



**KAROONDA
AREA SCHOOL**

2025

SENIOR SCHOOL INFORMATION BOOKLET



Karoonda Area School

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Karoonda Area School Senior School Information Booklet for 2025

Welcome to the final years of schooling and to the SACE

This is an exciting time in your life as you select your subjects for senior schooling and pursue your chosen pathway in the SACE. As you go about making your decisions, talk with your parents, your teachers and students from the year above you, draw on what you have learnt about yourself and your studies from the Personal Learning Plan, and consider what your interests and skills are. Take the time to read about the subjects on offer at Karoonda and to find out what the requirements are for the path ahead – whether that is work, an apprenticeship, or further study at a TAFE or university.

After all, it's your future – dream big and aim high!

This booklet provides information about the SACE, the subjects offered at Karoonda Area School, and where you can find more information. Some of the key people who can assist you in your subject selections are listed in this booklet. You will also find a lot of very helpful websites.

Key contacts at Karoonda Area School

Mr Alex Pfeiffer – SACE Coordinator

alex.pfeiffer844@schools.sa.edu.au

Learning and Teaching Leaders

Miss Georg-Jah Mitchell – Science

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Mr Alex Pfeiffer – Health & Physical Education
and Outdoor Education

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Mrs Allison Boughen – Food and Hospitality

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Mr Ian Oosthuizen – Agriculture & General Maths

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Mr Jake Rogers – English

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Mrs. Cindy Rooke – Art

cindy.rooke948@schools.sa.edu.au

Miss. Lea Brodie – Material Solutions

lea.brodie363@schools.sa.edu.au

Mr. Jacob Dawson – Math Methods &
Specialised Maths

jacob.dawson952@schools.sa.edu.au

Useful websites

SACE Board

www.sace.sa.edu.au

SATAC

www.satac.edu.au

Adelaide University

www.adelaide.edu.au

Flinders University

www.flinders.edu.au

Uni SA

www.unisa.edu.au

Charles Darwin University

www.cdu.edu.au

TAFE SA

www.tafe.sa.edu.au

My Future website

www.myfuture.edu.au

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INFORMATION ABOUT THE SACE

What is the SACE?

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

The SACE will help students develop the skills and knowledge they need to succeed – whether they are headed for further education, training, an apprenticeship or head straight into the workforce.

The certificate is based on two stages of achievement:

Stage 1 (normally undertaken in Year 11) and Stage 2 (normally undertaken in Year 12).

How do students get the SACE?

Students can gain their SACE in the equivalent of two years of full-time study; however, most students spread this over three years.

There are two stages:

- Stage 1, which most students do in Year 11, apart from the Exploring Identities and Futures (EIF) subject, which most will do in Year 10.
- Stage 2, which most students do in Year 12.

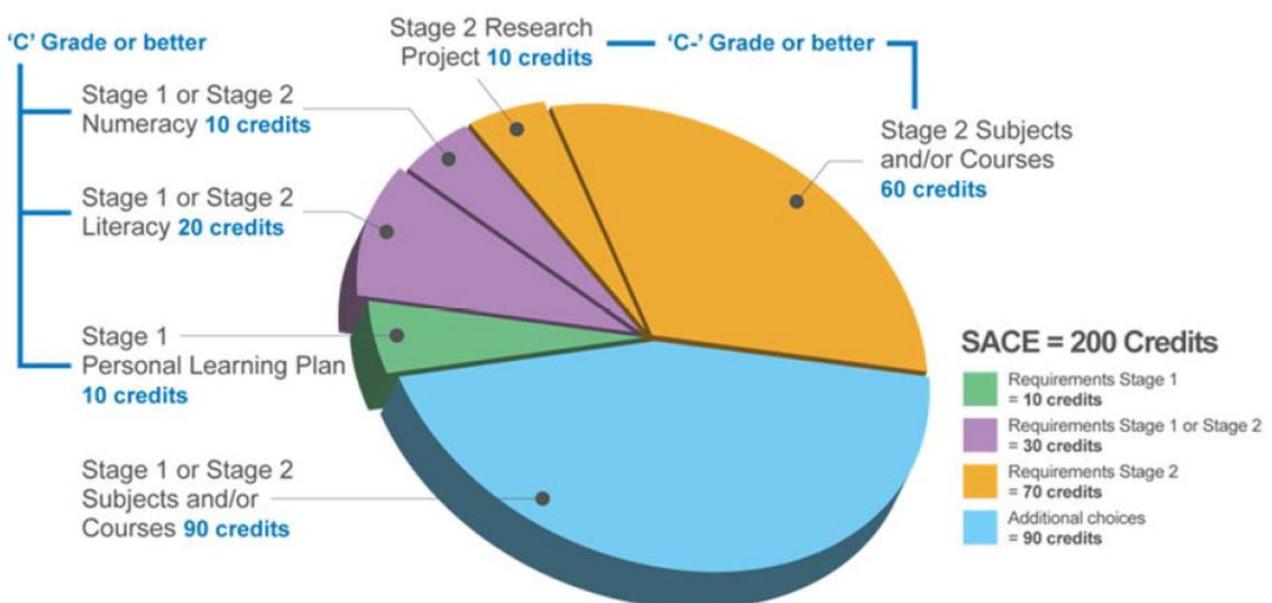
Each subject or course successfully completed earns 'credits' towards the SACE, with a minimum of 200 credits required for students to gain the certificate.

Students will receive a grade from A to E for each subject at Stage 1 and A+ to E- at Stage 2. For compulsory subjects, they will need to achieve a C- grade or better.

The compulsory subjects are:

- Exploring Identities and Futures (EIF) (10 credits at Stage 1)
- Literacy – 20 credits from a range of English subjects or courses (Stage 1)
- Numeracy – 10 credits from a range of mathematics subjects or courses (Stage 1)
- Activating Identities and Futures (AIF) – an in-depth major project (10 credits at Stage 2)
- Other Stage 2 subjects totalling at least 60 credits.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses of a student's choice.



Exploring Identities and Futures (EIF)

Exploring Identities and Futures (EIF) is an exciting flagship subject that responds to the rapidly changing local and global context that our students are living and learning in. EIF is a Stage 1 subject that supports students to learn more about themselves and explore their aspirations and future.

EIF prepares students for a different way of thinking and learning in senior school. As students begin their SACE journey, they build the knowledge, skills, and capabilities required to be thriving learners and are empowered to take ownership of where their pathway leads, exploring interests, work, travel and/or further learning.

EIF is the result of work to revitalise the Personal Learning Plan (PLP) and Research Project (RP) to better meet the needs of current and future students in a changing world. The subject was developed by the SACE Board working with all three sectors (Catholic, Government and Independent) to pilot and evaluate this new subject in schools, with students, before the wider implementation of the subject.

Assessment at Stage 1 is school based. The following assessment types enable students to demonstrate their learning in Stage 1 Exploring Identities and Futures:

- Assessment Type 1: Exploring me and who I want to be
- Assessment Type 2: Taking action and showcasing my capabilities

Activating Identities and Futures (AIF)

The Activating Identities and Futures is a compulsory 10-credit Stage 2 subject for which students must achieve a C- or better in order to complete their SACE. AIF is the result of work to revitalise the Personal Learning Plan (PLP) and Research Project (RP) to better meet the needs of current and future students in a changing world.

Activating Identities and Futures engages students to take greater ownership and agency over their learning as they select relevant strategies to explore, create and/or plan to progress an area of personal interest towards a learning output. Students develop the skills to 'learn how to learn' and strategies to 'know what to do when you don't know what to do'.

Students explore ideas related to an area of personal interest through a process of self-directed inquiry. They draw on knowledge, skills and capabilities developed throughout their education that they can apply in this new context and select relevant strategies to progress the learning to a resolution.

Stage 2 subjects have a school assessment component and an external assessment component.

The following assessment types enable students to demonstrate their learning in Stage 2 Activating Identities and Futures:

School assessment

- Assessment Type 1 Portfolio 35%
- Assessment Type 2 Progress Checks 35%

External assessment

- Assessment Type 3 Appraisal 30%

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Senior School PATHWAY at KAS

Year 10

Exploring Identities and Futures (EIF)

10 SACE Credits

In order to achieve the SACE Certificate, it is **compulsory** to pass the **Exploring Identities and Futures (EIF)**. It must be completed with an A – C grade and is accredited 10 points at SACE Stage 1.

EIF supports students to explore their aspirations. They are given the space and opportunity to extend their thinking beyond what they want to do, to also consider who they want to be in the future.

Year 11

Year 11 is when most students begin a full year of SACE study. You can choose from a range of Stage 1 subjects offered at your school, as well as Vocational Education and Training (VET) courses and Flexible Industry Pathways (FIPs) formerly known as School Based Apprenticeships.

In Stage 1, all your assessment tasks (reports, presentations, etc.) will be marked by teachers at your school.

There are **two compulsory requirements** for the SACE that students usually do at Stage 1 – **a full-year of an English** subject, and **at least one semester** of a **Mathematics** subject. You will need to get a C grade or better in both.

Your assessments in these two areas are marked by your teachers and checked by moderators outside the school to ensure that grades are consistent across schools.

These Maths and English requirements highlight the importance of graduating from school with **literacy** and **numeracy** skills.

Year 12

Like Year 11, you choose your Stage 2 subjects and courses from those offered at your school, or via Open Access or Flexible Industry Pathways or VET.

At Stage 2, 70% of your assessment tasks (reports, tests, presentations, etc.) will be marked by teachers at your school and checked by moderators outside the school. (This ensures that marking is consistent across schools.)

The remaining 30% will be assessed outside your school. These assessments could take the form of examinations, performances or investigations.

There is **one compulsory subject** in **Year 12** – the **Activating Identities and Futures**. It is a 10-credit subject that gives you the chance to research something you are interested in. At Karoonda Area School **AIF will be done in year 11**.

Vocational Education and Training (VET) Options

Karoonda Area School offers opportunities for students in the Senior School to undertake Vocational Education and Training (VET) as an integral part of their studies toward completion of their South Australian Certificate of Education (SACE).

VET refers to national vocational qualifications that are endorsed by industry. VET qualifications provide opportunity for students to develop specific industry related skills. Students with VET qualifications are well prepared to take on apprenticeships (including School Based Apprenticeships), further education and training. Some fully completed VET courses, at Certificate III level or above can contribute to an Australian Tertiary Admission Rank (ATAR) which is required for entry into University. TafeSA recognises SACE completion as meeting the entry requirements for most of its courses. It also considers a variety of qualifications, including VET and experiences in its entry selection process.

To complete the SACE, students must achieve a minimum of 200 SACE credits, 180 of which can be gained through VET. Within these, students must also satisfy the literacy and numeracy requirements of the SACE. The remaining 20 credits are gained from Exploring Identities and Futures (10 credits) and the Activating Identities and Futures (10 credits).

Students can earn 5 SACE credits for successfully completing 35 nominal hours of VET, and 10 SACE credits for 70 nominal hours. The SACE Board will decide whether the SACE credits earned for a particular VET qualification will be recognised at Stage 1 or Stage 2.

It should be noted that students may count a completed Certificate III or IV as one of their Stage 2 subjects for university entrance. This can be counted as the fourth subject or 'flexible option'. In the SACE students will be able to undertake VET options at both Stage 1 and Stage 2. The emphasis is on providing pathways to trades, apprenticeships and Certificate III qualifications. Many courses will require students to attend other training institutions during the school day or after hours or during the school holiday period, depending on the course chosen.

When thinking about a VET course or School based Apprenticeship careful consideration must be given to the relevance of possible career pathway, maturity and time management skills to cope with catching up with school work missed or additional work load. For more information students and parents should speak with the Pathways Coordinator, Alex Pfeiffer. There are many VET courses on offer ranging from Certificate I to Certificate IV.

Murray Mallee VET Partnership

What are flexible industry pathways?

Flexible Industry Pathways (FIP) are a new way of approaching the delivery of Vocational Education and Training (VET) in schools. Flexible Industry Pathways are designed to prepare students for the world of work as well as meeting industry and employer's needs.

What is on offer at a glance? **See the following pages for more information.**

2025 Courses
Agriculture
Building & Construction
Education & Early Childhood
Electrotechnology
Engineering
Hair & Beauty
Health & Health Services
Resources & Infrastructure
Screen & Media
Tourism, Hospitality & Event Management
VET Automotive

More information?

Students have had the opportunity to examine these courses in school, but please see the link below for more information:

<https://sites.google.com/lameroorcs.sa.edu.au/murraymalleestudentpathways/flexible-industry-pathways>

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2025 Karoonda Area School Middle/Senior School Curriculum PATH

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English					
English	English	English	English	Literary Studies English Essential English	Literary Studies English Essential English
Mathematics					
Mathematics	Mathematics	Mathematics	Mathematics Extension Mathematics	Specialist Mathematics Mathematical Methods General Maths Essential Maths	Specialist Mathematics Mathematical Methods General Mathematics Essential Mathematics
Science					
Science Agriculture	Science Agriculture	Science Agriculture	Science Agriculture	Biology Physics Chemistry Agriculture VET/SACE	Biology Physics Chemistry Agriculture VET/SACE
Health & Physical Education					
HPE	HPE	HPE	HPE	HPE Outdoor Education IL – Sport Studies	HPE Outdoor Education IL – Sport Studies
Humanities and Social Sciences					
HASS	HASS	HASS	HASS	Modern History Geography	Modern History Geography
The Arts					
Visual Arts Drama/Music	Visual Arts Drama/Music	Visual Arts Drama/Music	Visual Arts Drama/Music	Visual/Design Arts Photography Performing Arts	Visual/Design Arts Photography Creative Arts
Technologies					
Digital Tech Tech Studies Home Ec	Digital Tech Tech Studies Home Ec	Digital Tech Tech Studies Home Ec	Digital Tech Tech Studies Home Ec	Digital Technology Information Processing & Publishing Material Solutions Food & Hospitality Child Studies	Information Processing & Publishing Material Solutions Food & Hospitality Child Studies
Cross Disciplinary Studies					
Career Ed	Career Ed	Career Ed	EIF	AIF Workplace Practices	Workplace Practices

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Karoonda Area School – Year 10 Subjects

YEAR 10 CURRICULUM

COMPULSORY SUBJECTS – FULL YEAR:

- English
- Mathematics
- HASS
- Physical Education and Health
- Science

COMPULSORY SUBJECTS – 1 SEMESTER (OR EQUIVALENT)

- Exploring Identities and Futures – SACE Stage 1

CHOICE SUBJECTS – 1 SEMESTER

- Agriculture
- Tech Studies (Wood/Metal)
- Digital Technology
- Performing Arts (Drama/Music)
- Home Economics
- Visual Art
- Maths Extension

Year 10 Subjects

In Years 7–10 the Australian Curriculum supports the deepening of knowledge, understanding and skills in all eight learning areas. The curriculum continues to prepare students for civic, social and economic participation and personal health and well-being whilst providing increased opportunities for students to make choices and specialise in learning of particular interest. The curriculum is designed to equip students for senior secondary schooling, including vocational pathways. At Karoonda Area School our Year 10 students study English, Mathematics, Science, HASS/History and Health & Physical Education. Students also complete the SACE Stage 1 Exploring Identities and Futures (EIF) during year 10.

In **English** the curriculum continues to provide opportunities to practise consolidate and extend the knowledge, skills and understanding of previous years. It provides for further development of knowledge of how language works and increasingly sophisticated analysis and construction of different text types, including multimodal texts, in various genres and modes. Students learn how literature can be discussed in relation to themes, ideas, and historical and cultural contexts. Students critically analyse and evaluate texts to develop understanding of purpose and audience and how language techniques are used to position the audience.

The **Mathematics** curriculum draws on previously established mathematical ideas to solve non-routine problems and develop more complex and abstract ideas. It makes connections between mathematical concepts and their application in the world. It lays the foundations for future studies, including introducing all students to the benefits of algebra and applications of geometry. The curriculum allows for more mathematically able Year 10 students to be extended with more content to enrich their mathematical study.

The **Science** curriculum continues to develop understanding of important science concepts across the major science disciplines. It focuses on explaining phenomena involving science and its applications using evidence and explanation to move to more abstract models and theories of science including the nature and conservation of energy. It uses the ideas of patterns and systems to move to the complex ideas of form and function, equilibrium and interdependence in the physical and natural world.

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The subjects of **History, Geography, Civics and Citizenship** and **Economics and Business** in the Humanities and Social Sciences learning area also provide for deeper engagement with abstract thought; students are encouraged to question established conventions, practices and values and consider possible outcomes and consequences of actions using logic. Exploration of social and environmental issues widens to local, national, regional and global contexts and a focus on investigative methods promotes the making and systematic testing of simple hypotheses about phenomena, issues and challenges. As they reflect on their own and others' actions, values and attitudes, students develop and apply ethical thinking skills to real and proposed decisions and actions.

In **Health and Physical Education** practical learning experiences broaden to encourage life-long involvement in physical activity. Skills are developed for critical and creative appraisal, analysis and refinement of students' own and others' movement performance. Social, cultural and political factors that influence health, safety, wellbeing and physical activity participation are questioned and critically analysed to make informed judgements and ethical decisions. Strategies to positively manage change and respectful relationships, leadership and collaboration skills are developed and critically evaluated.

They also have the choice of 6 elective subjects in 2024. Students can choose 4 between Agriculture, Tech Studies, Digital Technology, Home Economics, Visual Art, Performing Arts.

In **Agriculture**, students undertake a range of developmental skills at the school's Ag facility. Topics for study can include farm safety, poultry, sheep and cattle husbandry and vegetable production.

In **Tech Studies**, students are encouraged to develop their skills, knowledge and understanding within the workshop environment using a variety of products including metal and wood. With emphasis on safety, students use a variety of workshop equipment and are encouraged to manipulate the respective materials. Problem solving, teamwork and communication skills are emphasised. Students are challenged to undertake design in manufacture in a variety of projects. Students further develop technical drawing techniques as they work through the design cycle.

Learning in **Digital Technologies** focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years. Recommended background for this topic is successful completion of Year 9 Digital Technology.

Home Economics revolves around students applying nutrition principles and knowledge of the characteristics and properties of food to plan, prepare and present healthy dishes. They design and develop food products for an occasion and purpose. In Textiles, skills in reading commercial patterns will be developed. They will consider sustainable use of resources including recycling in planning and designing. Students work through the Design Cycle and reflect on the success of their design choices.

Visual Arts can have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. Students experience art disciplines such as drawing, painting, etc.

Performing Arts has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The two subjects (music and drama) enable students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.

Maths Extension is intended for students who require more content to enrich their mathematical study whilst completing the common Year 10 content. Students intending to pursue Mathematical Methods and/or Specialist Mathematics in the senior secondary years are strongly encouraged to complete this semester course. A deeper understanding of mathematics in the curriculum enhances a student's potential to use this knowledge to solve non-routine problems, both at this level of study and at later stages. Recommended background for this topic is Year 9 Mathematics with a B grade or better and recommendation of Year 9 Maths Teacher.

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EIF is the result of work to revitalise the Personal Learning Plan (PLP) and Research Project (RP) to better meet the needs of current and future students in a changing world. The subject was developed by the SACE Board working with all three sectors (Catholic, Government and Independent) to pilot and evaluate this new subject in schools, with students, before the wider implementation of the subject.



For more information regarding this new topic, visit the following site:

<https://www.sace.sa.edu.au/documents/652891/10180992/Stage+1+Exploring+Identities+and+Futures+-+Overview+2024.pdf/64e6cb44-773a-b54e-91e6-a81fbd022ffe?version=1.0>

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Karoonda Area School – Stage 1 Subjects

Below are the subjects we plan to offer at Stage 1 Level next year, subject to staffing and viability.

COMPULSORY SUBJECTS – FULL YEAR:

- [Literary Studies / English / Essential English](#)
- [Mathematical Methods A and B/ General Maths / Essential Maths](#)
- [Activating Identities and Futures \(As a Stage 2 Subject\)](#)

CHOICE SUBJECTS (semester or full year)

- [Agriculture](#)
- [Biology \(A and/or B\)](#)
- [Chemistry \(Full Year only\)](#)
- [Child Studies](#)
- [Design and Technology \(Automotive focus\)](#)
- [Digital Communication \(Photography focus\)](#)
- [Digital Tech](#)
- [Food and Hospitality \(A and/or B\)](#)
- [Geography](#)
- [History \(Modern\)](#)
- [Information Processing & Publishing](#)
- [Material Solutions \(Woodwork or Metalwork\)](#)
- [Outdoor Education](#)
- [Specialist Maths A and B](#)
- [Performing Arts](#)
- [Physics \(Full Year only\)](#)
- [Physical Education](#)
- [Visual Arts – Art/Design](#)
- [Workplace Practices](#)

For More information on these subjects please visit: <https://www.sace.sa.edu.au/learning/subjects>

We will endeavour to provide the students with quality face to face learning. However, if some subjects cannot be offered, Open Access may be used.

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Stage 1 Subject Descriptions

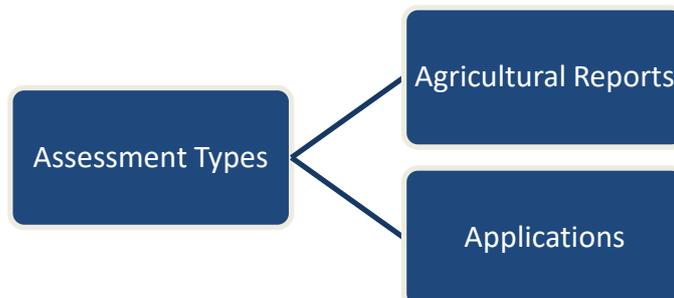
Agriculture

Description:

Agriculture is a 10-credit (1 semester) subject or a 20-credit (full year) subject in stage 1.

Recommended Background: Year 10 Agriculture.

Students analyse benefits and risks of different methods of agricultural production, and develop their awareness of how agriculture impacts on their lives, society, and the environment. They develop skills in critical thinking that inspire them to explore strategies and possible solutions to address major challenges now and in the future related to the global food supply. They explore and understand agricultural science as a human endeavour, and are encouraged to pursue future pathways, including in agriculture, horticulture, land management, agricultural business practice, natural resource management, veterinary science, food and marine sciences, biosecurity, and quarantine.



Biology A & B

Description:

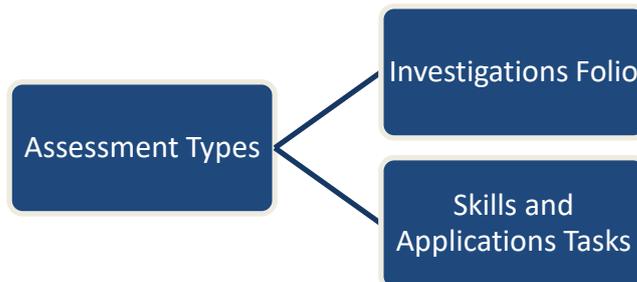
Biology is a 10-credit or a 20-credit subject at Stage 1.

Recommended Background: Year 10 Science.

The study of Biology is constructed around inquiry into and application of understanding 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.

In **Biology A**, students study the topic of Cells & Microorganisms and Infectious Diseases. This course is recommended for students looking to further study in medical or animal science fields.

In **Biology B**, students study the topic of Multicellular Organisms (including human body systems) and Biodiversity & Ecosystems. This course is recommended for students looking to further study in medical or plant science fields.



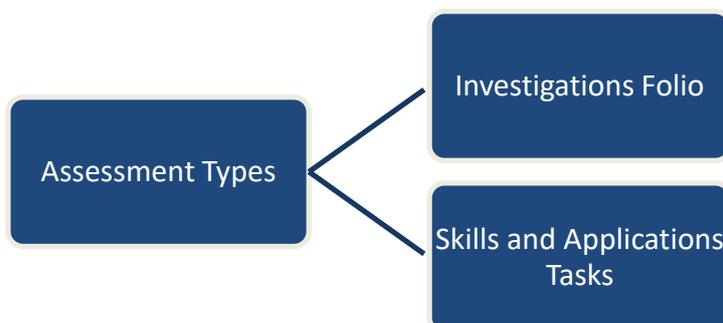
Chemistry

Description:

Chemistry is a full year subject worth 20 credits at stage 1.

Recommended Background: Successful completion of Year 10 Science.

Description Science inquiry skills and science as a human endeavour are integral to students' learning in this subject and are interwoven through the science understanding. In their study of Chemistry, 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. Students develop and extend their inquiry skills, including in designing and undertaking investigations, and collecting and analysing primary and secondary data. They interpret and evaluate data, and synthesise and use evidence to construct and justify conclusions.



Child Studies

Description:

Child Studies is a 1 Semester subject worth 10 credits.

Recommended Background: Nil.

Child Studies focuses on children and their development from conception to 8 years. Students have the opportunity to develop knowledge and understanding of young children through individual, collaborative, and practical learning. They explore concepts such as the development, needs, and rights of children, the value of play, concepts of childhood and families, and the roles of parents and caregivers. They also consider the importance of behaviour management, child nutrition, and the health and well-being of children.



Digital Communication (Photography)

Description:

This is a 1 Semester topic worth 10 credits.

Recommended Background: Year 10 Visual Art is recommended but not compulsory.

Students work within the design criteria of investigating, planning, producing and evaluating to produce a photographic based communication product. Skills are gained in digital camera operation, Photoshop image enhancement, studio and lighting techniques. A design brief is devised to which the success of the product is evaluated against. The impact of photography and media on individuals and society is addressed in a written report.

Digital Technology (Automotive Focus)

Description:

This is a 1 Semester topic worth 10 credits.

Recommended Background: Nil.

Students will study the internal combustion engine and associated vehicle systems including the combustion process, components/configurations, electrical circuits, sustainability, impact on society and service and repair. Students will undertake investigations into the current automotive industry with the emphasis being on the internal combustion engine and the environment. They will also investigate future trends and alternative energy sources. Students will be able to discuss and investigate possible career paths within the automotive industry. Students will also develop and produce simple electrical circuit using circuit wizard.n

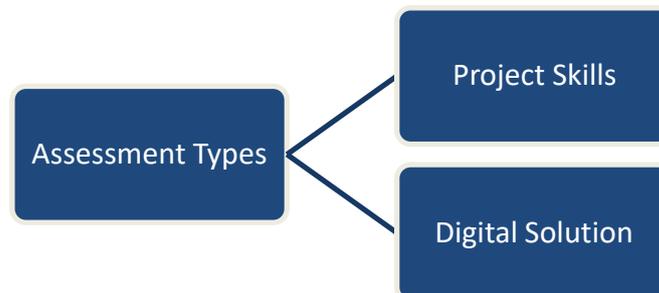
Digital Tech

Description:

This is a 1 Semester topic worth 10 credits.

Recommended Background: Year 10 Digital Technology.

Students create practical, innovative solutions to problems of interest. By extracting, interpreting, and modelling real-world data sets, students identify trends to examine sustainable solutions to problems in, for example, business, industry, the environment and the community. They investigate how potential solutions are influenced by current and projected social, economic, environmental, scientific, and ethical considerations, including relevance, originality, appropriateness, and sustainability.



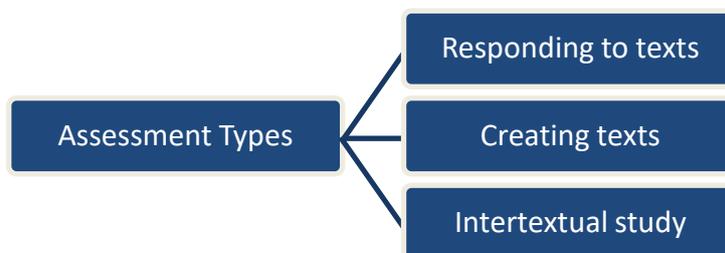
English

Description:

English is a 10-credit subject or a 20-credit subject at Stage 1.

Recommended Background: Recommendation of Year 10 English Teacher.

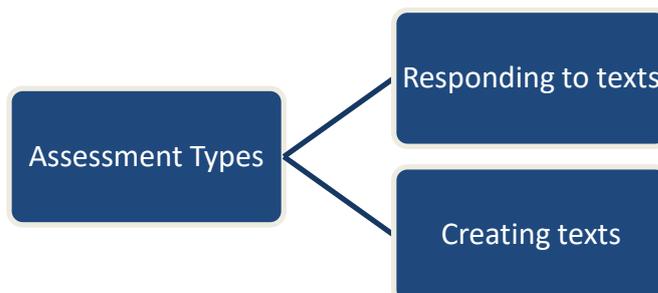
Stage 1 English has an emphasis on responding to texts, creating texts, and intertextual study. Students critically and creatively engage with a variety of types of texts including novels, film, media, poetry, and drama texts. Stage 1 English articulates with the Stage 2 English subjects. Students who complete 20 credits of this subject with a C grade or better will meet the literacy requirement of the SACE.



Essential English

Description:

Stage 1 Essential English is designed for a range of students, including those who are seeking to meet the SACE literacy requirement, students planning to pursue a career in a range of trades or vocational pathways, and those intending to continue their study of English at Stage 2. There is an emphasis on communication, comprehension, analysis, and text creation. This subject leads to Stage 2 Essential English and may also lead to other Stage 2 English subjects.



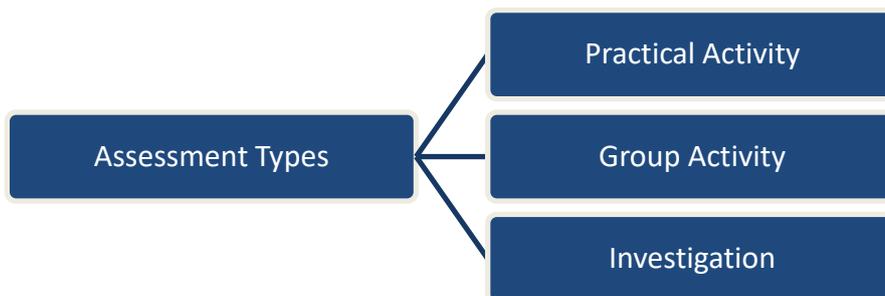
Food and Hospitality

Description:

Food and Hospitality is a 10 credit subject or a 20 credit subject at Stage 1.

Recommended Background: Year 10 Home Economics is recommended but not compulsory.

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.



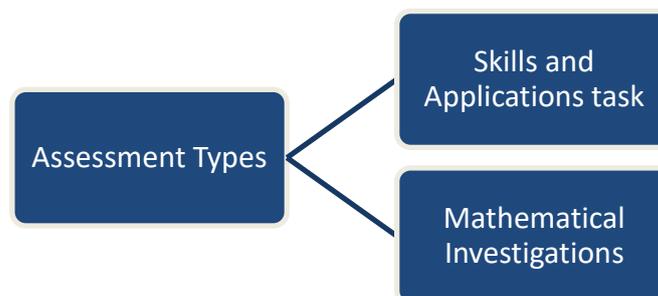
General Mathematics

Description:

Stage 1 General Mathematics may be studied as a 10-credit or a 20-credit subject.

Recommended Background: Completion of Year 10 Maths.

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. Topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and nonlinear functions, and 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. This subject leads to Stage 2 General Mathematics.

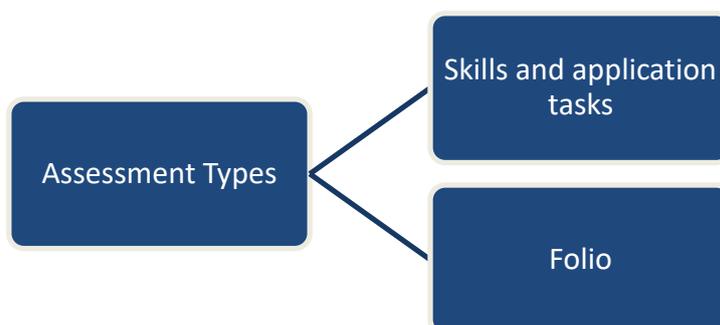


Essential Mathematics

Description:

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

This subject is designed for a range of students, including those who are seeking to meet the SACE numeracy requirement, and students who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on extending students' mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts, in flexible and resourceful ways. This subject leads to Stage 2 Essential Mathematics. Students who complete 10 credits of any of these 3 subjects with a C grade or better will meet the numeracy requirement of the SACE.



Mathematical Methods A + B

Description:

Mathematical Methods is a full year topic worth 20 credits.

Recommended Background: Completion of Year 10 Mathematics to a B grade or higher.

Mathematical Methods can lead to tertiary studies of, for example, 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. Topics include: functions and graphs; polynomials; trigonometry; statistics; growth and decay; introduction to differential calculus. The recommended background is a completion of Year 10 Mathematics to a B grade or higher.

Geography

Description:

Geography is a 1 Semester topic worth 10 credits.

Recommended Background: Recommendation of Year 10 HASS Teacher.

Students develop an understanding of the spatial interrelationships between people, places, and environments. They appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world. Geography develops an appreciation of the importance of place in explanations of economic, social, and environmental phenomena and processes. It provides a systematic, integrative way of exploring, analysing, and applying the concepts of place, space, environment, interconnection, sustainability, scale, and change. Students identify patterns and trends and explore and analyse geographical relationships and interdependencies. They use this knowledge to promote a more sustainable way of life and an awareness of social and spatial inequalities.



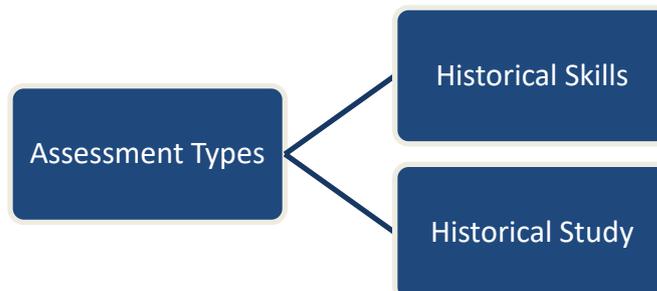
History (Modern)

Description:

Modern History is a 1 Semester topic worth 10 credits.

Recommended Background: Recommendation of Year 10 HASS Teacher.

In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short- and long-term consequences on societies, systems, and individuals. Students build their skills in historical method through inquiry, by examining and evaluating the nature of sources, including who wrote or recorded them, whose history they tell, whose stories are not included and why, and how technology is creating new spaces in which histories can be conveyed. Students explore different interpretations, draw conclusions, and develop reasoned historical arguments.



Information Processing & Publishing

Description:

Information Processing & Publishing is a 1 Semester topic worth 10 credits

Recommended Background: Year 10 Digital Technology.

Students apply practical skills and design principles to provide creative solutions to text-based communication tasks. They create both hard copy and electronic text-based publications, and evaluate the development process. Students use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

Literary Studies

Description:

Literary Studies is a full year subject worth 20 credits at stage 1.

Recommended Background: Recommendation of Year 10 English Teacher.

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

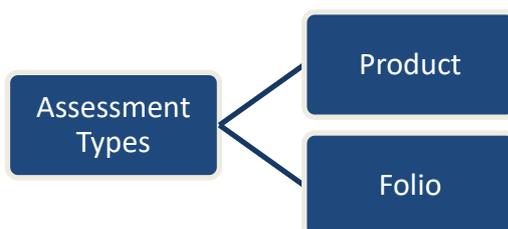
Material Solutions (Metalwork or Woodwork)

Description:

Material Solutions is a 1 Semester topic worth 10 credits

Recommended Background: Year 10 Technology Studies is recommended but not compulsory.

This subject involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to create a product using appropriate materials. Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and materials such as metals, plastics, wood and composites.



Specialist Mathematics

Description:

Specialist Mathematics is a full year topic worth 20-credits.

Recommended Background: Completion of Year 10 Mathematics to an A grade or successful completion of Year 10 Extension Mathematics.

Specialist Mathematics can be a pathway to mathematical sciences, engineering, and physical sciences. Specialist Mathematics must be studied in conjunction with Mathematical Methods. Topics include: sequences and series; geometry; vectors in the plane; further trigonometry; matrices; real and complex numbers. The recommended background is the completion of Year 10 Mathematics to an A grade or successful completion of Year 10 Extension Mathematics.



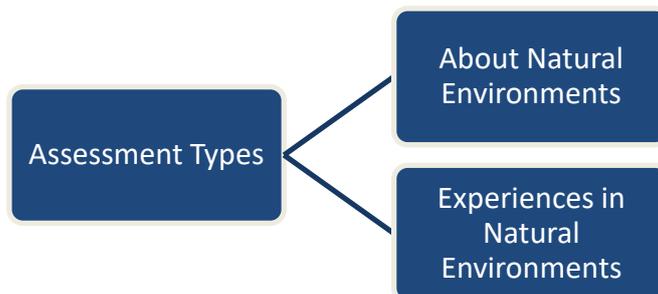
Outdoor Education

Description:

Outdoor Education is a 10-credit subject or a 20-credit subject at Stage 1.

Recommended Background: Nil.

Students gain an understanding of ecology, environmental sustainability, cultural perspectives, and physical and emotional health through participating in outdoor activities. They learn to develop and apply risk and safety management skills and responsibility for themselves and other members of a group. Students reflect on environmental practices related to outdoor activities.



Performing Arts

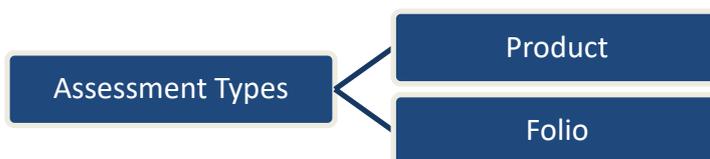
Description:

Performing Arts is a 10-credit subject or a 20-credit subject at Stage 1.

Recommended Background: Year 10 Performing Arts is recommended but not compulsory.

Students undertake a specialised study within or across one or more arts disciplines. They actively participate in the development and presentation of creative arts products. These may take the form of, for example, musicals, plays, concerts, digital media, film and video, public arts projects, community performances, presentations and installations, and vocal groups or other ensembles.

Students analyse and evaluate creative arts products in different contexts and from various perspectives, and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.



Physics

Description:

Physics is a full year subject worth 20 credits at stage 1.

Recommended Background: Recommendation of Year 10 Science Teacher.

Science inquiry skills and science as a human endeavour are integral to students' learning in this subject and are interwoven through the science understanding. In their study of Physics, students extend their understanding of natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them, using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. 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. Students develop and extend their inquiry skills, including in designing and undertaking investigations, and collecting and analysing primary and secondary data. They interpret and evaluate data, and synthesise and use evidence to construct and justify conclusions.



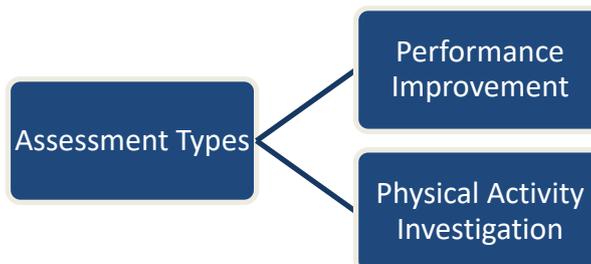
Physical Education

Description:

Physical Education is a 10-credit subject at Stage 1.

Recommended Background: Successful completion of Year 10 HPE and recommendation from Teacher.

In Physical Education, students study human physical activity and its place in the lives of individuals and groups of people. Students examine the practical application of human physical skills and analyse the personal, community, and global issues that surround the role of human physical activity in society.



Activating Identities and Futures (AIF)

Description:

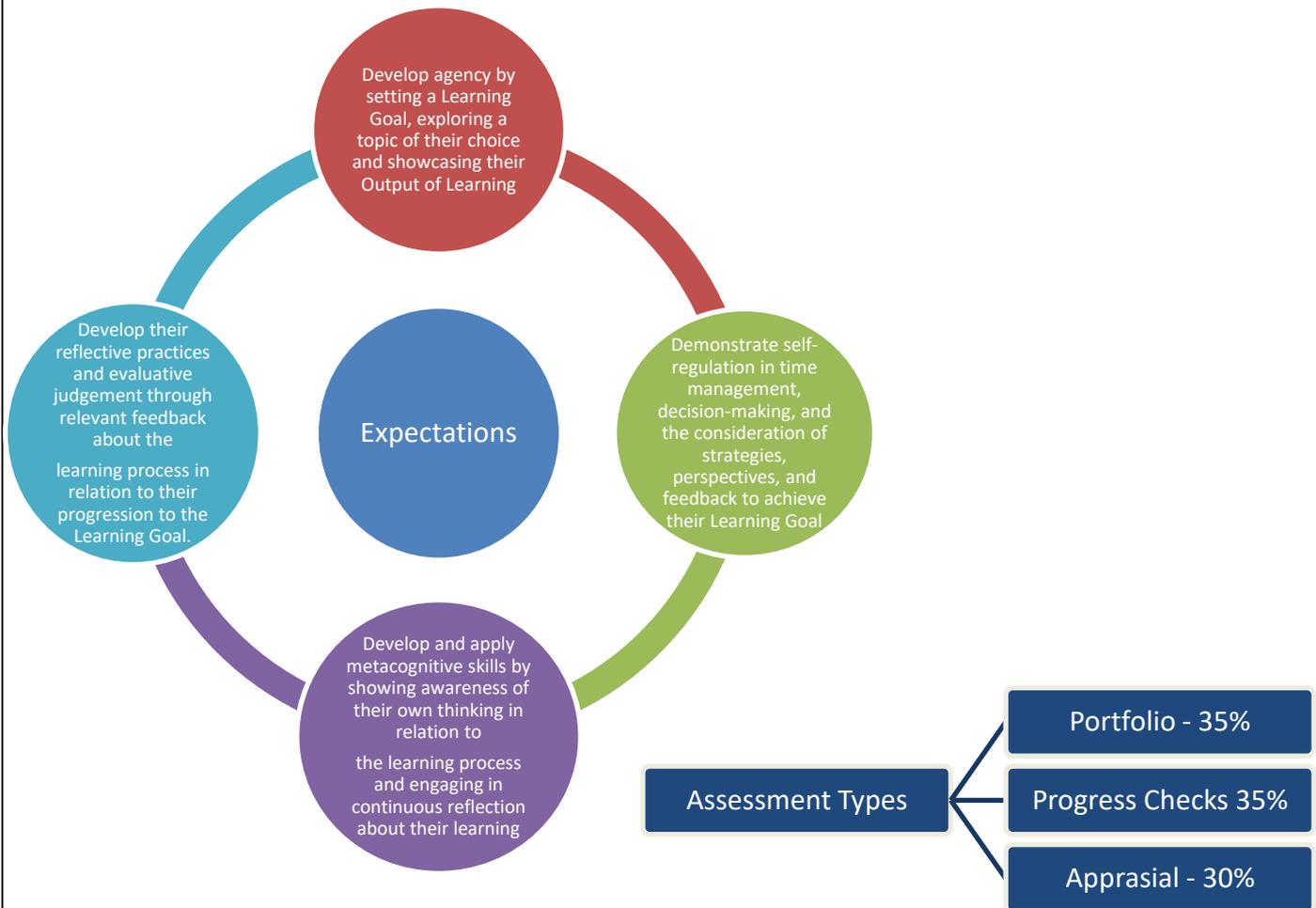
At Karoonda Area School Activating Identities and Futures is a Stage 2, 10-credit subject – but completed in Year 11.

Activating Identities and Futures aims to foster independent learning and the skills of lifelong learning in students. The belief that students have the ability and the will to positively influence their own lives and the world around them is integral to the course. This subject supports students to be more proactive and reflective in their learning and to develop and use a broad set of transferable learning strategies.

Activating Identities and Futures requires students to take greater ownership and agency over their learning as they select, test, and explore relevant strategies and perspectives in the pursuit of a Learning Goal of their choice. They seek feedback on their learning processes, become metacognitive about their thinking, and make informed decisions to enhance their learning. Each student will have a different learning journey that they tailor to their Learning Goal. Approaches, contexts, and strategies will vary to suit the individual student.

Students showcase the achievement of their Learning Goal with an Output of Learning. An Output of Learning, for example, could be a plan for future action, a proposal for a service or social enterprise, an oral explanation, a demonstration of a skill, or a completed product such as an artwork, report, academic article, or short video. Both the Learning Goal and the Output of Learning need to have purpose and value for the student, others, and/or the broader community. Students will develop greater awareness and understanding of their own thought processes, decision-making, and organisation in relation to the learning process. These understandings are often enhanced by feedback from peers, mentors, and teachers as coagents, and are critical in the development of metacognition and self-regulation.

These skills build upon the capabilities, strategies, and insights developed in Stage 1 Exploring Identities and Futures.



Visual Arts – Art/Design

Description:

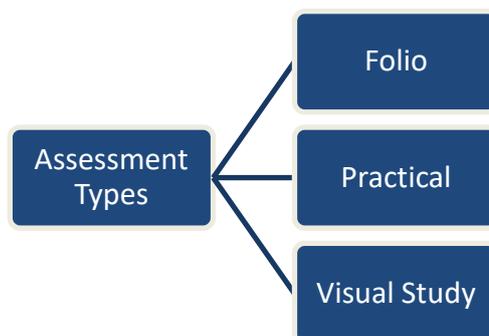
Visual Arts – Art/Design may be undertaken as a 10 credit subject or a 20 credit subject at Stage 1

Recommended Background: Year 10 Art is recommended but not compulsory.

Visual Arts – Art/Design engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasises visual thinking and investigation and the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions. An integral part of Visual/Design Art is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts, and opinions, provide observations of their lived or imagined experiences, and represent these



in visual form.



Workplace Practices

Description:

Workplace Practices is a 10 credit subject or a 20 credit subject at Stage 1.

For the purpose of this subject, 'work' is considered in its broadest sense, and is defined as all fields of paid and unpaid activity. 'Workplace' or 'work-related context' is defined as any environment in which an individual operates to produce a service and/or product.

There are three areas of study within Workplace Practices:

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

At Stage 1 and at Stage 2, all students undertake Industry and Work Knowledge and one of the following options:

- Vocational Learning
- VET
- Vocational Learning and VET.



Karoonda Area School – Stage 2 Subjects

The following subjects are offered at Stage 2 level, subject to staffing and viability. All SACE Stage 2 students study a selection of the subjects below. Students who have successfully completed the required number of subjects at SACE Stage 1 will choose 4 subjects at SACE Stage 2. Most SACE Stage 2 subjects are studied for a full year. SACE Stage 2 students should take into account their future pathways to tertiary education, further training, apprenticeship or the workforce.

SACE STAGE 2 CURRICULUM:

- [Agriculture](#)
- [Biology](#)
- [Chemistry](#)
- [Child Studies](#)
- [Creative Arts](#)
- [Digital Communication \(Photography\)](#)
- [English](#)
- [Essential English](#)
- [Essential Mathematics](#)
- [Food and Hospitality](#)
- [General Mathematics](#)
- [Geography](#)
- [History \(Modern\)](#)
- [Information Processing & Publishing](#)
- [Literary Studies](#)
- [Material Solutions \(Metalwork or Woodwork\)](#)
- [Mathematical Methods](#)
- [Outdoor Education](#)
- [Physics](#)
- [Physical Education](#)
- [Specialist Mathematics](#)
- [Sport Studies \(Integrated Learning\)](#)
- [Visual Arts – Art/Design](#)

For More information on these subjects please visit: <https://www.sace.sa.edu.au/learning/subjects>

We will endeavour to provide the students with quality face to face learning. However, if some subjects cannot be offered, Open Access may be used.

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Stage 2 Subject Descriptions

Agriculture Systems / Production

Description:

Both subjects go for the full year and are worth 20 credits.

Recommended Background: Stage 1 Agriculture.

Agricultural Production

Agricultural Production focuses on the techniques, procedures, and processes used in agricultural production and on developing an understanding of the relevant agricultural concepts. Students explore aspects of agricultural production that are important in their local area.

Agricultural Systems

Agricultural Systems focuses on the scientific principles that underpin agricultural systems. Students develop an understanding of the relevant agricultural concepts that inform ways in which animal and plant production, and soil and water resources are managed. Students explore aspects of agriculture that are important locally, nationally, and/or globally.



Biology

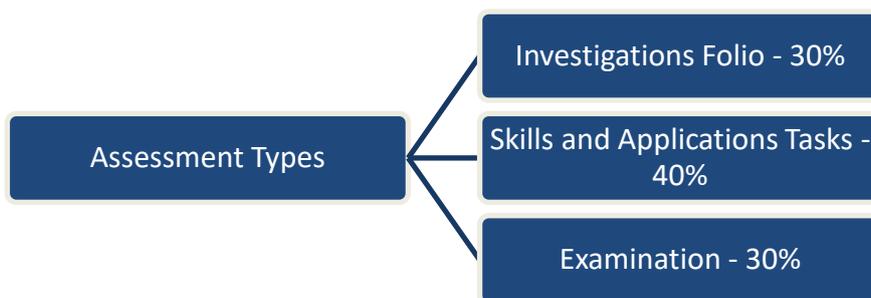
Description:

Biology is a full year subject worth 20 credits.

Recommended Background: 1 Semester of Stage 1 Biology.

Students learn about the cellular structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, society, and the environment. Students design, conduct, and gather evidence from their biological investigations.

As they explore a range of relevant issues, students recognise that the body of biological knowledge is constantly changing and increasing through the application of new ideas and technologies. Topics covered: DNA & Proteins; Cells; Homeostasis; Evolution.



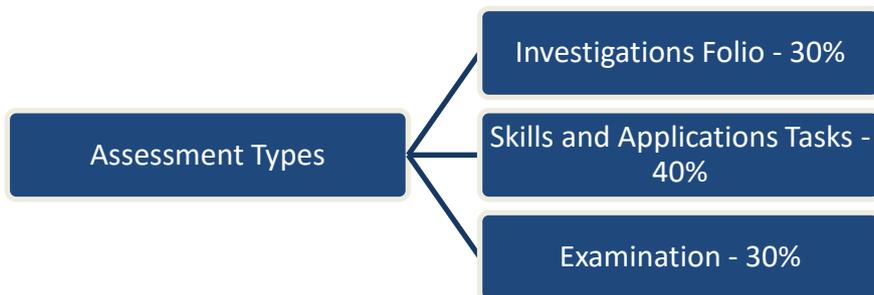
Chemistry

Description:

Chemistry is a full year subject worth 20 credits.

Recommended Background: Full Year of Stage 1 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. The study of Chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes. Students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges, and pursue future pathways, including in medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design. Topics include: monitoring the environment; managing chemical processes; organic and biological chemistry; and managing resources.



Child Studies

Description:

Child Studies is a full year subject worth 20 credits.

Recommended Background: Nil.

Child Studies focuses on children and their development from conception to 8 years. Students have the opportunity to develop knowledge and understanding of young children through individual, collaborative, and practical learning. They explore concepts such as the development, needs, and rights of children, the value of play, concepts of childhood and families, and the roles of parents and caregivers. They also consider the importance of behaviour management, child nutrition, and the health and well-being of children.



Creative Arts

Description:

Creative Arts is a full year subject worth 20 credits.

Recommended Background: 1 Semester of any Grade 1 Art.

This subject gives students the opportunity for specialised study within and across arts disciplines. They actively participate in the development and presentation of creative arts products. Students analyse and evaluate creative arts products in different contexts and from various perspectives. They gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.



Digital Communication (Photography)

Description:

Digital Communication is a full year subject worth 20 credits.

Recommended Background: 1 Semester of any Stage 1 Art.

Students work within the design criteria of investigating, planning, producing and evaluating to design and produce a photographic based communication product. A high level of practical skill is gained in digital camera operation, studio, and lighting techniques. Photoshop software is extensively used to enhance images. Emphasis is placed on analysis of media and product design elements. These are investigated and a design brief is created for a final product. A folio of work documents this process.

Assessment Types: Assessment Type 1: Project Skills (50%), Assessment Type 2: Collaborative Project (20%), Assessment Type 3: Individual Digital Solution (30%).

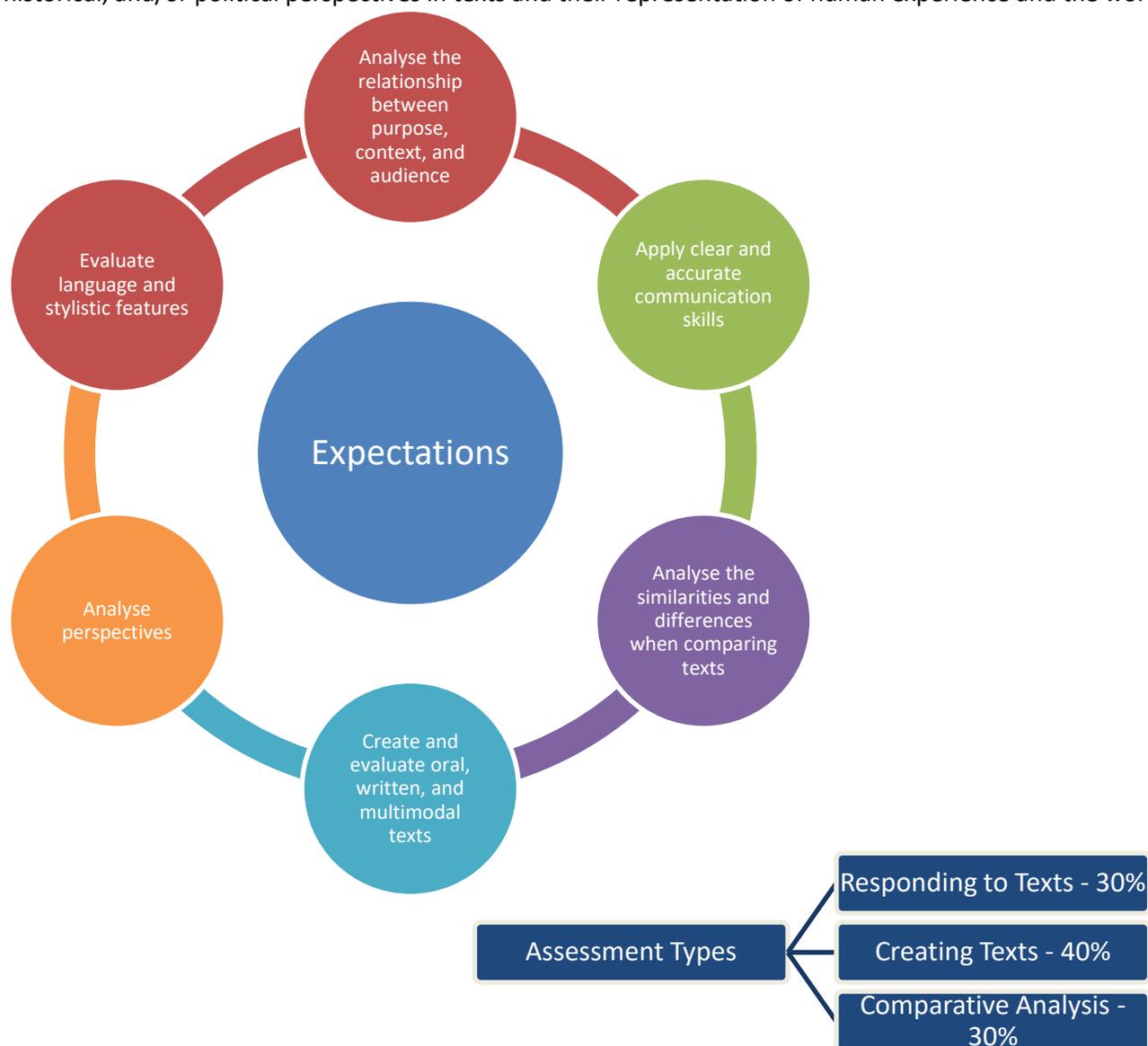
English

Description:

English is a 20-credit subjects at Stage 2.

Recommended Background: Successful completion of Stage 1 English.

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



Essential English

Description:

Essential English is a 20-credit subjects at Stage 2.

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.

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Essential English.

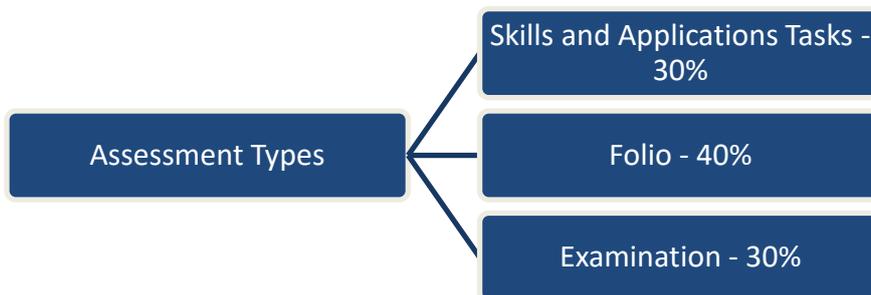


Essential Mathematics

Description:

Essential Mathematics is 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.



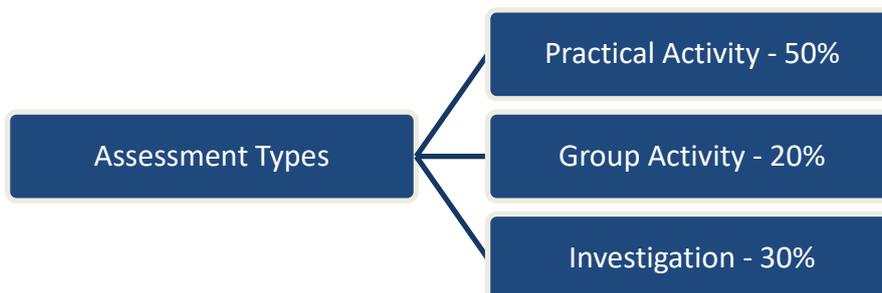
Food and Hospitality

Description:

Food and Hospitality is a 20-credit subjects at Stage 2.

Recommended Background: Stage 1 Food and Hospitality.

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



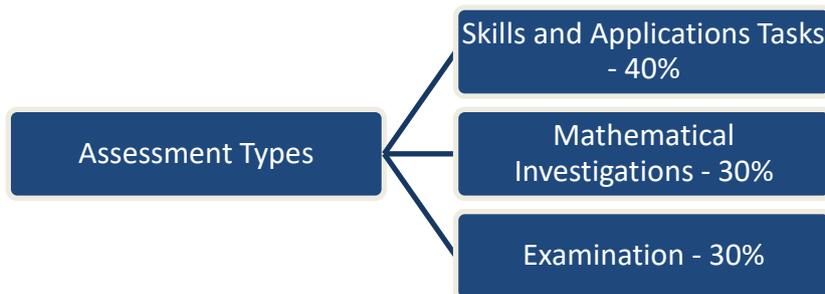
General Mathematics

Description:

General Mathematics is a 20-credit subjects at Stage 2.

Recommended Background: Successful completion of a Full Year of Stage 1 General Mathematics.

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. These 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.



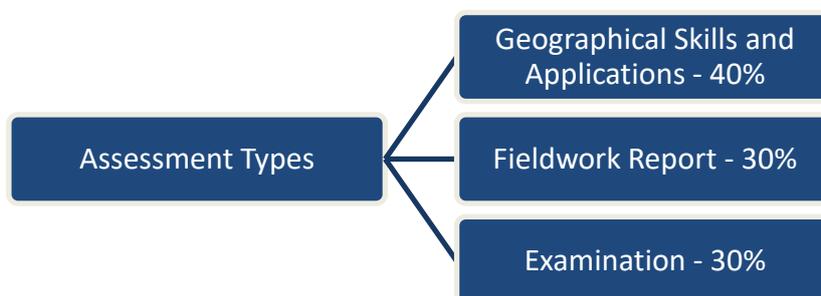
Geography

Description:

Geography is a 20-credit subjects at Stage 2.

Recommended Background: 1 Semester of Stage 1 Geography.

Geography develops an appreciation of the importance of place in explanations of economic, social, and environmental phenomena and processes. It provides a systematic, integrative way of exploring, analysing, and applying the concepts of place, space, environment, interconnection, sustainability, scale, and change. Students identify patterns and trends and explore and analyse geographical relationships and interdependencies. They use this knowledge to promote a more sustainable way of life and an awareness of social and spatial inequalities. Topics include: Ecosystems & People; Climate Change; Population Change; Globalisation; Transforming Global Inequality.



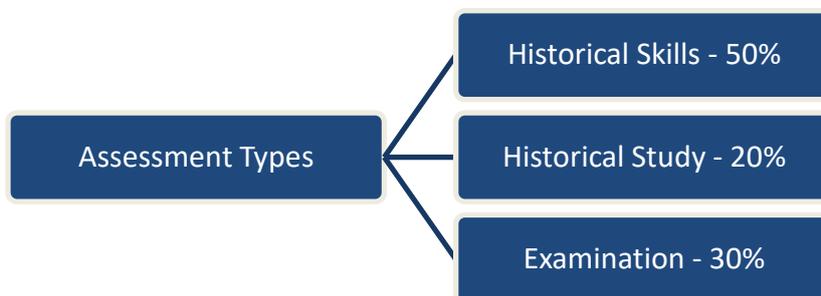
History (Modern)

Description:

History is a 20-credit subjects at Stage 2.

Recommended Background: 1 Semester of Stage 1 History.

Students research and review sources within a framework of inquiry and critical analysis, and make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions, and phenomena since c.1500 students gain an insight into human nature and the ways in which individuals and societies function.



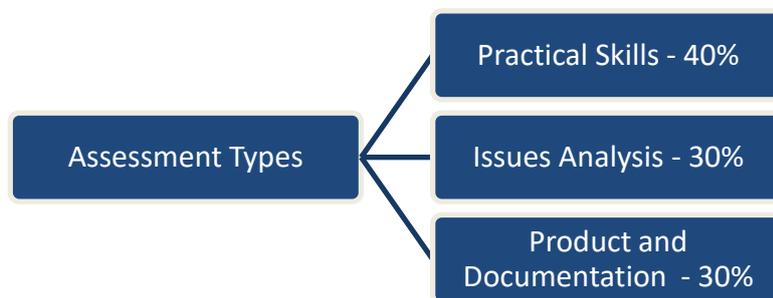
Information Processing & Publishing

Description:

Information Processing and Publishing is a 20-credit subjects at Stage 2.

Recommended Background: Year 11 Information Processing & Publishing.

Students apply practical skills and design principles to provide creative solutions to text-based communication tasks. They create both hard copy and electronic text-based publications, and evaluate the development process. Students use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.



Literary Studies

Description:

Literacy Studies is a 20-credit subjects at Stage 2.

Recommended Background: Successful completion of Stage 1 English AND recommendation of English Teacher.

English Literary Studies focuses on ways in which literary texts represent culture and identity, on the dynamic relationship between authors, texts, audiences, and contexts, and on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions. Students who complete this subject with a C– grade or better will meet the literacy requirement of the SACE.

Material Solutions (Metalwork or Woodwork)

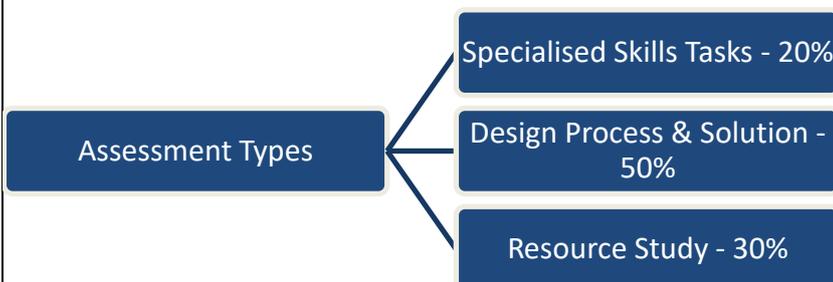
Description:

Material Products Publishing is a 20-credit subjects at Stage 2.

Recommended Background:

1 Semester of any Stage 1 Material Solutions.

This context involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to create a product using appropriate materials. Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and materials such as metals, plastics, wood, composites, ceramics and textiles.

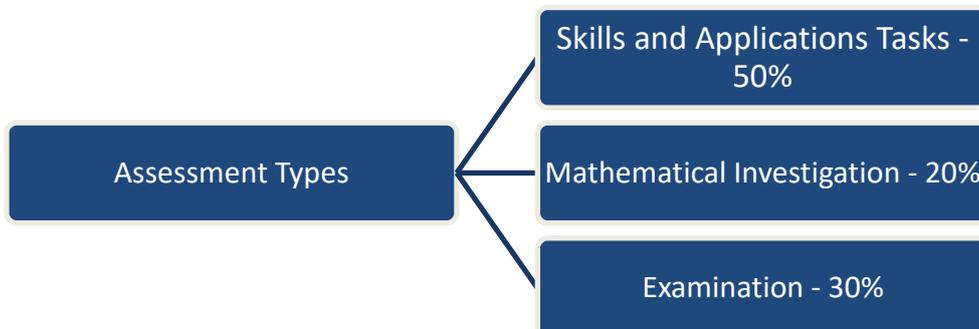


Mathematical Methods

Description:

Mathematical Methods is a 20-credit subjects at Stage 2.

Recommended Background: Successful completion of a Full Year of Stage 1 Mathematical Methods. 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.



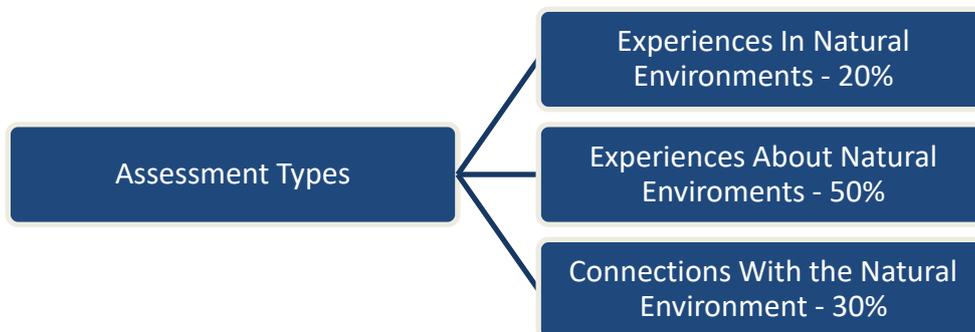
Outdoor Education

Description:

Outdoor Education is a 20-credit subjects at Stage 2.

Recommended Background: 1 Semester of Stage 1 Outdoor Education.

Students gain an understanding of ecology, environmental sustainability, cultural perspectives, and physical and emotional health through participating in outdoor activities. They learn to develop and apply risk and safety management skills and responsibility for themselves and other members of a group. Students reflect on environmental practices related to outdoor activities.



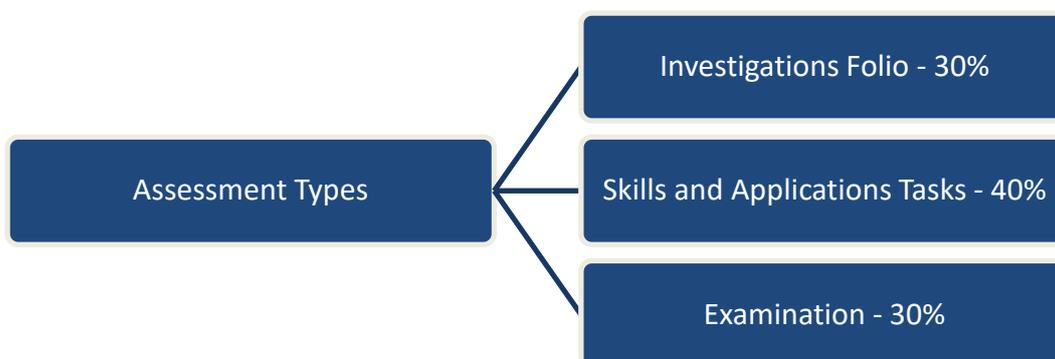
Physics

Description:

Physics is a 20-credit subjects at Stage 2.

Recommended Background: Full Year of Stage 1 Physics.

This subject requires the interpretation of physical phenomena through a study of motion in two dimensions, electricity and magnetism, light and matter, and atoms and nuclei. Students apply knowledge to solve problems, develop experimental and investigation design skills, and communicate through practical and other learning activities. They gather evidence from experiments, and research and acquire new knowledge through their own investigations.

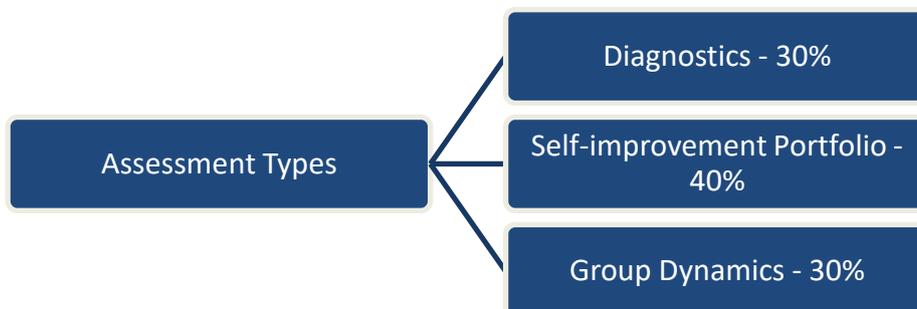


Physical Education

Description:

Physical Education is a 20-credit subjects at Stage 2.

Recommended Background: Successful completion of Stage 1 PE and recommendation from Teacher. Students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. They explore their own physical capacities and analyse performance, health, and lifestyle issues. Students develop skills in communication, investigation, and the ability to apply knowledge to practical situations.



Specialist Mathematics

Description:

Specialist Mathematics is a 20-credit subjects at Stage 2.

Recommended Background: Successful completion of a Full Year of Stage 1 Specialist Mathematics.

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus. The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods. Topics include: mathematical induction; complex numbers; functions and sketching graphs; vectors in three dimensions; integration techniques and applications; rates of change and differential equations.



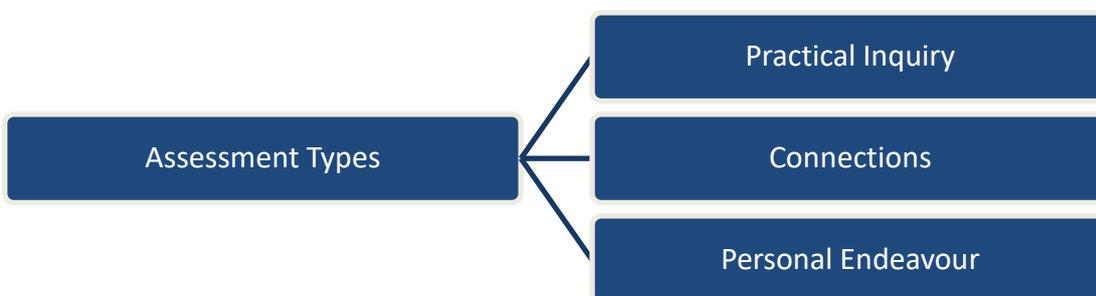
Sport Studies (Integrated Learning)

Description:

Sport Studies (Integrated Learning) is a 20-credit subjects at Stage 2.

Recommended Background: Recommendation from Teacher.

In Integrated Learning students apply their knowledge and skills to a real-world task, event, learning opportunity, or context, which leads to a specific purpose, product, or outcome. The subject draws links between aspects of students' lives and their learning. Students develop and demonstrate their collaboration, teamwork, and self-awareness, and evaluate their learning. The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. Students will take part in a variety of sports and events that rely more on real-world circumstances.



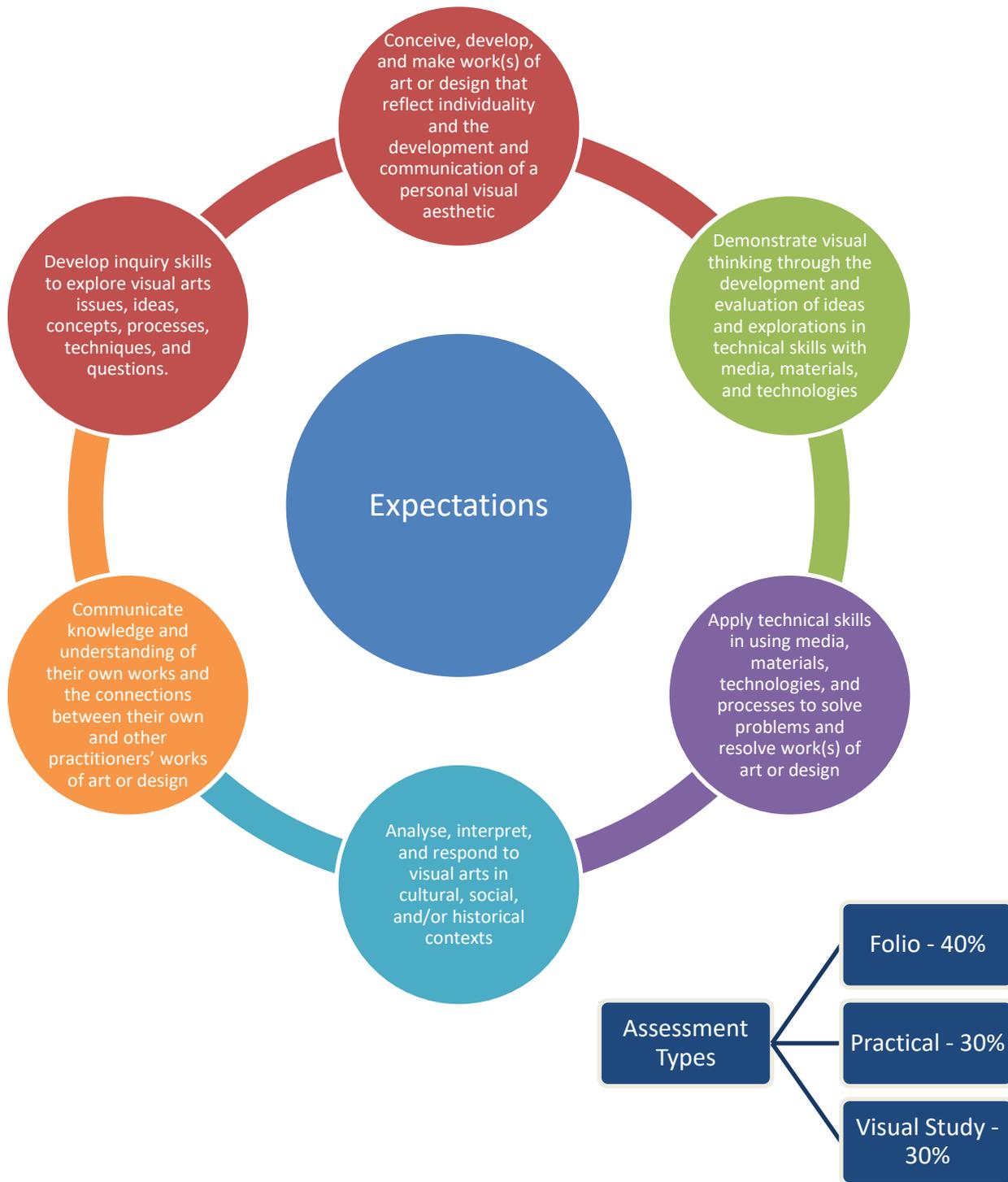
Visual Arts – Art/Design

Description:

Visual Arts – Art/Design is a full year subject worth 20 credits.

Recommended Background: 1 Semester of any Stage 1 Art.

Visual Arts – Art/Design engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasises visual thinking and investigation and the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions. An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts, and opinions, provide observations of their lived or imagined experiences, and represent these in visual form.



APPENDIX 1

What is community learning?

Students are able to earn SACE credits via Recognition of Community Learning in two ways – Community-developed Programs and Self-directed Community Learning.

Community-developed Programs include, for example, the Australian Music Examinations Board, the Duke of Edinburgh's Award and the SA Country Fire Service. Program details are updated as new information becomes available. Self-directed Community Learning is gained through informal community activities such as coaching a sports team, being the primary carer of a family member, or leading an environmental project in the community. Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning.

It should be noted that whilst credits attained via Recognition of Community Learning may count towards some components of SACE completion, they cannot be used towards attainment of University entry requirements at Stage 2. For more information on community learning, visit:

<http://www.sace.sa.edu.au/subjects/recognised-learning/community-learning/community-learning>

Students interested in exploring this option should discuss their application with Alex Pfeiffer.

Special Consideration Arrangements - Accommodations and Special Provisions

Karoonda Area School seeks to ensure that students are able to access appropriate accommodations to ensure their learning success, while also being realistic about opportunities for the granting of Special Provisions Arrangements and Accommodations within the SACE. To facilitate and support this process the School's Special Considerations model replicates the required process for Stage 2 Special Provision Applications across all year levels.

This model allows students with identified disabilities or difficulties to access a range of reasonable educational adjustments and these adjustments may support school-based assessment tasks and externally examined assessment components. Under either condition these adjustments can be applied to some or all standard assessment requirements including subject based assessment tasks, practical tasks, tests and exams. As per the relevant SACE Board Policy it is the domain of the relevant school to review and approve adjustments relating to school-based assessment tasks and the domain of the SACE Board to review and approve adjustments relating to externally examined components. The School will work with students and caregivers to review any relevant application but no guarantee can be made with regards to the final granting of any type of accommodations and special provisions prior to the receipt and review of a relevant application. The opportunity to access any of these accommodations will be advised and confirmed in writing.

If access to Special Consideration is approved students and families should understand that there is a wide range of available adjustments and that these adjustments can be implemented in a variety of ways and under numerous conditions. However, during their participation in a SACE course, students still need to show evidence of learning across all required assessment types and performance standards to successfully complete a subject. Therefore SACE Accommodations and Special Provisions and any related adjustments are designed to support students to meet these necessary subject requirements rather than offer alternate options. Any discussions relating to individualised alternate pathway options will be discussed and negotiated with students and caregivers as part of personal subject counselling and subject selection process each year. Access to individualised programs will be reviewed and approved by the Head of Senior School and confirmation of access to an individualised program will be received in writing. For the majority of students with an identified difficulty or disability, access to school based subjects and the granting of related accommodations will best support their required learning needs.

It is important that students and caregivers are aware that access to adjustments prior to participation in a SACE course, and in particular a SACE Stage 2 course, does not guarantee access to these adjustments as part of that course. Any queries relating to Individualised Programs and Special Considerations relating to any SACE Course (Stage 1 and Stage 2) should be directed to the Course Counselling Leader, Alex Pfeiffer.

APPENDIX 2

University and TAFE entry

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. Please refer to the specific details for particular TAFE courses at www.tafe.sa.edu.au

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. For university entry, students need to achieve 90 credits at Stage 2, including three Stage 2 subjects worth 20 credits each. The final Stage 2 credits can be gained in a variety of ways defined by the universities. Universities also specify required subjects for some of their courses.

Full details of university and TAFE entry requirements are included in the SATAC Guide *Tertiary Entrance Booklet*. All current Year 10 and Year 11 students will receive a copy of this booklet.

Go to the SATAC website for more information www.satac.edu.au

Students will receive grades for their subjects in a range from A+ to E-. Each final grade level will be converted to a score out of 20. These scores will then be used to construct the overall Aggregate score of 90, as per the diagram below.

How your university aggregate is calculated			
	60		30
	Your scaled scores from three 20 credit Tertiary Admissions Subjects (TAS) are used. Normally, 10 credit subjects do not count towards this requirement but some 10 credit subjects in the same subject area, when studied in pairs, can substitute for a 20 credit subject. These are called valid pairs. Such subjects are identified in the table on pages 49 – 67.		Your score for the flexible option is the best 30 credits of scaled scores or scaled score equivalents from: <ul style="list-style-type: none">• the scaled score of a 20 credit TAS;• half the scaled score of one or more 20 credit TAS;• the scaled score of one or more 10 credit TAS;• scaled score equivalents for Recognised Studies to the value of 10 or the maximum of 20 credits.
Your university aggregate is the best possible score calculated from the above options subject to counting restrictions and precluded combinations.			

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APPENDIX 3

Assessment and Moderation

All Stage 1 subjects will be assessed by the student's teachers based on how well the student has addressed assessment criteria and met the performance standards. Students will receive rubrics that table the performance standards, the indicators that reflect those standards, and the grade levels to which they align. Students will receive a grade A to E, with A being the highest, on the basis of their performance against these standards.

Students will be required to achieve a minimum of a C grade in the compulsory elements at Stage 1: Personal Learning Plan, English/EAL, and Mathematics, in order to gain the required credits for those subjects and ultimately their SACE.

The SACE Board will moderate a sample of students' work in each of the compulsory subjects. These samples will be predominantly in the C to D grade range.

In the other subjects, students who do not meet the requirements for the lowest standard (an E grade), will receive an N grade (non-completion). They will not receive any credits for these subjects.

At Stage 2, all subjects have an externally assessed component which makes up 30% of the student's overall result. This may take the form of examinations, field reports, investigations, performances, folios or presentations, and will be marked by an External SACE Board assessor. Please refer to the subject summaries for details of the format of the external assessment.

More details can be found at www.sace.sa.edu.au

SACE Planner

A SACE planner to assist students in planning their SACE choices is available at:

<https://www.sace.sa.edu.au/documents/652891/3349467/SACE+Planner+2014.pdf/fc8a34d7-15f5-4581-87a9-1af68eac6008>

Students Online

Students Online is a one-stop-shop for information about an individual student's SACE. It can help students:

- plan their SACE and look at different subject, or subject and course, combinations
- check their progress towards completing their SACE
- access their results.

Students can log in to Students Online using their SACE registration number and pin at:

www.sace.sa.edu.au/students-online

Further information

Visit the SACE Board website at www.sace.sa.edu.au for more information about the SACE.

To download the Welcome to SACE Booklet, go to:

<https://www.sace.sa.edu.au/documents/652891/91fb0639-30cf-a26c-0fb8-2f43b59f1ff>

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APPENDIX 4

ASBA (Australian School Based Apprenticeship)

A school based apprenticeship or traineeship can be a great way for students to achieve their SACE as well as gaining a head start in their chosen career. Students work part time and gain valuable SACE credits through completing the off-job training component of their apprenticeship or traineeship. This works very much the same way that students gain SACE credits by doing VET courses whilst at school – 10 SACE credits for every 70 nominal hours of vocational education successfully completed.

Students still need to pass their SACE compulsory subjects of Exploring Identities and Futures (year 10), Maths (year 11), English (year 11) and Activating Identities and Futures (year 11 or 12), however, the flexible nature of the SACE means that students can negotiate to reduce their number of non-compulsory subjects. Every school based apprenticeship or traineeship is unique and each student has a school timetable negotiated to suit their individual needs.

School based apprentices and trainees are paid for the time they spend at work and the time worked is also credited towards their apprenticeship or traineeship. Working arrangements under a school based apprenticeship or traineeship are also negotiated based on the students timetable and employers requirements. A minimum of 7.5 hours averaged per week is required and there is flexibility in how those hours can be achieved. School based apprentices and trainees may work one or two days per week or some may work in an industry that allows them to achieve their working hours completely out of school hours.

Some students may already be working part time in a job that can be easily converted into a school based apprenticeship or traineeship, or have done work experience with a business that has expressed interest in employing them, but they want to finish their SACE too.

If you are a student or parent looking to gain more information then please contact Alex Pfeiffer on 85781120 or via email: alex.pfeiffer844@schools.sa.edu.au

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APPENDIX 5

Establishing Good Study Skills

Now that you're in the midst of your senior schooling, it's important to apply good study habits. A structured study routine will ensure you make the best of the time you have available for learning. Don't wait until Year 12 to start using these tips, start in Year 10 so that when you get to Year 12 you will already be in a really good study routine.

Striking the right balance between your studies, social life, family, work and sporting commitments and the need to get some sleep, can be challenging. But establishing a regular study routine will help you to use your time wisely and maximise your learning.

Remember that in Year 12, 70 percent of the work that you will be assessed on for your SACE will take place during the school year and will be marked by teachers at KAS. The remaining 30 percent of your work – such as exams and investigations - will be assessed outside of school.

Year 11 work will be marked by teachers at KAS and some subjects may be sent to the SACE Board for moderation. So it's important to apply good study habits early on and to persist throughout the school year to achieve your best.

The right environment

The fewer distractions you have around you, the easier it will be to focus on your studies. Think about where you study best, whether it's in the school library, your bedroom, or elsewhere. Being in a quiet environment will ensure you make the most of your time.

Simple things, like a comfortable chair, good lighting and ready access to the study materials you need, will help you focus. Switching off your phone and avoiding social networking websites will also help minimise disruption and maximise achievement.

Planning

Think about the structure of your day and week and work out what assignments you have due and when. By making a list of your priorities, you will be able to manage your time more effectively. As you work out your study schedule, remember to make time for catching up with friends, playing sport, or just watching a bit of TV and relaxing. If you find it easier to concentrate in the morning – make sure you timetable more difficult study tasks earlier in the day.

Looking after yourself

Exercise and a healthy diet can help improve your concentration, reduce stress levels and improve general wellbeing. Sometimes simply taking a walk in the fresh air will help you return to your studies reinvigorated. Getting a good night's sleep is also important to help you concentrate and feel more alert as you prepare to study, particularly during the exam period.

Ask for help

Remember that help is always available if you are feeling overwhelmed or particularly stressed about your studies and exams. Family members and friends can help test your knowledge and teachers can provide advice on the areas of study you need to concentrate on. Family and friends can also provide support and advice if you do feel anxious or concerned, particularly during the examination period.

More examination and study advice can be found on the *Students and Families* section of the SACE website.

KAS Policy RE the Financing of VET Courses

AIM: To retain & engage students throughout their SACE through funding of AQF courses.

STRATEGY:

1. The school works with all **parents, carers** and students to help determine their vocational pathway. If this includes Vocational Learning then the school will assist the student to source the relevant and appropriate course. Interested students will need to work with the school to ensure that applications are completed fully and on-time.
2. If students withdraw from the course after the cut-off date they may be liable for the full or partial costs. If the students fail the course or require extension due to their work practices or situations under their control then the student and their parent may be liable for the full costs of the course.
3. Travel to the course and associated Work Based Learning is the responsibility of the students and their parents/carers.
4. **Parents and Carers must attend their child's pathway counselling for their child to be enrolled in a VET course.**
5. Students will need to demonstrate that they have the prerequisite academic ability and work ethic to succeed. This will be ascertained from their school reports and discussion with relevant staff and parents.

NOTES:

- Note that some courses are costly whilst others are relatively inexpensive. Some short courses may only be around \$80.00 but other courses may be over \$2,000.
- School Based Apprenticeships (SBAs) and Training Guarantee students are funded outside of this policy and are dependent on Federal & State Government funding at the time of application. There may be a requirement for the school, parents and employer to come to an agreement regarding full or gap payment.
- Courses need to be accredited and be able to be transferred to SACE credit. Courses should be annexed to a Certificate III or higher pathway.

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Karoonda AREA SCHOOL



VET Course Code of Conduct

As a VET student of Karoonda Area School, I agree:

WORK PLACEMENT/TRAINING

- To be punctual to all lessons/shifts. To take only the allocated time for morning, afternoon tea and lunch breaks and return to work promptly. To attend my placement for the normal hours of work for that job (this is Work Placement and I am to treat it as paid work conditions).
- If I am unable to attend a lesson/shift, I will ring my trainer/supervisor (I will be expected to account for any absences and may be required to make up the lost hours at another time).
- To take responsibility for my log book and negotiate a convenient time for a meeting with my supervisor to discuss my progress.
- To ensure that I am aware of and comply with the Work Health and Safety Guidelines in place in the workplace.

RTO/SCHOOL

- To meet deadlines on assignments and projects.
- To use my study time, at school across all subjects, work, and at home productively and in a manner that will improve my chances of obtaining the highest possible grades.
- To take up my role as a VET student responsibly and model appropriate behaviour that will enhance the reputation of KAS in both the local community and in the education system.
- To seek help and counselling where necessary.
- To balance my studies with work, social, sporting and family commitments.

GENERAL

- To abide by the host school/RTO behaviour code as well as KAS behaviour code.
- To follow all rules /expectations of the school/RTO/workplace (including WHS guidelines) I am working in, recognising that infringement that necessitates disciplinary action will be dealt with in line with site regulations in negotiation with my supervisor/VET Leader.
- To discuss any problems that arise with my lecturer, work placement supervisor or VET Leader (if parents/ caregivers have any issues, please talk to the VET coordinator; parents should not discuss them with the RTO or employer).
- To complete satisfaction (quality assurance surveys) when requested during the course. To be contacted within the three years following completion of schooling with a simple survey around usefulness of my VET training in work or further training.
- To allow my photo/image, to be used (without directly identifying me) in reports on/ promotion of, the course or Trade Training Centre facility (if at a school).

CODE OF CONDUCT *continued*

These requirements have been developed in order to make VET programs work successfully for you and the students who follow you.

VET programs are very reliant on the goodwill of the employers who provide work placements - these often result in apprenticeships/employment for students.

When students do not behave appropriately, the programs can be withdrawn because employers no longer want to take on VET students. Therefore, students who do not comply with the Code of Conduct may be removed from the course & parent/caregiver may be liable for costs involved.

INFORMATION SHARING

By signing this form as a whole, I agree that all of the details on the form can be provided to the course supervisor and/or Registered Training Organisation for use in the Course Approval, Training and Resulting process.

Should the student the application refers to be approved/accepted into the course, I also agree the information can be passed on to the trainer, to support the learning/training environment, whether this trainer be a teacher-trainer in a DfE RSSA school or a Registered Training Organisation (RTO) trainer.

I understand and accept these conditions, including the Information Sharing requirement in the green box above:

Student's Signature

Student's Name

Date

Parent/Caregiver's Signature(s)

Parent/Caregiver's Name

Date

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APPENDIX 7 – Planning for SACE Subjects

What are my areas of Strength? Where would I find evidence of this?
The areas I need to work on are?
What do I intend to do to address these?
My NAPLAN results indicate that
My future pathways include
My proposed Career choices are
What tertiary study, if any, do I need to undertake? (Include current ATAR for any university course, entry requirements for TAFE or apprenticeships)
Proposed Stage 1 Subjects
Proposed Stage 2 Subjects
Proposed VET courses
Stage 1 or 2 subjects that I have already completed

SACE Planner



SACE
Board of SA

Personal Learning Plan = 10 credits

Credits

Literacy = 20 credits

Choose from a range of English subjects or courses

Numeracy = 10 credits

Choose from a range of mathematics subjects or courses

Stage 2 subjects or courses = 60 credits

Choose from a range of Stage 2 subjects and courses

Research Project = 10 credits

Additional choices = 90 credits

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

To gain the SACE, you must earn 200 credits

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