - Semester 1 (terms 1 and 2) and Semester 2 (terms 3 and 4). All students study 7 subjects for the year.

All students must complete a full year of:

- English
- Mathematics
- Science
- HASS
- Health & PE

According to staff availability at each campus, all students must complete a term of:

- Food Technology
- Food & Fibre
- Material Solutions
- Media Arts
- Visual Arts
- Performing Arts

Year 7	Learning Area	Subject	Subject Length	Curriculum
Compulsory Subjects		Caregroup	Full Year	AC
	English/HASS	English HASS	Full Year	AC
	Mathematics/ Science	Mathematics Science	Full Year	AC
	Technologies	Food Technology Food & Fibre Material Solutions	1 term 1 term 1 term	AC
	Arts	Media Arts Visual Arts Performing Arts	1 term 1 term 1 term	AC
	Health & Physical Education	Health Physical Education	Full Year Full Year	AC

Elective offerings may vary according to Campus staffing.

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MIDDLE SCHOOL CURRICULUM

YEAR 8

The year is divided into 2 semesters – Semester 1 (Terms 1 and 2) and Semester 2 (Terms 3 and 4). All students study 7 subjects in each semester; a total of 14 subjects for the year (see below).

All students must complete a full year of:

- English
- Mathematics
- Science
- HASS
- Health & PE

According to staff availability at each campus, all students must complete a term of:

- Food Technology
- Food & Fibre
- Material Solutions
- Media Arts
- Visual Arts
- Performing Arts

Year 8	Learning Area	Subject	Subject Length	Curriculum
Compulsory Subjects		Caregroup	Full Year	AC
	English/HASS	English HASS	Full Year	AC
	Mathematics/ Science	Mathematics Science	Full Year	AC
	Technologies	Food Technology Food & Fibre Material Solutions	1 term 1 term 1 term	AC
	Arts	Media Arts Visual Arts Performing Arts	1 term 1 term 1 term	AC
	Health & Physical Education	Health Physical Education	Full Year Full Year	AC

Elective offerings may vary according to Campus staffing.

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MIDDLE SCHOOL CURRICULUM

YEAR 9

The year is divided into 2 semesters – Semester 1 (Terms 1 and 2) and Semester 2 (Terms 3 and 4). All students study 7 subjects in each semester; a total of 14 subjects for the year (see below).

All students must complete a full year of:

- English
- Mathematics
- Science
- HASS
- Health & PE

According to staff availability at each campus, all students must complete a term of:

- Food Technology
- Food & Fibre
- Material Solutions
- Media Arts
- Visual Arts
- Performing Arts

Year 9	Learning Area	Subject	Subject Length	Curriculum
Compulsory Subjects		Caregroup	Full Year	AC
	English/HASS	English HASS	Full Year	AC
	Mathematics/ Science	Mathematics Science	Full Year	AC
	Technologies	Food Technology Food & Fibre Material Solutions	1 term 1 term 1 term	AC
	Arts	Media Arts Visual Arts Performing Arts	1 term 1 term 1 term	AC
	Health & Physical Education	Health Physical Education	Full Year Full Year	AC

Elective offerings may vary according to Campus staffing.

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MIDDLE SCHOOL CURRICULUM

ENGLISH

This course focuses on developing students ability to speak, listen, read, view and write for a range of audiences and circumstances. Students create, evaluate and discuss a range of imaginative, informative and persuasive texts.

Students engage with a range of texts including fiction, non fiction, poetry, film and multimodal, media and digital texts that develop their comprehension skills.

Assessment

Creating texts Responding to texts

Additional Information

N/A

HASS

This subject studies the history of the ancient to the modern world from C. 650 – 1750AD(CE). There are three in depth studies for this historical period including the Western and Islamic World, the Asia-Pacific World and Expanding Contacts. The course develops student's knowledge of chronology and change and further their skills in historical inquiry and source analysis.

Assessment

Assessment is continuous and varied in nature. There are a variety of assessment pieces that focus on historical inquiry and questioning and the analysis of sources. These may include historical inquiries, written essays or visual displays.

Additional Information

Field work/local excursions

SCIENCE

Students are introduced to a laboratory environment and will carry out experiments with materials readily available at home. They learn how to safely design and conduct fair tests, then make written reports on their findings. Classroom learning, assignments and projects include learning units on living organisms, simple chemistry, the rock cycle and different forms of energy. Students have the opportunity to investigate how science affects modern life and learn about how scientists share and develop new ideas.

Assessment

Experiments

Basic scientific reports Research Projects

Additional Information

N/A

MATHEMATICS

Students cover numbers and algebra, measurement and geometry, and statistics and probability. Specific topics covered include index laws, profit and loss, rates, ratios and percentages, converting units of measurement, algebra, volume of prisms, line graphs and collecting data.

Students begin to develop skills to solve unfamiliar problems and explain the reasoning behind their responses through both verbal and written reports.

Students explore the four proficiencies of fluency, understanding, problem solving and reasoning.

Assessment

Fluency Tests
Projects Investigations

Additional Information

It is recommended that all students have an approved scientific calculator (Casio). Some calculators are made available by classroom teachers.

Kangaroo Island
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MIDDLE SCHOOL CURRICULUM

TECHNOLOGIES

This subject is an introduction to food and fibre production and food specialisations. Students have the opportunity to prepare foods using safety and hygiene practices.

Students learn the importance of a variety of foods, nutritional principles and food preparation skills. Students develop their knowledge and understanding about the nature of food and food safety, and how to make sensible food preparation choices when experimenting with and preparing food.

This course will be an introduction to:

- Safety
- Hygiene
- Methods of cookery
- Teamwork skills
- Measuring and weighing
- Healthy Eating

Assessment

Students will be assessed on their knowledge and understanding and their processes and production skills.

Practical Theory

TECHNOLOGIES

The Material Solutions (Wood Technology) course focuses on developing each student's ability for innovative, critical and creative thought through the planning and practical development of numerous small design projects related to

real life needs and situations. Students have the opportunity to work with a range of material products including wood, plastics, soldering and basic digital applications.

Through the planning and development of design projects, students learn how to identify:

- needs and opportunities
- research and investigate existing solutions
- analyse data and information
- generate, justify and evaluate ideas
- experiment with tools, materials and techniques to manage and develop projects.

The impact and importance of design and technologies on society and the environment are evaluated, with students exploring the relationship between sustainability and the technologies. Students analyse and reflect on their design and development processes, identifying strengths and areas for growth.

Assessment

Practical Theory

THE ARTS

Students are introduced to the basic skills and processes of art making and creating. These include being taught skills in observational drawing, line design, painting techniques and

creative projects, which includes developing thinking strategies to create individualised art pieces.

Two or three media options will be offered (e.g. watercolour, pastel, ink, pencil). Students are encouraged to express their individual style in their art works. Students are involved in projects designed to appreciate works of visual art, artists and their cultures. This includes considering ideas in artworks by Aboriginal and Torres Strait Islander artists. Students then represent a theme, concept or idea in their artwork.

This course gives students the fundamental skills to continue on a creative learning path.

Assessment

Students are assessed on the making of, and responding to, artworks with a focus on developing their skills, knowledge and understanding.

Practical Theory

HEALTH & PE

Students develop a range of knowledge, understanding and skills in relation to their health, safety, wellbeing, movement competence and confidence. They develop specialised movement skills and understanding in a range of physical activities. Students explore the role that games, sports, outdoor recreation, lifelong physical activities and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities. The theory units covered include Fit For Life, Adolescent Years and Moving with Skill.

Practical Components:

- Target Games
- Athletics
- Football (AFL)
- Netball
- Volleyball
- Touch Football
- Basketball

Assessment

Practical Theory

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YEAR 10 CURRICULUM

YEAR 10

The year is divided into 2 semesters – Semester 1 (Terms 1 and 2) and Semester 2
(Terms 3 and 4). All students study 8 subjects in each semester; a total of 16 subjects for the year (see below).
All students must complete:

- A full year of Science with their Care Group class.
- A full year of Maths in the appropriate readiness group (Higher Level, Standard Level or Standard Level with Support)
- A full year of English
- 1 semester of History or Geography
- 1 semester of Health and Physical Education (HPE)
- 2 semesters of four Elective subjects
- 2 semesters of SACE compulsory subjects

Year 10	Learning Area	Subject	Subject Length	Curriculum
Compulsory Subjects		Caregroup	Full Year	AC
	English/HASS	English HASS	Full Year	AC
	Mathematics/ Science	Mathematics Science	Full Year	AC
	SACE Compulsories	Exploring Identities & Futures Financial Literacy/ Innovative Learning & Research	1 semester 1 semester	SACE SACE
	Electives	STEM Focus Visual Art Agriculture Digital Technologies Automotive/Construction Business Enterprise & Tourism Sport & Outdoor Recreation	1 semester 1 semester 1 semester 1 semester 1 semester 1 semester 1 semester	AC
	Health & Physical Education	Health Physical Education	Full year Full year	AC

Please note: Electives are dependent on studnet numbers and ability to staff.

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YEAR 10 ELECTIVES

AGRICULTURE

Course Overview:

This course offers a comprehensive exploration of Agriculture at KICE Parndana Campus and Kangaroo Island, delving into various enterprises like aquaculture, horticulture, and livestock. It aims to spark curiosity and enthusiasm in agriculture while honing essential skills, vocabulary, concepts, and processes.

Studies in the course may include:

- Health and safety in agriculture. Learning to identify risks and hazards in the agriculture industry.
- Introduction to horticulture. Engaging in activities such as seedling propagation, garden management and produce harvesting.
- Managing livestock (sheep & chickens). Basic skills relating to animal husbandry practices.
- Farm Maintenance and development. Such as farm maintenance and development, fencing, property upkeep and pasture development.
- Intensive aquaculture production. Fish farming, fish anatomy, nutrition and maintaining a healthy environment.
- An introduction to Sustainable and Re-generative Agricultural Practices and Principles.

*Note: students may choose to study for 1 or 2 semesters. If class is at capacity, preference in the 2nd semester will be given to students who haven't studied the subject in 1st semester.

Assessment

Students will be assessed through a variety of practical activities and demonstrations and responding (written and/or oral tasks) through the semester. Students also are required to keep a journal of their learning.

FOOD TECHNOLOGIES

Course Overview:

This subject examines the dynamic nature of the food and hospitality industry. Students will develop advanced skills in the selection, preparation, and presentation of foods. Students will independently, or in small groups, plan and prepare dishes.

Studies in this course may include:

- trends in the food and hospitality industry
- creative food presentation
- small group catering enterprises
- successful management practices
- impact of other cultures on the food and hospitality industry
- employment opportunities in the food and hospitality industry

This course provides a rich platform for students to gain practical insights, fostering their expertise in food preparation and hospitality management while delving into the broader professional aspects of the industry.

Assessment

Students will be assessed through a variety of making (practical), demonstrations and responding (written and/or oral tasks) through the semester.

AUTOMOTIVE, ENGINEERING & CONSTRUCTION

Course Overview:

This is a practical workshop course that introduces automotive, construction, machining, engineering, and design principles. Students are introduced to the fundamentals of the automotive and engineering industries. Safety and environment issues are important elements of the course. The manufacturing aspect of this subject is supported by fabricating processes and digital technologies, through computer aided design.

Studies in this course may include:

- workplace safety specific to the automotive, construction and engineering industries.
- welding; MIG, TIG and Manual Metal Arc Welding.
- plasma cutting, oxy/fuel cutting
- fuel gas heating and welding
- machining processes using mill and lathes
- automotive tools and equipment
- computer aided design (3D printing, C++)
- construction skills; levelling and measuring, timber and steel framing, paving.

*Note: students may choose to study for 1 or 2 s emesters. If class is at capacity, preference in the 2nd semester will be given to students who haven't studied the subject in 1st semester.

Assessment

Students will be assessed through a variety of making (practical), demonstrations and responding (written and / or oral tasks) through the semester.

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YEAR 10 ELECTIVES

SPECIALIST SPORT & PHYSICAL EDUCATION

Course Overview:

This course is designed to cover a range of different sports to improve and analyse specialised movement skills. During practical lessons, students collect data to analyse their personal performance and apply criteria to refine their own and others' skills.

Sports may include athletics, badminton, baseball/softball, basketball, European handball, fitness, Gaelic football, indoor soccer, Indoor Hockey, table tennis, tennis, touch, and volleyball.

Students learn to make informed decisions regarding the use of food as fuel to enhance performance, managing sports injuries, and improving physical activity levels in the community

This subject equips students with enhanced specialised skills, knowledge maintain performance, prevent injuries, and contribute to promoting physical well-being in society.

Assessment

Students will be assessed in accordance with the Australian Curriculum achievement standards.

OUTDOOR EDUCATION

Course Overview:

Students will investigate how experiences in the natural environment can support personal and community wellbeing and cultural identity. They will explore how management strategies can be applied to outdoor environments and the impacts this has on personal and community wellbeing. Throughout the semester, students will:

• participate in group dynamic and collaborative activities and a one-day excursion

• plan first aid, risk management procedures, and food and nutrition requirements for expeditions

• participate in excursions to develop skills in aquatic skills

• participate in excursions to improve orienteering skills

• Participate in an overnight expedition

Students gain a deeper appreciation for the relationship between humans and the natural world, honing personal growth skills, and sustainable environmental management.

Assessment

Students will be assessed on their skills and knowledge, application of decision making and problem solving, making connections between human and nature, and their ability to evaluate and reflect.

VISUAL ARTS

Course Overview:

Students study the big ideas in art that have shaped 19th and 20th century modernism and 21st century contemporary art. The 'Big ideas' include the power of art (cubism and expressionism), freedom of the imagination (dada and surrealism) and the human condition (contemporary artists and their work).

Students produce a visual study exploring the 'big ideas' and experiment with artists' ideas, styles and techniques, and a folio and a final product with a practitioner's statement. The folio and product encourages students to extend and develop the ideas explored in their visual study.

Practical explorations and final products include a choice of drawings, collages, acrylic painting on canvas, watercolour painting, mixed media, printmaking, sculpture and installations .

Assessment

Students will be assessed through a variety of making (practical) and responding (written and / or oral tasks) through the semester

COMMUNITY STUDIES

Course Overview:

This is a SACE Stage 1 subject. Successful completion of this subject will result in students achieving 10 Stage 1 credits.

Students learn in a community context and interact with teachers, peers, and community members. They decide the focus of their community activity/ community application activity, which begins from a point of personal interest, skill, or knowledge.

By setting challenging and achievable goals in their community activity/community application activity, students enhance their knowledge and understanding in a guided and supported learning program. They develop their capacity to work independently and to apply their skills and knowledge in practical ways in their community.

The program of learning is focused around the interests, knowledge, and skills, each student prepares a contract of work to undertake a community activity in one of the following six areas of study:

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

Assessment

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

Assessment Type 1: Contract of Work
Assessment Type 2: Reflection.

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YEAR 10 ELECTIVES

DIGITAL TECHNOLOIGES

Course Overview:

This course is designed to further develop students' knowledge and skills in digital technologies. It has a strong emphasis on problem solving and exploring coding.

Students will further develop their understanding and skills in computational thinking, such as precisely and accurately describing problems and the use of modular approaches to solutions.

Students will have opportunities to analyse problems and design, implement and evaluate a range of digital solutions, such as autonomous vehicles, smart agriculture and game design.

Majority of learning and assessment tasks rely heavily on and are conducted using student devices, with some practical supporting assignments

Assessment

Students will submit work in a range of formats. Emphasis will be on computational thinking methods, analysis, designing, implementing, and evaluating of digital solutions.

PERFORMING ARTS

Course Overview:

This course is designed to extend students' understanding and application of creative arts skills in creating a performance.

Students will investigate and evaluate a range of productions. Students will then work collaboratively to develop and produce a performance of the class' choice.

Students will explore and take on different roles, including:

Cast:

- Acting
- Singing
- Movement

Crew:

- Choreography
- Sound & lighting design
- Costume design
- Set design
- Promotions

Assessment

Students will be assessed on participation and skill development during rehearsals and performances. Students will also complete a production folio, in which they will record and reflect on their learning throughout the semester.

BUSINESS ENTERPRISE & TOURISM

Course Overview:

This course is designed to develop students understanding of business dynamics with a special focus on Kangaroo Island's vibrant tourism industry. The course delves into economic concepts, scrutinizing Australia's' economic landscape, and its impact on business and standard of living. Exploring contemporary issues to provide insight into economic decisions made by government, business, and individual decisions.

Topics students may explore include:

• understanding the nature of business

• analysing economic performance

• exploring the role of the government in the economy

• assessing influences on consumer spending

• conducting cost-benefit analysis

• enhancing business productivity

• examining critical business and economic issues.

Assessment

Students will be assessed through a range of modes including assignments, research reports and a major investigation. Assessment will be based on theory and practical components.

STEM - DIGITAL FOCUS PROGRAM

Course Overview:

This course is designed for students apply skills in Science, Technology, Engineering, and Maths to solve problems through designing and creating a product using digital tools, platforms or machines. This is a critical thinking subject that requires students to think creatively and follow the technology design process.

No prior knowledge or experience is required but an interest in investigating digital technologies and how to use them to solve real world problems.

Students will access 3D software, 3D printers and possibly drones to work individually and in teams to think critically and creatively to sustainably solve a real world problem. The learning will be based on student interest.

Students will develop their personal and social capability through self and peer evaluation and reflection throughout their collaborative project.

Assessment

Students will complete a folio of work that will be both peer and teacher assessed throughout the semester.

Assessment 1: Design Thinking Folio which will include evaluation and reflection on learning and the product.

Kangaroo Island
COMMUNITY EDUCATION

SENIOR SCHOOL CURRICULUM

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).

Exploring Indentities and Futures
Exploring Indentities and Futures (EIF) 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.

Literacy Stage 1
Students must complete 20 credits of literacy at a C grade or better to be awarded the SACE and to be eligible for an ATAR. This is achieved by studying 2 semesters of an English course. When selecting a literacy course for the SACE at Stage 1 students need to balance their future pathways with the need to complete this requirement at a minimum C grade.

Numeracy Stage 1
Students must complete 10 credits of numeracy at a C grade 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 1, students need to balance their future pathways with the need to complete this requirement at a minimum C grade. Please consult the Requirements for Success carefully before selecting the most appropriate course for your pathway.

Activating Identities and Futures
Activating Identities and Futures (AIF) is a compulsory 10-credit subject at Stage 2. 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. This subject can be counted as part of the student's ATAR for university entrance.
In AIF, students explore ideas related to an area of personal interest through a process of self-directed inquiry. The purpose of Activating Identities and Futures is for students to take greater ownership and agency over their learning as they select relevant strategies to explore, conceptualise, create and/or plan to progress an area of personal interest towards a learning output. It is connected to the SACE Thrive model of learning.

Stage 2
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 Exploring Indentities and Futures (EIF). 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 the subject placement can be accommodated within 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 2 (see Stage 2 above). VET subjects can be counted at both Stage 1 and Stage 2 (see VET section). VET students must negotiate their SACE pathways and patterns personally with the Senior Years Leader.

REQUIREMENTS	CREDITS
Year 10	
Exploring Indentities & Futures (EIF)	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)	
Activating Indentities & Futures (AIF)	10
Other Stage 2 subjects and courses	60 or more
Total	200

Other subjects and courses

Stage 1 compulsory subjects and courses

Stage 2 compulsory subjects and courses

Kangaroo Island
COMMUNITY EDUCATION

SENIOR SCHOOL CURRICULUM

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 Exploring Indentities & Futures (EIF) 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 a minimum of 6 subjects in each semester giving them a possible 120 credits from this year. This increases students' choices and options for Stage 2 and beyond.

Australian Tertiary Admission Rank (ATAR)

ATAR Basics

If you are wanting to go to university straight after Year 12, it is recommended you gain an Australia Tertiary Admissions Rank (ATAR).

The ATAR is a number between 0.00 and 99.95 that indicates your position relative to other students. It is a rank, not a score or mark out of 100. So, an ATAR of 80.00 means that you are 20 per cent from the top of your cohort.

Universities use the ATAR to help them select students for their courses, and admission to most tertiary courses is based on your selection rank (your ATAR, and any applicable adjustments).

Many universities also use other criteria when selecting students (eg: a personal statement, a questionnaire, a portfolio of work, an audition, an interview or a test).

Scaling

Scaling is a process based on a rigorous and unbiased mathematical model that allows a comparison to the performance of students in every possible combination of subjects. The data produced by scaling shows us how scores in one subject relate to scores in other subjects, enabling fair and accurate comparisons of student performance. The underlying principle of scaling is that you should be neither advantaged nor disadvantaged by choosing one combination of courses over another.

Myth	Fact
Some courses are always 'scaled up', therefore I should study those.	The way a course is scaled depends entirely on the average acader performance of all the students doing that course that year – and i can change from year to year. For most courses, your scaled mark be lower than your SACE mark. To get the best possible position ar maximise your scaled marks, select the courses you'll do you best
Some courses are always 'scaled down', therefore I should avoid those.	
I need to study 'hard' subjects to get high scaled marks.	'Hard' is a subjective term. Everyone has different strengths and interest. Students who achieve an ATAR of 99.9 study a large variet of subjects.

Kangaroo Island
COMMUNITY EDUCATION

VET PATHWAYS

TAFE APPRENTICESHIPS AND EMPLOYMENT PATHWAY VOCATIONAL EDUCATION

In Years 10 to 12 Vocational Education and Training (VET) programs build upon Vocational Learning concepts. This pathway is designed to prepare students for the demands of moving into the workforce, or study at TAFE or a Registered Training Organisation (RTO). Please note that some TAFE courses implement selection processes, based on demand for places in that course. In these cases bonus points are awarded for specified senior secondary subjects depending on the course. Information on specific courses can be found on the TAFE website: www.tafesa.edu.au

What is VET?

Vocational Education and Training (VET) is a way for secondary students to experience the world of work and post-secondary school training whilst still remaining at school. VET extends across a wide range of occupations and includes being able to develop specific industry related skills through off the job learning (at school or with another training provider) and/or on the job learning (at one or more workplaces). This is known as Structured Workplace Learning (SWL).

• Students will learn and train (both on and off the job) toward completing competencies.

These are specific parts of any vocational training program that tell other organisations and employers that you are capable (competent) of doing tasks consistently at certain levels e.g. Certificate III Agriculture.

• Competencies are developed and recognised nationally under the Australian Qualifications Framework.

• They are only 'signed off' through a Registered Training Organisation (RTO) by qualified people.

By providing students with learning in a particular area it will give them an advantage in the labour market and/or TAFE entry.

APPRENTICESHIPS

Students are also able to take a selection of VET courses and school subjects that will prepare them for entry into apprenticeships and traineeships, including School Based Apprenticeships and Traineeships. Practical involvement in structured workplace learning supports the student's development in this area.

VET and the SACE

In the SACE, students are able to count up to 150 credits from VET towards achieving their certificate.

At Stage 1, students can use VET up to 90 credits from Certificate I and II competencies.

At Stage 2, students can use VET up to 60 credits from Certificate III and IV competencies. Students can gain an ATAR when using VET in Stage 2, by the completion of a recognised Certificate III level qualification.

If considering this option it is recommended that the student meet with the Senior Years team to discuss it. Students choosing to use VET for the majority of their SACE must undergo specialist counselling from the Senior Years team to ensure their VET course is mapped appropriately.

Kangaroo Island
COMMUNITY EDUCATION

VET PATHWAYS

VET CERTIFICATE III RURAL OPERATIONS/AGRICULTURE

Intended to deliver in Partnership with an Registered Training Organisation.

VET: Competencies from Rural Operations, providing successful completion of the competencies
The nationally recognised competencies undertaken will be negotiated with National Training Organisation (NTO) on a yearly basis.

Students participating in this course can expect to gain practical skills needed for careers in various sectors of the Agricultural Industry including broadacre cropping, livestock and mixed farming enterprises.

Students must successfully pass the Language, Literacy and Numeracy (LLN) test to enrol in this course.

This subject has an enrolment fee associated with it. Students will be required to attend training workshop blocks.

In choosing the Rural 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).

Other Pathways: Agriculture, rural business management, aqua-culture, 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.

OTHER VET PROGRAMS

School Based Apprenticeships and Traineeships (SBAT's)
This program enables Stage 1 or 2 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

• Contact Senior Years Leader Cameron Stewart at 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.

Kangaroo Island
COMMUNITY EDUCATION

SUBJECTS

SACE

ACTIVATING IDENTITIES AND FUTURES (AIF)

VET RURAL OPERATIONS/AGRICULTURE or SACE AGRICULTURE

BIOLOGY

CHEMISTRY

DESIGN & TECHNOLOGY (CONSTRUCTION, ENGINEERING & AUTOMOTIVE)

COMMUNITY STUDIES

DESIGN TECHNOLOGIES

ENGLISH

ESSENTIAL ENGLISH

ESSENTIAL MATHEMATICS

EXPLORING IDENTITIES & FUTURES (EIF) *if not completed in Year 10

FOOD & HOSPITALITY

GENERAL MATHEMATICS

MATHEMATICAL METHODS

OUTDOOR EDUCATION & ENVIRONMENTAL MANAGEMENT

PHYSICAL EDUCATION

PHYSICS

PSYCHOLOGY

SOCIETY & CULTURE

VISUAL ARTS

WORKPLACE PRACTICES

OPEN ACCESS - Curriculum choice

YEAR 11 STAGE 1 VISUAL ARTS

SACE Code: 1VAA10
Duration: 2 Semesters

Course Overview:
In this subject, students are expected to:
1. conceive, develop, and make work(s) of art or design that reflect the development of a personal visual aesthetic
2. demonstrate visual thinking through the development and evaluation of ideas and explorations in technical skills with media, materials, and technologies
3.apply technical skills in using media, materials, and technologies to solve problems and resolve work(s) of art or design
4. communicate knowledge and understanding of their own and other practitioners' works of art or design
5.analyse, interpret, and respond to visual arts in cultural, social, and/or historical contexts.

Area of Study 1: Visual Thinking
• Visual thinking skills for artists and designers are integral to the creative or problem solving process.
Area of Study 2: Practical Resolution
• Works can be resolved using the various practical genres of Art and Design.
Area of Study 3: Visual Arts in Context
• Students have opportunities to contextualise art or design; that is, to place works of art or design culturally, socially, and/or historically.

Assessment Tasks
Stage 1 Visual Arts requires students to undertake the following assessment types:
- Assessment Type 1: Folio (1)
- Assessment Type 2: Practical (2-3)
- Assessment Type 3: Visual Study (1 or 2)

For a 10-credit subject, students will undertake three or four assessments. For a 20-credit subject, students will undertake six to eight assessments. Each assessment will have a weighting of at least 20%.

YEAR 12 STAGE 2 VISUAL ARTS

SACE Code: 2VAA20
Duration: 2 Semesters

Course Overview:
In this subject, students are expected to:
1. conceive, develop, and make work(s) of art or design that reflect individuality and the development and communication of a personal visual aesthetic 2. demonstrate visual thinking through the development and evaluation of ideas and explorations in technical skills with media, materials, and technologies
3. apply technical skills in using media, materials, technologies, and processes to solve problems and resolve work(s) of art or design
4. communicate knowledge and understanding of their own works and the connections between their own and other practitioners' works of art or design
5. analyse, interpret, and respond to visual arts in cultural, social, and/or historical contexts
6. develop inquiry skills to explore visual arts issues, ideas, concepts, processes, techniques, and questions.

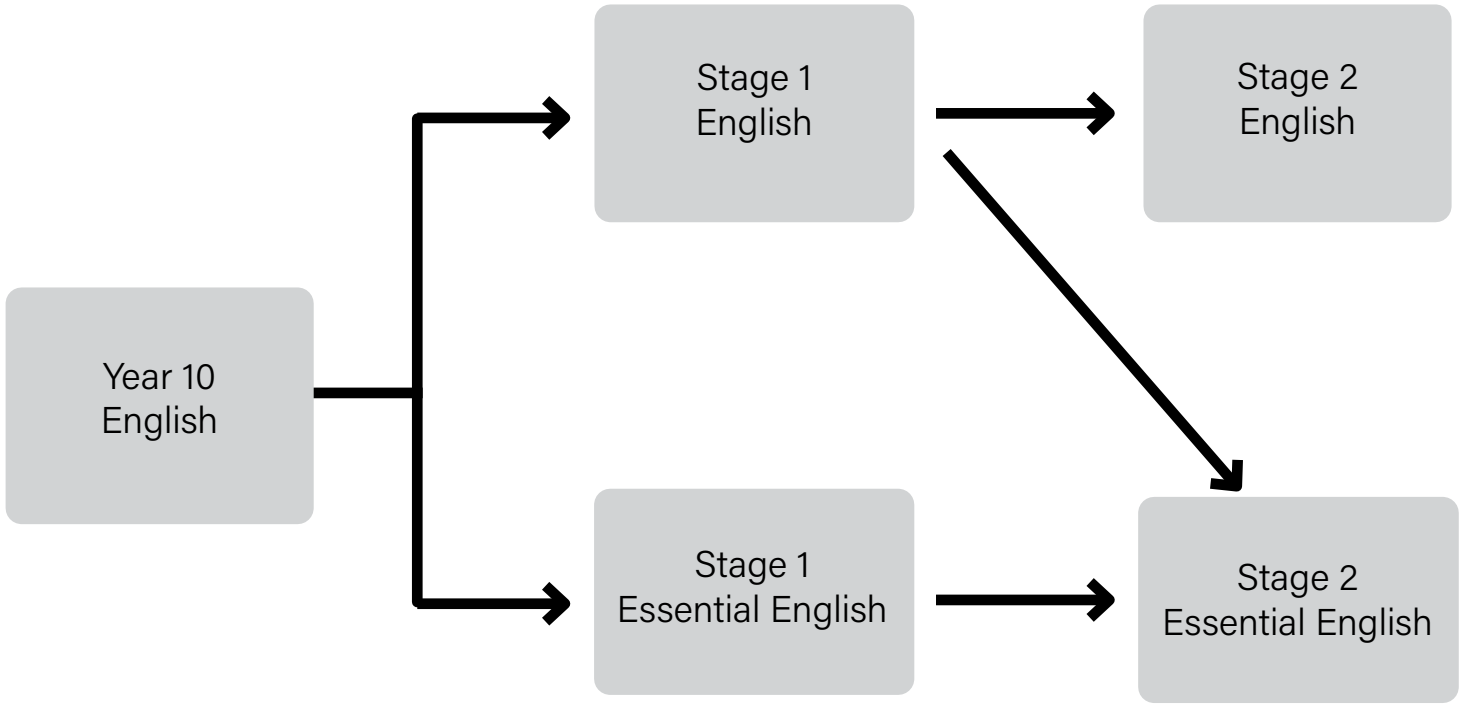
Area of Study 1: Visual Thinking
Visual thinking skills for artists and designers are integral to the creative or problem solving process. The concept of visual thinking includes the ability to:
• view works of art or design — understand the visual codes that describe, explain, analyse, interpret — and ultimately to develop a personal visual aesthetic
• visually record — inspirations, influences, ideas, thoughts, messages, media, analysis of works of art or design — using technology, developing and refining ideas and skills, and working towards resolution of works of art or design.
Area of Study 2: Practical Resolution
Works can be resolved using the various practical genres of Art and Design, which may include, for example:
• Art: video, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, fabrication (wood, plastic, or metal), sculpture, ceramics, and textiles
• Design
  – product design: e.g. toy, fashion, stage, furniture, and engineering design
  – environmental design: e.g. sustainable interior and exterior design
  – graphic and visual communication design: e.g. branding, illustration, and advertising.
Area of Study 3: Visual Arts in Context
Students are provided with opportunities to contextualise art or design; that is, to place works of art or design culturally, socially, and/or historically.

Assessments
Stage 2 Visual Arts requires students to undertake the following assessment types:
School Assessment (70%)
- Assessment Type 1: Folio (40%) – x1
- Assessment Type 2: Practical (30%) x 2 including a practitioners statement for both practical works

External Assessment (30%)
- Assessment Type 3: Visual Study (30%) x 1

ENGLISH

PATHWAY PLANNING FLOWCHART



Kangaroo Island
COMMUNITY EDUCATION

ENGLISH

YEAR 11 STAGE 1 ENGLISH

SACE Code: 1ESH20
Duration: 2 Semesters

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: 2ESH20
Duration: 2 Semesters

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.

Kangaroo Island
COMMUNITY EDUCATION

ENGLISH

YEAR 11 STAGE 1
ESSENTIAL ENGLISH

SACE Code: 1ETE20
Duration:2 Semesters

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 Semesters

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.

Kangaroo Island
COMMUNITY EDUCATION

HEALTH & PHYSICAL EDUCATION

YEAR 11 STAGE 1 PHYSICAL EDUCATION

SACE Code: 1PHD20
Duration: 2 Semesters

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 off 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 Semesters

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
Phycological 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

Kangaroo Island
COMMUNITY EDUCATION

HEALTH & PHYSICAL EDUCATION

YEAR 11 STAGE 1
OUTDOOR EDUCATION & ENVIRONMENTAL MANAGEMENT

SACE Code: 1OUE20
Duration: 2 Semesters

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 though 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 ppreciation 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 & ENVIRONMENTAL MANAGEMENT

SACE Code: 2OUE20
Duration: 2 Semesters

Course Overview:
Through study of three focus areas: environment and conservation, planning and management, and personal growth and development, students develop skills and understanding inpreparation 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.

Kangaroo Island
COMMUNITY EDUCATION

HEALTH & PHYSICAL EDUCATION

YEAR 11 STAGE 1
FOOD & HOSPITALITY

Code: 1FOH20
Duration: 2 Semesters

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%)

HUMANITIES

YEAR 11 STAGE 1
SOCIETY & CULTURE

SACE Code: 1SOR10 or 1SOR20
Duration: 1 Semester (10 credits) or 2 Semesters (20 credits)

Course Overview:
In Society and Culture, students explore and analyse the interactions of people, societies, cultures, and environments.
Students learn about the ways in which societies constantly change and are affected by social, political, historical, environmental, economic, and cultural factors. They investigate the ways in which people function in groups and communicate within and across cultural groups.
Society and Culture gives students critical insight into the significance of factors such as gender, ethnicity, racism, class, and power structures that affect the lives and identities of individuals and groups. They develop the skills to critically analyse a range of viewpoints about peoples, societies, and issues; understand diversity within and across societies; and extend their awareness of the connections between, and the interdependence of, societies and cultures.

Assessment:
Stage 1 Society and Culture requires students to undertake the following assessment types:
• Assessment Type 1: Sources Analysis
• Assessment Type 2: Group Activity
• Assessment Type 3: Investigation.
For a 10-credit subject, students will undertake three or four assessments. For a 20-credit subject, students will undertake six to eight assessments. Each assessment will have a weighting of at least 20%.

YEAR 12 STAGE 2
SOCIETY & CULTURE

SACE Code: 2SOR20
Duration: 2 Semesters

Course Overview:
In Society and Culture, students explore and analyse the interactions of people, societies, cultures, and environments. Students learn about the ways in which societies constantly change and are affected by social, political, historical, environmental, economic, and cultural factors. They investigae the ways in which people function in groups and communicate within and across cultural groups.
Society and Culture gives students critical insight intot he significance of factors such as gener, ethnicity, racism, class, and power structures that affect the lives and identities of individuals and groups. Students will undertake a range of topics selected from the following list.
Group 1 Topics: Culture
- Cultural Diversity
- Youth Culture
- Work and Leisure
- The Material World

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

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

Assessment:
The following assessment types will be undertaken:
- School assessment (70%)
- Assessment Type 1: Folio (50%)
- Assessment Type 2: Interaction (20%)
- External:
- Assessment Type 3: Investigation (30%)

Kangaroo Island
COMMUNITY EDUCATION

CROSS-DISIPLINARY

STAGE 1
EXPLORING IDENTITIES & FUTURES

SACE Code: 1EIF10

Duration: 1 Semester

This subject is compulsory in Semester 1 in Year 10

Course Overview:
This course allows students to develop a pathway to thrive by exploring who they are and who they want to be. It supports students to learn more about themselves and their place in the world, and enables them to explore and deepen their sense of belonging, identity and connections to the world around them.

Course Content
Students focus on exploring and building connection with their peers, culture, community and work. This subject prepares studnets for their SACE journey, as well as the knowledge, skills and capabilities required to be lifelong learners.

Assessment:
Exploring your past, present and future (50%)
Putting your capabilities into action (50%)

STAGE 2
ACTIVATING IDENTITIES & FUTURES

SACE Code: 2AIF10

Duration: 1 Semester

This subject is compulsory in Semester 1 in Stage 1

Course Overview:
Assumed Knowledge:
It is expected that students have completed their PLP or Exploring Identities and Futures. Activating Identities and Futures is a compulsory element of the SACE, replacing the Research Project, which students must complete with a C minus grade or higher. Students explore ideas related to an area of personal interest through a process of self-directed inquiry.

Assessment:
As this subject is continuing to be piloted in 2023, some changes may occur to the assessment and weightings outlined below)

School Based:

Portfolio 35%

Progress Checks 35%

External:

Appraisal 30%

Notes: This is a compulsory subject of the SACE in which students must achieve a C- grade or bettwe. It is designed to be compelted in 1 Semester. This subject can be counted as part of the student's ATAR for university entrance.

COMMUNITY LEARNING

YEAR 11 STAGE 1 WORKPLACE PRACTICES

SACE Code: 1WPP20
Duration: 1 Semesters

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.

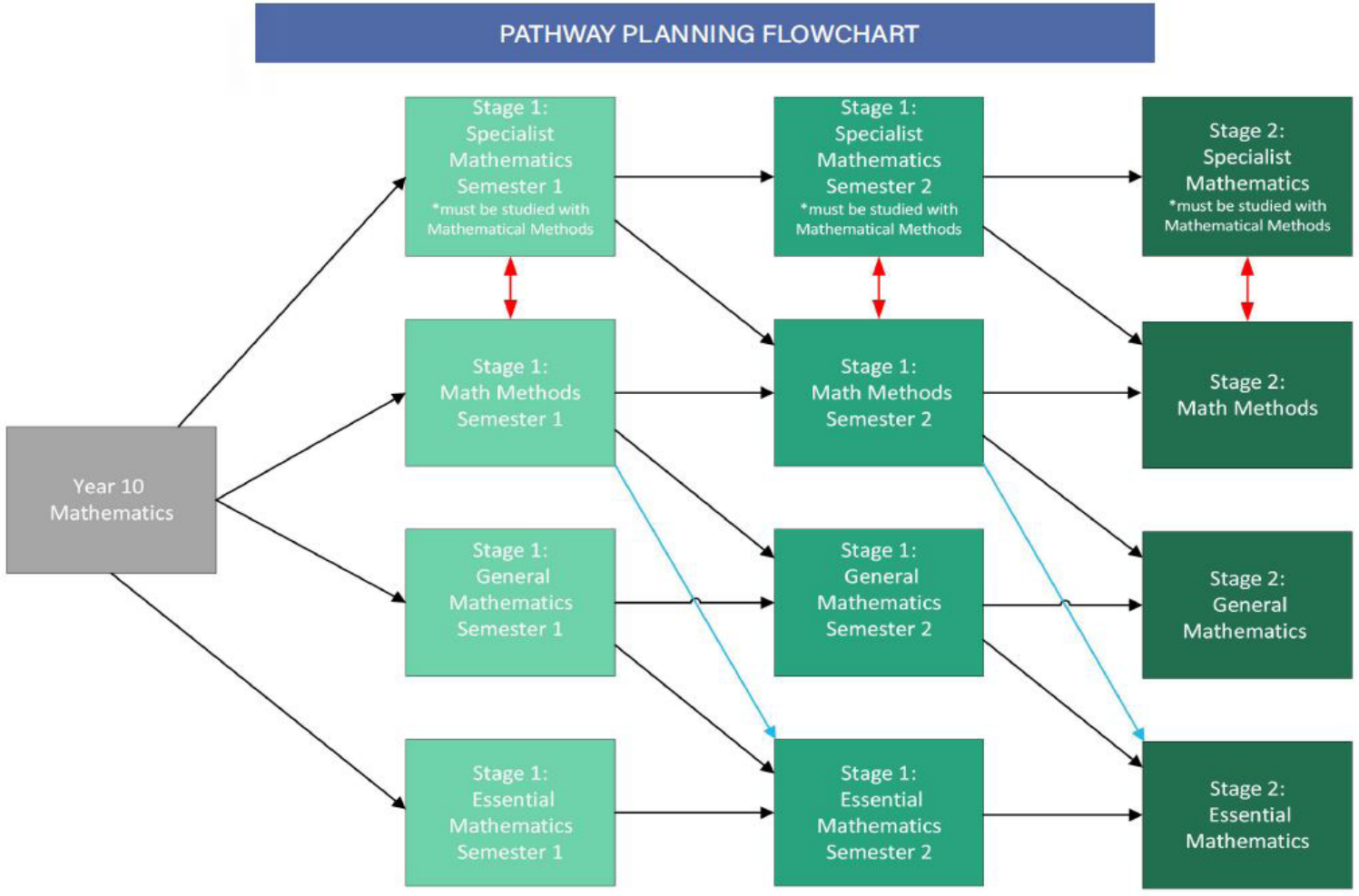
YEAR 12 STAGE 2 WORKPLACE PRACTICES

SACE Code: 2WPP20
Duration: 2 Semesters

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%)

MATHEMATICS



Kangaroo Island
COMMUNITY EDUCATION

MATHEMATICS

YEAR 11 STAGE 1
ESSENTIAL MATHEMATICS

SACE Code: 1MEM20

Duration: 2 Semesters

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.

YEAR 12 STAGE 2
ESSENTIAL MATHEMATICS

SACE Code: 2MEM20

Duration: 2 Semesters

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%

Kangaroo Island
COMMUNITY EDUCATION

MATHEMATICS

YEAR 11 STAGE 1
GENERAL MATHEMATICS

SACE Code : 1MGM20
Duration : 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: 2 Semesters

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%

YEAR 11 STAGE 1
MATHEMATICAL METHODS

SACE Code : 1MAM20
Duration : 2 Semesters

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

YEAR 12 STAGE 2
MATHEMATICAL METHODS

SACE Code: 2MHS20
Duration: 2 Semesters

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%

Kangaroo Island
COMMUNITY EDUCATION

SCIENCE

YEAR 11 STAGE 1 BIOLOGY

SACE Code: 1BGY20
Duration: 2 Semesters

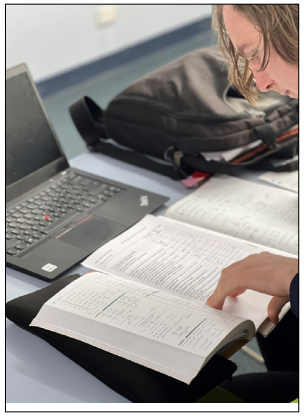
Course Overview:
Science inquiry skills and Science as a Human Endeavour are integral to students' learning in this subject and are interwoven through their study of science understanding, which is organised into four topics. Through the study of these topics, students extend their understanding of the 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 endeavo investigation - 50%
Skills and Applications Tasks - 50%



YEAR 12 STAGE 2 BIOLOGY

SACE Code: 2BGY20
Duration: 2 Semesters

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 investigations1
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.

Kangaroo Island
COMMUNITY EDUCATION

SCIENCE

YEAR 11 STAGE 1 CHEMISTRY

SACE Code: 1CEM20
Duration: 2 Semesters

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.

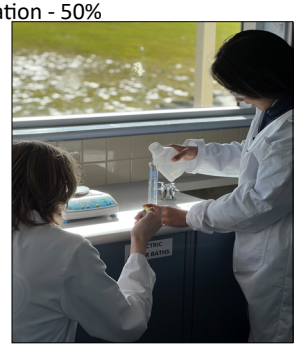
Stage 1 Chemistry consists of the following 6 topics:

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: 2 Semesters

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 examination2
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

YEAR 11 STAGE 1 PHYSICS

SACE Code: 1PYI20
Duration: 2 Semesters

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: 2PYI20
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 Endeavor (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.

YEAR 11 STAGE 1 PSYCHOLOGY

SACE 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.

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

SACE Code: 2PSG20
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%)

Kangaroo Island
COMMUNITY EDUCATION

DESIGN & TECHNOLOGY

YEAR 11 STAGE 1
DESIGN & TECHNOLOGY
(CONSTRUCTION, ENGINEERING & AUTOMOTIVE)

SACE Code: 1IL20
Duration: 1 Semester

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

YEAR 12 STAGE 1
DESIGN & TECHNOLOGY
(CONSTRUCTION, ENGINEERING & AUTOMOTIVE)

SACE Code: 2IL20
Duration: 1 Semester

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 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

SACE PLANNER

Kangaroo Island COMMUNITY EDUCATION

Credits

Exploring Identities & Futures = 10 credits

10

Subtotal 10

Literacy = 20 credits

Choose from a range of English subjects or courses

Numeracy = 10 credits

Choose from a range of mathematics subjects or courses

Subtotal 30

Stage 2 subjects or courses = 60 credits

Choose from a range of Stage 2 subjects and courses

Activating Identities & Futures = 10 credits

10

Subtotal 70

Additional choices = 90 credits

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 Compulsory Stage 1 and/or Stage 2 Compulsory Stage 2	Students must achieve a C grade or higher for Stage 1 requirements and a C- or higher for Stage 2 requirements to complete the SACE
Choice of subjects and/or courses (Stage 1 and/or 2)	Students must achieve a grade or equivalent for subjects and/or courses selected