Central Yorke School

CURRICULUM GUIDE

Government of South Australia
Department for Education

CURRICULUM GUIDE

WELCOME

Dear Students and Families,

Welcome to our Central Yorke School Curriculum Guide.

We invite you to browse the wide range of subject offerings across the different year levels. We are committed to providing learning opportunities which support and challenge each student to achieve their goals and future career aspirations.

We provide a contemporary curriculum which ensures all students are empowered to engage in a personalised and meaningful learning program.

We aim to provide learning which encourages students to grow and be confident problem solvers, critical thinkers, independent and creative individuals. Our students have opportunity to explore different subjects and facilities, and engage with a wide range of specialist teachers.

We look forward to working with you throughout the course counselling process and encourage you to contact the school if you need further assistance or support.

Sharon Illingworth

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CYS PRINCIPAL

Purpose of the Curriculum Guide

This guide provides students and their parents/ caregivers with information regarding the programs offered at Central Yorke School and specific course descriptions of subjects within these programs. It is designed to assist students, parents, and teachers to make decisions about a suitable course of study during the course counselling process.

How to use this Curriculum Guide

Students and parents/ caregivers are encouraged to explore this guide to plan possible options and pathways of study. We recommend students and parents/ caregivers read the guide carefully and highlight specific sections for use during home group prior to course counselling interviews.

Subject Selection

We place a strong emphasis on the importance of an inclusive course counselling process where students, parents/ caregivers and teachers are all involved in providing specialist advice regarding the selection of courses for students. Parents/ caregivers are invited to discuss requirements with course counselling leaders at any time.

Students should select courses that suit their abilities, interests, and post-school aspirations. It is crucial that options to pathways are kept open during Years 7, 8 and 9, before students make selections according to their individual and career needs.

Course Counselling

The course counselling process includes:

- Allocated specific home group time for students focusing on the course counselling process
- Information evenings for parents/ caregivers and students
- Course counselling interviews for students and families

Subject availability

Availability of subjects offered in this guide is dependent on the number of students selecting the subject 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.

Subject Requirements

Some subjects may have various camps and/or excursions that may incur charges. Graphic and Scientific Calculators will be required for senior mathematics courses and will appear on stationery lists.

CONTENTS

CURRICULUM PATTERNS

Year 7	Year 8	Year 9	Year 10	Year 11 (Stage 1)	Year 12 (Stage 2)
English					
English 2 Semesters	English 2 Semesters	English 2 Semesters	English 2 Semesters	English 20 Credits	English 20 Credits
				Essential English 20 Credits	
Health and Physical Education (H&PE)					
H & PE 2 Semesters	H & PE 2 Semesters	H & PE 1 Semester	H & PE 1 Semester	Physical Education A 10 Credits	Physical Education 20 Credits
		H & PE (B) 1 Semester	H & PE (B) 1 Semester	Physical Education B 10 Credits	
				Outdoor Education A 10 Credits	Outdoor Education 20 Credits
				Outdoor Education B 10 Credits	
				Child Studies A & B 10 Credits Each	Child Studies 20 Credits
Humanities & Social Sciences (HASS)					
HASS 2 Semesters	HASS 2 Semesters	HASS 2 Semesters	HASS 2 Semesters	Business Innovation A & B 10 Credits Each	Business Innovation 20 Credits
Mathematics					
Mathematics 2 Semesters	Mathematics 2 Semesters	Mathematics 2 Semesters	Mathematics 2 Semesters	Mathematics A & B 10 Credits Each	Mathematical Methods 20 Credits
				General Mathematics A & B 10 Credits Each	General Mathematics 20 Credits
				Essential Mathematics 10 Credits	
Integrated Learning					
		SAASTA Connect A 1 Semester	SAASTA A 10 Credits	SAASTA A 10 Credits	SAASTA 20 Credits
		SAASTA Connect B 1 Semester	SAASTA B 10 Credits	SAASTA B 10 Credits	
Technology					
Design, Technology & Engineering 1 Semester	Design, Technology & Engineering 1 Semester	Design, Technology & Engineering (Digital, Material Solutions) 1 Semester	Design, Technology & Engineering (Digital, Material Solutions) 1 Semester	Design, Technology and Engineering (Robotic & Electronic, Material, Digital Communications, Industry & Entrepreneurial) 10 Credits	Design, Technology and Engineering (Robotic & Electronic, Material, Digital Communications, Industry & Entrepreneurial) 20 Credits
Food & Hospitality 1 Semester	Food & Hospitality 1 Semester	Food and Hospitality (Entrepreneurial, Cultural, Catering) 1 Semester	Food and Hospitality (Entrepreneurial, Cultural, Catering) 1 Semester	Food & Hospitality A 10 Credits	Food & Hospitality 20 Credits

Year 7	Year 8	Year 9	Year 10	Year 11 (Stage 1)	Year 12 (Stage 2)
Science					
Science 1 Semester	Science 1 Semester	Science 2 Semesters	Science 2 Semesters	Biology A & B 10 Credits Each	Biology 20 Credits
				Chemistry A & B 10 Credits Each	Chemistry 20 Credits
				Nutrition A & B 10 Credits Each	Nutrition 20 Credits
				Physics A & B 10 Credits Each	Physics 20 Credits
Agriculture 1 Semester	Agriculture 1 Semester	Agriculture 1 Semester	Agriculture 1 Semester	Agriculture A & B 10 Credits Each	Agricultural Production 20 Credits
The Arts					
Visual Art & Design 1 Semester	Visual Art & Design 1 Semester	Visual Art & Design (Ceramics, Painting, Drawing, Printmaking, Product, Environmental, Graphic, Adobe) 1 Semester	Visual Arts & Design (Ceramics, Painting, Drawing, Printmaking, Product, Environmental, Graphic, Adobe) 1 Semester	Visual Art & Design (Ceramics, Painting, Drawing, Printmaking, Product, Environmental, Graphic, Adobe) 10 Credits	Visual Art & Design (Ceramics, Painting, Drawing, Printmaking, Product, Environmental, Graphic, Adobe) 20 Credits
Creative Arts 1 Semester	Creative Arts 1 Semester	Creative Arts & Media (Photography, Music, Drama, Dance, Film & Sound) 1 Semester	Creative Arts & Media (Photography, Music, Drama, Dance, Film & Sound) 1 Semester	Creative Arts (Ceramics, Painting, Drawing, Printmaking, Product, Environmental, Graphic, Adobe Photography, Music, Drama, Dance, Film & Sound) 10 Credits	Creative Arts (Ceramics, Painting, Drawing, Printmaking, Product, Environmental, Graphic, Adobe Photography, Music, Drama, Dance, Film & Sound) 10 Credits Each
				Media Studies (Film, Sound, Advertising, Social Media, Other Media Products) 10 Credits	Media Studies (Film, Sound, Advertising, Social Media, Other Media Products) 10 Credits
Cross Disciplinary					
			Personal Learning Plan 10 Credits	Research Practices 10 Credits	
				Research Project 10 Credits	
				Workplace Practices A 10 Credits	Workplace Practices 20 Credits
				Workplace Practices B 10 Credits	

MIDDLE SCHOOL

Middle School Curriculum

The Central Yorke School year 7-9 middle school program is designed specifically to meet the individual demands of emerging adolescents.

Our middle schooling structure offers the support needed to engage and guide our young adolescent students as they transition from primary school into a secondary environment.

Qualified staff design and implement holistic experiences that provide relevant and rigorous education and are reflective of individual student needs and interests.

Our core values of Respect, Relationships and Resilience are a key focus, where students are encouraged to be the best they can be and develop respectful relationships between all members of the school community.

Middle School Curriculum

The middle school curriculum supports the deepening of knowledge, understanding and skills across a diverse range of learning areas. Fundamental literacy and numeracy skills are developed across the curriculum to provide our learners with essential skills and readiness for senior school as well as preparation to enter the workforce or access post school education.

Through differentiation within the classroom setting, as well as opportunities in elective subjects, the middle school provides an opportunity for all students to broaden their knowledge and explore a range of learnings and support them as they begin to identify future learning and career pathways.

Learning Areas

The middle school curriculum is organised into eight learning areas:

- English
- Mathematics
- Technologies (Food, Materials and Digital)
- Science
- Agriculture
- Humanities
- Health and Physical Education
- The Arts (Visual and Performing)

Capabilities and Cross-Curriculum Priorities

The General Capabilities and Cross-Curriculum Priorities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century. In the Australian Curriculum, capability encompasses knowledge, skills, behaviours, and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively, and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

The Capabilities and Cross-Curriculum priorities include:

- Literacy
- Numeracy
- Information and Communication Technology (ICT)
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Inter-cultural Understanding
- Aboriginal and Torres Strait Islander Histories and Cultures
- Asia and Australia's Engagement with Asia
- Sustainability

Overview

In 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 in each semester, a total of 14 subjects for the year (see below).

Year 7 Curriculum Pattern

English	Maths	Science	HASS	H&PE	Design, Technology & Engineering	Visual Art & Design
English	Maths	Agriculture	HASS	H&PE	Food & Hospitality	Creative Arts

Year 7 Compulsory Subjects

All Students must complete:

- 2 Semesters of English
- 2 Semesters of Maths
- 2 Semesters of HASS – including History, Geography, Civics and Citizenship, Economics and Business
- 2 Semesters of Health & Physical Education (H&PE)
- 2 Semesters of Arts (Creative Arts and Visual Arts & Design)
- 2 Semesters of Technology (Design, Technology & Engineering and Food & Hospitality)
- 1 Semester of Science
- 1 Semester of Agriculture

YEAR 7 SUBJECTS

7 DESIGN, TECHNOLOGY & ENGINEERING

Course Description:
Students will have the opportunity to use Design and Technology techniques, equipment and technologies to create a range of products by responding to specific design briefs.

Students will form an understanding of Occupational Health and Safety guidelines and operating procedures.

Assessment:
Assessment is continuous and varied in nature against the Australian Curriculum Achievement Standards, culminating into a range of summative and formative assessment tasks.

7 ENGLISH

Course Description:
English focuses on developing the students' ability to speak, listen, read, view, and write for a range of audiences and situations. Students create, evaluate, and discuss imaginative, informative and persuasive texts. All of which encourage them to critically reflect on the world around them, collaborate with their peers, and foster their use of the General Capabilities.

Assessment:

- Assessment is continuous and varied in nature against the Australian Curriculum Achievement Standards, culminating into a range of summative and formative tasks. These include the text responses, text production, oral and visual presentations, multimodal responses, peer and self-assessment strategies.

7 FOOD & HOSPITALITY

Course Description:
This course aims to develop creative and innovative problem-solving skills in the area of Food and Hospitality. Students will work across curriculum areas to develop entrepreneurial and enterprise skills and understanding. Students will develop their knowledge and understanding of kitchen and food safety and hygiene methods and put this into practice during practical activities.

Through practical and theoretical exploration students will form an understanding of food preparation techniques and healthy eating guidelines. A major focus will be placed on the Personal and Social Capability where students will develop the confidence and skills to work collaboratively.

Assessment:
Assessment is continuous and varied in nature against the Australian Curriculum Achievement Standards, culminating into a range of summative and formative assessment tasks.

7 HASS

Course Description:
The Humanities and Social Sciences (HASS) curriculum is divided into the four key areas of History, Geography, Civics and Citizenship and Economics and Business.

The History course studies the time of the earliest human communities to the end of the ancient period, from approximately 60,000 BC (BCE) to 650 AD (CE). There are three depth studies for this historical period including Investigating the Ancient Past, Ancient Egypt and Ancient India.

The Geography course moves through two major depth studies, Water in the World and Place and Liveability.

Through the Civics and Citizenship, students learn the key features of Australia's system of government and explore how this system aims to protect all Australians.

The Economics and Business course considers the personal, community, national and regional issues or events occurring at a business/global level.

Assessment:

- Students are assessed in line with the Australian Curriculum Achievement Standards.
- A variety of assessment tasks are used including research, note taking, inquiry work, oral skills, class contributions, written responses (including essays) and ICT.

7 HEALTH AND PHYSICAL EDUCATION

Course Description:
Health and Physical Education develops students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices.

Students will engage in both Health and Physical Education and explore a variety of concepts that help foster awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction.

In Health Education, students will learn how to take positive action to enhance their own and others health, safety and wellbeing. In Physical Education students will explore a variety of different sports including invasion games, net/court divided games and striking/fielding games. Through these, they will work on their skill development while understanding the tactical aspects of the games.

Assessment:

- A variety of assessment tasks relating to the Australian Curriculum Achievement Standards for Health and Physical Education. T
- his could include skill development and tactical awareness, focusing on participation and effort, investigations, group discussions and activities.

7 MATHEMATICS

Course Description:
Students engage in a program that incorporates the development of mathematical and technological skills and is supported using a text resource to consolidate mathematical concepts.

Students are provided the opportunity to develop their understanding through a range of learning activities (individual and collaborative) that promote problem solving and reasoning.

Students are able to analyse and interpret real world mathematical models as a result. The course covers the Australian Curriculum strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability.

Assessment:

- Students will explore these concepts through the four proficiencies of fluency, understanding, problem solving and reasoning.
- Students are assessed through a variety of assessment tasks each term, including tests, directed investigations, quizzes and bookwork.
- Their performance will be determined according to the subject's Achievement Standards as outlined in the mathematics framework of the Australian Curriculum.

Special Requirements:
Scientific Calculator

7 CREATIVE ARTS

Course Description:
This is a cross curricula program, that encompasses the Australian Curriculum Arts subjects, Drama, Dance, Music and Media. Students explore knowledge, skills, techniques, processes, materials and technologies to investigate arts practices and make products that communicate their ideas and intentions. In addition, students will explore, respond to, analyse and interpret a range of products across the arts curriculum.

Assessment:
Assessment is continuous and varied in nature against the Australian Curriculum Achievement Standards, culminating into a range of summative and formative assessment tasks.

7 SCIENCE

Course Description:
Students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information.

They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems.

They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered.

They investigate relationships in the 'Earth-Sun-Moon' system and use models to predict and explain events.

Assessment:

- Science assessment is based on the Australian Curriculum Achievement Standards. It consists of a range of formative tasks to develop skills and knowledge plus summative assignments where students can demonstrate understanding.

7 SCIENCE (AGRICULTURE FOCUS)

Course Description:
Agriculture covers topics including The Farm Environment, Sheep and Wool, Cattle, Cropping,

Chickens, Farm Machinery, Plant Production and Agricultural Careers.

The course covers aspects of Science and Technology from the Australian Curriculum with a food and fibre focus.

Students experience hands on learning at our school Agriculture Block as they raise livestock and grow crops. They study the theory of farming and develop an understanding of the steps involved in growing and processing an agricultural product.

Students use specialised equipment and digital technologies to record and report on their findings and they collaborate to achieve the aim of successfully developing food and fibre end products.

Assessment:

- The assessment of Agriculture is based on practical skills, formative tasks and summative assignments enabling students to demonstrate their knowledge in a variety of ways.

7 VISUAL ART & DESIGN

Course Description:
The focus of the course is to give students the opportunity to learn and develop their skills in the Visual Art and Design space. Students will develop an appreciation of the production skills required in these areas of study.

Students develop the skills needed for working with an extended range of methods, materials and technologies and form an increased understanding and appreciation of the world of visual art and design. Students will explore a range of Art Elements and Design Principles which are the foundations for art and design. Students will take part in a variety of practical tasks to demonstrate their knowledge and skills

Assessment:
Assessment is continuous and varied in nature against the Australian Curriculum Achievement Standards, culminating into a range of summative and formative assessment tasks.

YEAR 8

Overview

In **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).

Year 8 Curriculum Pattern

English	Maths	Science	HASS	H&PE	Design, Technology & Engineering	Visual Art & Design
English	Maths	Ag	HASS	H&PE	Food & Hospitality	Creative Arts

Year 8 Compulsory Subjects

All Students must complete:

- 2 Semesters of English
- 2 Semesters of Maths
- 2 Semesters of HASS – including History, Geography, Civics and Citizenship, Economics and Business
- 2 Semesters of Health and Physical Education (H&PE)
- 2 Semesters of Arts (Creatiev Arts & Visual Arts & Design)
- 2 Semesters of Design, Technology & Engineering / Food & Hospitality)
- 1 Semester of Ag

YEAR 8 SUBJECTS

8 DESIGN, TECHNOLOGY & ENGINEERING

Course Description:
Students will have the opportunity to use Design and Technology techniques, equipment and technologies to create a range of products by responding to specific design briefs.

Students will form an understanding of Occupational Health and Safety guidelines and operating procedures

Assessment:
Assessment is continuous and varied in nature against the Australian Curriculum Achievement Standards, culminating into a range of summative and formative assessment tasks.

8 FOOD & HOSPITALITY

Course Description:
This course aims to develop creative and innovative problem-solving skills in the area of Food and Hospitality. Students will work across curriculum areas to develop entrepreneurial and enterprise skills and understanding. Students will develop their knowledge and understanding of kitchen and food safety and hygiene methods and put this into practice during practical activities.

Through practical and theoretical exploration students will form an understanding of food preparation techniques and healthy eating guidelines. A major focus will be placed on the Personal and Social Capability where students will develop the confidence and skills to work collaboratively

Assessment:
Assessment is continuous and varied in nature against the Australian Curriculum Achievement Standards, culminating into a range of summative and formative assessment tasks.

8 ENGLISH

Course Description:
English focuses on developing the students' ability to speak, listen, read, view and write for a range of audiences and situations.

Students build on their English fluency, confidence and accuracy in response to texts composition. Students continue to create, evaluate and discuss imaginative, informative and persuasive texts, all of which encourage them to critically reflect on the world around them, collaborate with their peers, and foster their use of the Australian Curriculum General Capabilities.

Assessment:
Assessment is continuous and varied in nature against the Australian Curriculum Achievement Standards, culminating into a range of summative tasks, as well as

formative bookwork. These include text responses, text production, oral and visual presentations, multimodal responses, peer and self-assessment strategies.

8 HASS

Course Description:
The Humanities and Social Sciences (HASS) curriculum is divided into the four key areas of History, Geography, Civics and Citizenship and Economics and Business.

The History course explores the ancient to the modern world, from 650 – 1750 (AD). There are three depth studies for this historical period including The Vikings, The Polynesian Expansion and the Black Death.

The Geography course moves through two major depth studies, Landforms and Landscapes and Changing Nations. Through the Civics and Citizenship and Economics and Business courses, students participate in democracy and consider consumer/business rights and responsibilities.

Assessment:
Students are assessed in line with the Australian Curriculum Achievement Standards. A variety of assessment tasks are used including research, note taking, inquiry work, oral skills, class contributions, written responses (including essays) and ICT.

8 HEALTH AND PHYSICAL EDUCATION

Course Description:
Students will engage in both Health and Physical Education and explore a variety of concepts that help foster awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction.

In Health education, students will learn how to take positive action to enhance their own and others health, safety and wellbeing. In Physical Education, students will explore a variety of different sports including invasion games, net/ court divided games and striking/ fielding games. Through these they will work on their skill development while understanding the tactical aspects of the games.

Assessment:
A variety of assessment tasks relating to the Australian Curriculum Achievement Standards for Health and Physical Education. This could include skill development and tactical awareness, investigations, group discussions and activities.

8 MATHEMATICS

Course Description:
Year 8 Mathematics enables students to develop mathematical understandings in the areas of Number and Algebra, Measurement and Geometry, Statistics and Probability. Focus is placed on the four mathematical proficiencies of Understanding, Fluency, Problem Solving and Reasoning. Information Technology will be used to consolidate basic mathematical procedures and extend students to a higher level of competence.

Students are given opportunities to develop mathematical literacy through a variety of problem-solving techniques in a range of real-life contexts.

Assessment:
Students are assessed against the Mathematics Australian Curriculum Achievement Standards. Assessment may include directed investigations, skills assessment tasks, tests, quizzes, oral presentations, STEM projects.

Special Requirements:
Scientific Calculator

8 CREATIVE ARTS

Course Description:
This is a cross curricula program, that encompasses the Australian Curriculum Arts subjects, Drama, Dance, Music and Media. Students explore knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make products that communicate their ideas and intentions. In addition, students will explore, respond to, analyse and interpret a range of artworks across the arts curriculum

Assessment:
Assessment is continuous and varied in nature against the Australian Curriculum Achievement Standards,

culminating into a range of summative and formative assessment tasks.

8 SCIENCE

Course Description:
In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs.

Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle.

Assessment:
Science assessment is based on the Australian Curriculum Achievement Standards. It consists of a range of formative tasks to develop skills and knowledge plus summative assignments where students can demonstrate their understanding.

8 SCIENCE (AGRICULTURE FOCUS)

Course Description:
Agriculture covers topics including The Farm Environment, Sheep and Wool, Cattle, Cropping, Chickens, Farm Machinery, Plant Production and Agricultural Careers.

The course covers aspects of Science and Technology from the Australian Curriculum with a food and fibre focus. Students experience hands on learning at our school Ag Block as they raise livestock and grow crops. They study the theory of farming and develop an understanding of the steps involved in growing and processing an agricultural product.

Students use specialised equipment and digital technologies to record and report on their findings and they collaborate to achieve the aim of successfully developing food and fibre end products.

Assessment:
The assessment of Agriculture is based on practical skills, formative tasks and summative assignments enabling students to demonstrate their knowledge in a variety of ways.

8 VISUAL ARTS & DESIGN

Course Description:
The focus of the course is to give students the opportunity to learn and develop their skills in the Visual Art and Design space. Students will develop an appreciation of the production skills required in these areas of study.

Students develop the skills needed for working with an extended range of methods, materials and technologies and form an increased understanding knowledge and appreciation of the world of visual art and design. Students will explore a range of Art Elements and Design Principles which are the foundations for art and design. Students will take part in a variety of practical tasks to demonstrate their knowledge and skills

Assessment:
Assessment is continuous and varied in nature against the Australian Curriculum Achievement Standards, culminating into a range of summative and formative assessment tasks

Overview

In **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).

Year 9 Curriculum Pattern

English	Maths	Science	HASS	H&PE	Arts Rotation	Elective
English	Maths	Science	HASS	Agriculture	Technology Rotation	Elective

Year 9 compulsory subjects

All Students must complete:

- 2 Semesters of English
- 2 Semesters of Maths
- 2 Semesters of Science
- 2 Semesters of HASS
- 1 Semester of Health & Physical Education (H&PE)
- 1 Semester of Agriculture

Year 9 elective subjects

Students **choose one** of the **Arts** subjects below:

- Creative Arts A (1 semester)
- Visual Arts & Design A (1 semester)

Students **choose one** of the **Technology** subjects below:

- Design, Technology & Engineering A (Materials) (1 semester)
- Food & Hospitality A (1 semester)

Students **choose two** of the **Choice Elective** subjects below:

- Visual Arts & Design B (1 semester)
- Creative Arts B (1 semester)
- Design, Technology & EngineeringB (Advanced Technologies) (1 semester)
- Food & Hospitality B (Catering) (1 semester)
- Health and Physical Education B (1 semester)
- SAASTA Connect A (Aboriginal Students and Application Only)*
- SAASTA Connect B (Aboriginal Students and Application Only)*

***S**tudents who have selected SAASTA Connect must complete both A and B

YEAR 9 SUBJECTS

9 AGRICULTURE

Length 1: Semester

Course Description

Students study topics including Insects, Lamb Management, Goat Preparation for Shows and Agricultural Ethics.

The course covers aspects of the Australian Curriculum Science and Technology achievement standard with a focus around food and fibre.

Students experience hands on learning at our school Ag Block as they care for the sheep flock during lambing season and raise goats to take to the Kadina and Adelaide Shows. They develop an understanding of the science of agricultural production with a focus on animal health and nutrition, pest management and agricultural technology.

They use specialised equipment and digital technology to achieve the goal of successfully creating an agricultural product.

Assessment:
Assessment of Agriculture is based on practical skills, formative tasks and summative assignments enabling students to demonstrate their knowledge in a variety of ways.

9 DESIGN, TECHNOLOGY & ENGINEERING A

Length: 1 Semester

Course Description:
Students will have the opportunity to use Design and Technology techniques, equipment and technologies to create a range of products by responding to specific design briefs.

Students will form an understanding of Occupational Health and Safety guidelines and operating procedures.

Assessment:
Assessment is continuous and varied in nature against the Australian Curriculum Achievement Standards, culminating into a range of summative and formative assessment tasks.

9 ENGLISH

Length: 2 Semesters

Course Description:
This course develops the students' ability to critically and creatively speak, read, view and write for a range of audiences and contexts. Students comprehend, create, evaluate, analyse and explicitly discuss a range of texts including imaginative, informative and persuasive texts. Students engage with a variety of texts including speculative, fiction, non-fiction, poetry, film, multimodal, media and digital texts, all of which activate a deeper level of understanding and textual analysis.

Assessment:
Assessment will be continuous and varied in nature against the Australian Curriculum Achievement Standards, culminating into a range of summative tasks, as well as formative bookwork. These include the text responses, text production, oral and visual presentations, multimodal responses, peer and self-assessment strategies. Students will develop their ability to use language accurately and appropriately in a range of modes and forms.

9 FOOD & HOSPITALITY A

Length: 1 semester

Course Description:
Students will have the opportunity to develop their skills and knowledge of food preparation through planning and preparing a range of food items. Specialisation areas in the Food and Hospitality area may include: catering for a crowd, factors influencing food choices, allergy awareness cooking, multicultural and Indigenous foods and analysing, following and modifying a recipe. Students will work across curriculum areas to develop entrepreneurial and enterprise skills and understanding.

Students will undertake a variety of practical and theoretical tasks where they will demonstrate their ability to work both independently and collaboratively to research, prepare and present food products.

Assessment:
Assessment is continuous and varied in nature against the Australian Curriculum Achievement Standards, culminating into a range of summative and formative assessment tasks.

9 HASS

Length: 2 Semesters

Course Description:
The Humanities and Social Sciences (HASS) curriculum is divided into the four key areas of History, Geography, Civics and Citizenship and Economics and Business.

The History course studies the making of the modern world from 1750 to 1918. There are three areas of study within this era including the Movement of Peoples, Making a Nation and World War I. Students research South Australian servicemen and servicewomen to enter the Premier's ANZAC Spirit School Prize.

The Geography course moves through two major depth studies, Biomes and Food Security and Geographies of Interconnections. Through the Civics and Citizenship, students build an understanding of Australia's political system and how it enables change.

The Economics and Business course provides opportunity for students to develop their understanding of economics and business concepts by exploring the interactions within the global economy.

Assessment:
Students are assessed in line with the Australian Curriculum Achievement Standards. A variety of assessment tasks are used including research, note taking, inquiry work, oral skills, class contributions, written responses (including essays) and ICT.

9 HEALTH & PHYSICAL EDUCATION A

Length: 1 Semester

Course Description:
Students will develop an appreciation of the significance of physical activity and sport in Australian society and globally through a range of individual and team sports. Movement is a powerful medium for learning, through which students can practice and refine personal, behavioural, social, and cognitive skills. Students will also take part in relevant Health and SHINE (Sexual Health & Relationships Education) curriculum topics to acquire appropriate and relevant information on how their bodies develop and function.

Assessment:
Students are assessed against the Health and Physical Education Australian Curriculum Achievement Standards. Physical Education assessment includes Skill and Tactical Analysis, Participation and Effort. Health assessment folio tasks include oral presentations and forum posts.

9 HEALTH & PHYSICAL EDUCATION B

Length: 1 Semester

Course Description:
Sport and Recreation combines theory with practical activities. Skill development and improving performance remains a focus in all practical units of this course. Students build on their knowledge and understanding from Health and Physical Education and prepare themselves for Stage 1 and 2 Physical Education and Outdoor Education. Students examine the practical application of physical skills and analyse the personal, community, and global issues that surround the role of human physical activity in society. Students are also provided with opportunities to connect with the environment and identify the benefits this has on social and emotional health.

Assessment:
Students are assessed against the Health and Physical Education Australian Curriculum Achievement Standards. The practical assessment includes Skill

Analysis, Self-reflection, and Evaluation. The folio assessment includes Data Analysis, Body Systems and Training Program Management.

Special Requirements:
If students choose to complete the Minimal Impact Bushwalk as part of the course, an additional charge will be required to cover expenses.

9 MATHEMATICS

Course Description:
Year 9 Mathematics continues to build understanding of mathematical ideas and techniques and further develops mathematical literacy and problem-solving skills applied in a range of real-life contexts. Students will develop mathematical understandings in the areas of Number and Algebra, Measurement and Geometry, Statistics and Probability. Focus is placed on the mathematical proficiencies of Understanding, Fluency, Problem Solving and Reasoning. The use of Information Technology to enforce concepts is embedded across the Year 9 curriculum.

Assessment:
A variety of assessment tasks that will allow students to demonstrate their skill and understanding levels against the Year 9 Achievement Standard for Mathematics. Summative Assessment includes Skills and Application Tasks and Investigations.

Special Requirements:
Scientific Calculator

9 CREATIVE ARTS

Length: 1 Semester

Course Description:
This course is an integrated unit incorporating elements from the Music, Media Arts and Drama curriculum areas. Students will continue to develop and refine their understanding of creative arts practices and create products that communicate their ideas and intentions. Students develop media literacy and production skills through their analysis of media products and practices. In addition, students will explore, respond to, analyse and interpret a range of contemporary, traditional and cultural products across the arts curriculum.

Specialisation in the Creative Arts area may include: broadcast radio, development of the blues, instrumental songs, writing and composing music and film and sound techniques.

Assessment:
Assessment is continuous and varied in nature against the Australian Curriculum Achievement Standards, culminating into a range of summative and formative assessment tasks.

9 SAASTA CONNECT A & B

Length: 2 Semesters

Course Description:
SAASTA Connect is a curriculum program for Year 9 Aboriginal students aiming to do SAASTA in years 10, 11 and 12. The program is a series of culturally appropriate curriculum resources. These resources focus on healthy living, cultural identity, Aboriginal language, traditional sports, and respectful relationships.

The diverse cultures of Aboriginal and Torres Strait Islander Peoples are explored through their long and continuous strong connections with Country/ Place and their economic, cultural, spiritual, and aesthetic value of place, including the idea of custodial responsibility. Students investigate the status and rights of Aboriginal and Torres Strait Islander Peoples, past and present, including civic movements for change, the contribution of Aboriginal and Torres Strait Islander Peoples to Australian society, and contemporary issues. The use of primary and secondary sources, including oral histories, gives students opportunities to see events through

multiple perspectives. The course covers the Australian Curriculum Aboriginal and Torres Strait Islander Histories and Cultures through its Cross-Curricular priorities.

Assessment:
Assessment will be continuous and varied in nature against the Australian Curriculum Achievement Standards. Students will complete both summative and formative tasks that assess their understanding of the curriculum and show multiple perspectives of that topic.

9 SCIENCE

Length: 2 Semesters

Course Description:
Students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

Assessment:
Assessment is based on the Australian Curriculum Achievement Standards. It consists of a range of formative tasks to develop skills and knowledge plus summative assignments where students can demonstrate their understanding.

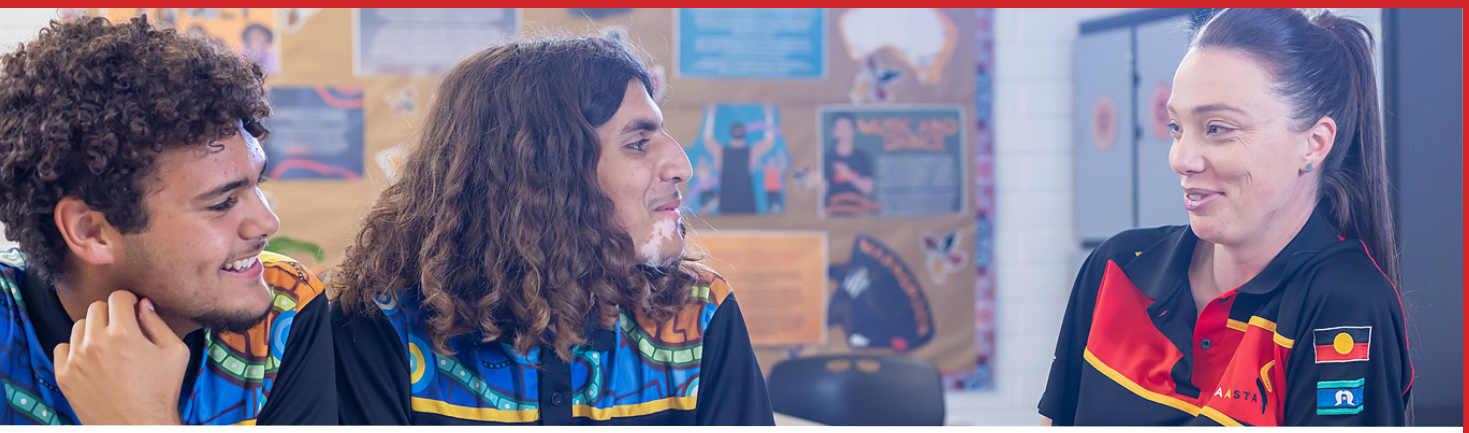
9 VISUAL ARTS & DESIGN A

Length: 1 Semester

Course Description:
Students will develop competency in the fundamentals of visual art and design. Students will be supported in experimentation; creativity and they will develop the confidence in expressing themselves using their artmaking and design techniques and practices. Students will study historical and contemporary artists and designers, analysing artworks and designs and experimenting with their techniques and themes as they look to create their own practical pieces. Students will develop the ability to reflect and evaluate a range of practitioner's work, including their own.

Specialisation Areas may include: Ceramics, observational drawing, print making, painting techniques, drawing techniques, environmental design, graphic design and product design.

Assessment:
Assessment is continuous and varied in nature against the Australian Curriculum Achievement Standards, culminating into a range of summative and formative assessment tasks.



South Australian Certificate of Education

The South Australian Certificate of Education (SACE) is a qualification awarded to students who complete their secondary education (Years 11 and 12). The SACE is designed to help students develop their skills and knowledge they need to succeed – whether they choose to pursue further education, training, or an apprenticeship.

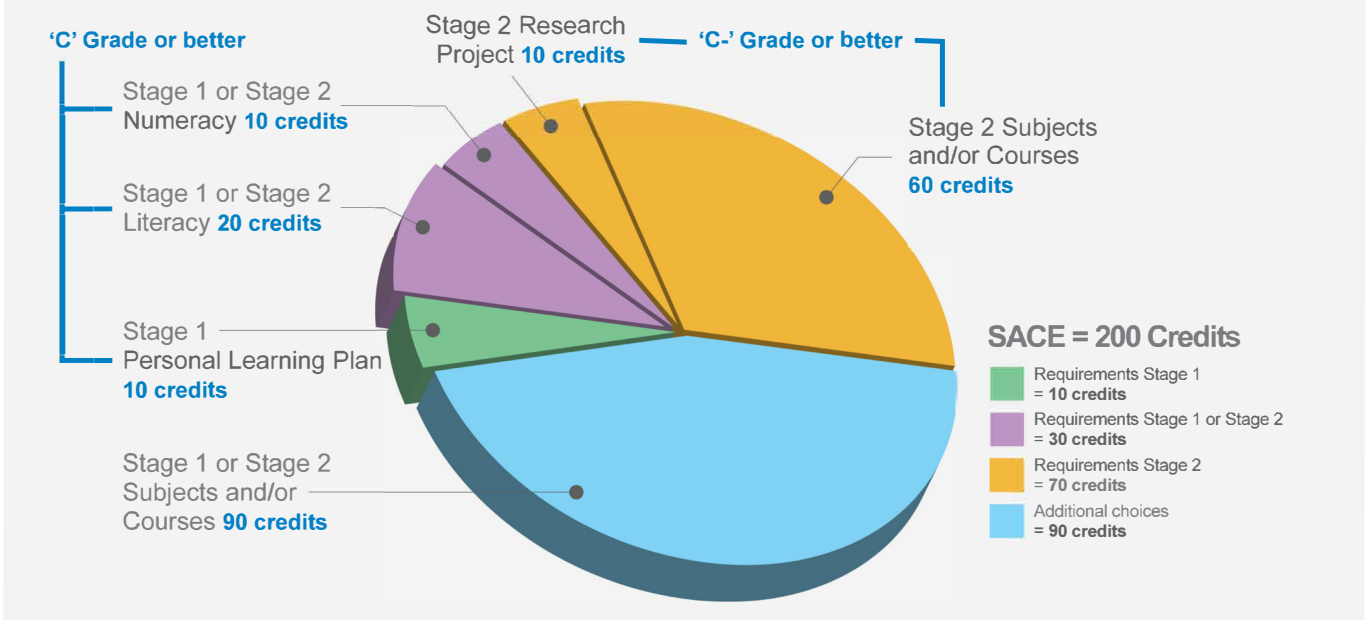
The certificate is based on two stages of achievement, Stage 1 (normally undertaken in Year 11) and Stage 2 (normally undertaken in Year 12). Students can study a wide range of subjects and courses as part of the SACE. Each subject or course completed successfully earns 'credits' towards the SACE, with a minimum of 200 credits required for students to gain the certificate. Each semester of work in any subject is equivalent of 10 SACE credits.

SACE Requirements:

- Stage 1 Literacy (English or equivalent studies)..... **20 Credits**
- Stage 1 Numeracy (Maths or equivalent studies) ..... **10 Credits**
- Personal Learning Plan (PLP) (Undertaken in Year 10)..... **10 Credits**
- Stage 2 Research Project (Undertaken in Year 11)..... **10 Credits**
- Stage 2 Subjects – 3 full year subjects..... **60 Credits**
- Students must also gain an additional 90 credits through any combination of Stage 1 and 2 subjects or SACE Board recognised courses at VET courses.
- TOTAL SACE Credits required ..... **200 Credits**

*Students wishing to achieve an Australian Tertiary Admissions Ranking (ATAR) for University Entry need 90 Stage 2 Credits. Please see page 19 of this Curriculum Handbook for further information on ATAR requirements.

Student work is assessed using the performance standards provided in each subject outline. Teachers develop a learning and assessment plan (LAP) to ensure that school assessment tasks allow students to achieve at the highest level of the performance standards. In a Stage 1 subject, all student work is assessed by the school. However, all compulsory areas of learning are subject to moderation by the SACE board of South Australia. In a Stage 2 subject, 70% of student work is assessed by the school, with 30% assessed externally.



SACE Planner

Government of South Australia

SACE Board of SA

Personal Learning Plan = 10 credits

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

Research Project = 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

Explanation of Common SACE Terms

MARKING:
This refers to one of the two types across Stage 1 and 2. Schools mark student work in individual subjects at both Stage 1 and 2. School-based assessment constitutes 100% of a student's grade at Stage 1, and 70% at Stage 2.

Stage 2 subjects also have an external-based assessment that constitutes 30% of their grade. External-based assessment tasks are assessed externally by the SACE Board. There are three types of external assessment: investigations, performances, and examinations.

MODERATION:
Moderation is the process where a school sends samples of marked student work to the SACE Board at both Stage 1 and 2. A panel of moderators (made up of current teachers from schools across the state) assess the student work against assessment criteria as outlined by the SACE Board. The moderators then recommend that the grades, as given by the teachers, either be upheld or adjusted appropriately to ensure consistency across all schools in South Australia.

SCALING:
Scaling refers to the end of year process by which all subjects are adjusted to ensure that an A grade in one subject is equivalent to the A grade in another. Subject grades can be scaled up or scaled down and depend upon the entire state cohort of grades. Hence a subject grade may be scaled up one year, then down the following year. Schools and students have no control over this process.

AUSTRALIAN TERTIARY ADMISSIONS RANKING (ATAR):
The Australian Tertiary Admissions Ranking (ATAR) is given to students on a range from 0 to 99.95. Students receiving an ATAR of 99.95 are the highest ranked in the state. Students need an ATAR to apply for University courses. For students completing the SACE, an ATAR will be calculated if they achieve results in:

- Four full-year university entry (TAS) subjects (equal to 80 credits of Stage 2 SACE subjects)

Plus, ONE of the following:

- A fifth Stage 2 university entry (TAS) subject (equal to 10 or 20 credits at Stage 2)
- Their 10 Credit Research Project grade.
- A recognised VET Certificate III Course (Maximum 20 Credits of Recognised Studies can be counted)

The sum of these 90 credits is called the University Aggregate. The ATAR is then determined by comparing one student's aggregate against the rest of the state to obtain a percentage rank. For example, for a student to achieve an ATAR of 73.0, it means that their University Aggregate is in the top 27% of students in the State.

There are some Stage 2 subjects that are precluded combinations (they cannot be chosen together to achieve an ATAR). For a full listing of these precluded combinations, please see the SATAC Guide or contact the SACE Coordinator.

BONUS POINTS:
Bonus points can take many different forms but are usually offered to the entire school student cohort or for studying specific Year 12 subjects. They are added to a student's raw University Aggregate prior to calculating an ATAR.

All students are encouraged to read the SATAC Tertiary Entrance Booklet and the SATAC Guide to Undergraduate Courses which are available from the SACE Coordinator or online (www.satac.edu.au).

YEAR 10

Overview

The year is divided into two 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).

Year 10 Curriculum Pattern

English	Maths	Science	PLP	H&PE	Elective	Elective
English/ Essential English	Maths/ Essential Maths	Science	HASS	Ag	Elective	Elective

Year 10 Compulsory Subjects:

All Students must complete:

- 2 Semesters of English
  - Stage 1 Essential English offered in Semester 2
- 2 Semesters of Maths
  - Stage 1 Essential Maths offered in Semester 2
- 2 Semesters of Science
- 1 Semester of Stage 1 PLP
- 1 Semester of HASS
- 1 Semester of H&PE
- 1 Semester of Agriculture

Year 10 Elective subjects

Students choose one of the Arts subjects below:

- Performing Arts A (1 semester)
- Visual Arts A (1 semester)
- Music A

Students choose one of the Technology subjects below:

- Design and Technology A Materials (1 semester)
- Food Technology A (1 semester)

Students choose two Choice Elective subjects below:

- Visual Arts B 3-Dimensional (1 semester)
- Performing Arts B (1 semester) .
- Music B (1 semester)
- Design and Technology B Advanced Technologies/ STEM (1 semester)
- Food Technology B Multicultural and Indigenous Foods (1 semester)
- Health and Physical Education B (1 semester)
- SAASTA A & B (Aboriginal Students and Application Only)
- Central Yorke Football Academy A & B

Students who have selected Football Academy or SAASTA must complete both A and B

YEAR 10 SUBJECTS

10 AGRICULTURE

Length: 1 Semester

Course Description:
Students study topics including Soil Conservation and Erosion, Integrated Pest Management, Farm Hazards and Machinery, Pig Production, Beef Cattle Management and YP Cereal Crops.

The course covers aspects of the Australian Curriculum Science and Technology standards with a food and fibre focus. Students experience hands on learning at our school Ag Block as they care for the land and livestock. They develop an understanding of the science of agricultural production with a focus on current agricultural technology.

Students learn that Science knowledge can develop through collaboration and connecting ideas across the disciplines of science. They use specialised equipment and digital technology to achieve the goal of successfully creating an agricultural product.

Assessment:
Assessment of Agriculture is based on the Australian Curriculum Achievement Standards through practical skills, formative tasks and summative assignments enabling students to demonstrate their knowledge in a variety of ways.

Pathways/Industry:
Provides background knowledge for Stage 1 Agriculture

10 DESIGN, TECHNOLOGY & ENGINEERING

Length: 1 Semester

Course Description:
In this course, students work through the design process to produce a folio which includes a design brief, investigation and drawings, from which students then manufacture their own project, usually furniture construction. Project work usually includes a framed carcase construction of either a coffee table or kitchen stool, incorporating mortise and tenon joints; more advanced construction techniques are negotiated with the teacher. Dowel and biscuit joints are also introduced and other simple jointing methods such as housing, rebate and butt joints are used when appropriate. An increased range of machinery, portable power tools and hand tools are used in this course as students complete their projects.

Assessment:
Students are required to demonstrate evidence of their learning through Skills and Applications Tasks, a Design Folio and Project/s. Assessment is based on the Australian Curriculum Achievement Standards.

Pathways/Industry:
Provides background knowledge for Stage 1 Design and Technology

10 ENGLISH

Length: 2 semesters

SACE Credits: 10 credits

Course Description:
Students will develop their ability to compose, comprehend, appreciate, and evaluate various spoken, written, visual, and multimedia texts. Students will extend their understanding of language as a means of understanding the world and will begin analysing texts critically. Students will explore and compare cultural values and societal issues through novels, poetry, media texts, and film. Students will analyse and create persuasive, narrative, and informative texts. They will also have the opportunity to create longer texts and formal written arguments that develop their critical thinking and empathy skills.

Assessment:
Students will be assessed on the production of varied forms of written, multimodal, and oral responses. Students will complete tasks that respond to a variety of texts, as well as creating texts in response to writing prompts.

In Semester 1, students are assessed using the Australian Curriculum Achievement Standards. In Semester 2, students are provided with an opportunity to achieve 10 Stage 1 Literacy SACE credits. Students are assessed against the Essential English Performance Standards. It is a SACE requirement to attain at least 20 Credits of Stage 1 Literacy studies.

Pathways/Industry:
Provides background knowledge for Stage 1 Essential English and Stage 1 English.

10 FOOD & HOSPITALITY A

Length: 1 semester

Course Description:
Students will investigate food safety, spoilage and poisoning through safe food preparation, handling, storage and cleaning. Students will examine the use of technology in the preparation, packaging and storage of pre-made meals available in supermarkets. They will make comparisons of cost, time, sustainability and taste between a pre-made and homemade meal. Students will learn about the importance of breakfast for adolescents and will design and produce a healthy menu as a collaborative task.

Assessment:
Students will be assessed in line with the Australian Curriculum Achievement Standards through a range of assessment types, including research tasks, action plans, practical activities and evaluations.

Pathways/Industry:
Provides background knowledge for Stage 1 Food and Hospitality and pathway to related VET courses such as Certificate 1 Hospitality (Kitchen Operations).

10 FOOD & HOSPITALITY B

Length: 1 semester

Course Description:
Students will study the use of herbs and spices in Australian cooking, with a focus on Indigenous ingredients. They will investigate the rise of Indigenous foods on Australian restaurant menus. Students will visit/ be visited by a local Indigenous farming company. Students will extend their investigation into how different cultures use herbs and spices in their cooking and their influence on Australian cuisines.

Assessment:
Students will be assessed in line with the Australian Curriculum Achievement Standards through a range of assessment types, including research tasks, action plans, practical activities and evaluations.

Pathways/Industry:
Provides background knowledge for Stage 1 Food and Hospitality and pathway to related VET courses such as Certificate 1 Hospitality (Kitchen Operations).

10 HASS

Length: 1 semester

Course Description:
The 10 HASS course takes a focus on the key area of History. Students will explore the history of the modern world from 1918 to the present, with an emphasis on Australia in its global context. As well as a general overview of period, the course focuses on three depth studies including World War Two, Rights and Freedoms, and Popular Culture. A primary aim of the course will be for students to respond to inquiry questions through the interpretation of sources, descriptions of past events, and explanations of various historical perspectives.

Assessment:
Students will be assessed continuously and varied in nature against the Australian Curriculum Achievement

Standards, culminating in the production of a range of summative tasks, as well as formative bookwork. There will be a variety of assessment pieces that focus on inquiry, questioning, and historical argument.

Pathways/Industry:
Provides background knowledge for Stage 1 History.

10 HEALTH & PHYSICAL EDUCATION A

Length: 1 Semester

Course Description:
Students will develop knowledge and skills to plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities. Students will engage in Physical Education and Health topics throughout this course. In Physical Education, students will develop specialised movement skills and movement strategies in a range of Field and Court Invasion, Net and Target games. Students will build collaboration and communication skills in a variety of small groups and team settings.

Students will also analyse how participation in physical activity and sport influence cultures and an individual's identity. In Health, students will take part in the relevant SHINE curriculum. This will develop students to acquire developmentally appropriate and relevant information on how their bodies develop and function, sexual reproduction, sexuality, sexual behaviour, sexual health, emotions, relationships, the law, and the range of health services available to young people.

Assessment:
Physical Education Assessment includes Video Analysis, Skill Checklist, Written Investigation, Group Tasks, Fair Play and Participation. Health Assessment includes Folio Tasks and Investigations.

Pathways/Industry:
Provides background knowledge for Stage 1 Physical Education

10 HEALTH & PHYSICAL EDUCATION B

Length: 1 Semester

Course Description:
This course is designed for students who are interested in developing their sporting skills and who intend to study Physical Education at Stage 1 and 2 level and Outdoor Education at Stage 1 level. Skill development and improving performance remains a focus in all practical units of this course. The theory component of this course has students begin to explore body systems and their impacts on physical activity and performance. Students will explore barriers and enablers to physical activity and identify how personal, social and cultural factors affect participation. Additionally, this course provides opportunities for students to connect with the environment and identify the benefits this has on social and emotional health.

Assessment:
Practical Assessment includes Video Analysis, Performance Improvement Plan, Self-reflection, and Evaluation. Folio Assessment includes Investigations, Folio Tasks, and Web Development.

Pathways/Industry:
Provides background knowledge for Stage 1 Physical Education and Stage 1 Outdoor Education

Special Requirements:
If students choose to complete the Minimal Impact Bushwalk as part of the course, an additional charge will be required to cover expenses.

10 MATHEMATICS

Length: 2 Semesters

SACE Credits: 10 credits

Course Description:
10 Mathematics continues to build an understanding of mathematical ideas and techniques, and further develops mathematical literacy and problem-solving skills applied in a range of real-life contexts. Students use technology to facilitate some procedures. Topics include Graphing and Solving Linear Equations, Surds and Indices, Measurement, Pythagoras and Trigonometry, Simultaneous Equations, Financial Models, Statistics and Probability.

Assessment:
Students are assessed through a variety of Skills and Application Tasks and Mathematical Investigations.

In Semester 1, assessment is based on the Australian Curriculum Achievement Standards. In Semester 2, students are provided with an opportunity to achieve 10 Stage 1 Numeracy SACE credits. Students are assessed against the Stage 1 Essential Mathematics Performance Standards. It is a SACE requirement to attain at least 10 Credits of Stage 1 Numeracy studies.

Pathways/Industry:
Background knowledge for Stage 1 Mathematic subjects.

Special Requirements:
Scientific Calculator

CREATIVE ARTS & MEDIA

Course Description:
This course is an integrated unit incorporating elements from the Music, Media Arts and Drama curriculum areas. Students will continue to develop and refine their understanding of creative arts practices and create products that communicate their ideas and intentions. Students develop media literacy and production skills through their analysis of media products and practices. In addition, students will explore, respond to, analyse and interpret a range of contemporary, traditional and cultural products across the arts curriculum.

Specialisation in the Creative Arts area may include: broadcast radio, development of the blues, instrumental songs, writing and composing music and film and sound techniques.

Assessment:
Assessment is continuous and varied in nature against the Australian Curriculum Achievement Standards, culminating into a range of summative and formative assessment tasks.

10 SAASTA A & B (STAGE 1)

Length: 2 Semesters

SACE Credits: 20 credits

Course Description:
Central Yorke School hosts the Central Yorke SAASTA Academy. As a host academy, Aboriginal students from all schools on Yorke Peninsula are eligible to apply.

SAASTA provides Aboriginal high school students with a unique sporting and educational program.

Students are given the skills, opportunities and confidence to dream, believe and achieve in the areas of sport, education, employment, healthy living and connection with their culture. Opportunities are provided for students to grow as young people, connect with their culture and gain the skills and attitudes to become independently resilient.

Key Performance Indicators are used for students to monitor their involvement in the program. These are academic participation and performance, attendance, behaviour, team work, pride and respect.

Students are involved in the ACE (Aboriginal Career Exploration) program from the Workabout Centre. This supports Aboriginal students to become 'work ready', it provides opportunities for students to meet and learn directly from employers and industry professionals. Students learn about and explore more than 20 different industries. They leave the program with a stronger understanding of career pathway options and can identify skills that are valued in the workplace.

During Semester one, students participate in the Santos Aboriginal Power Cup and in Semester two, are participants in the SAASTA Shield.

Assessment:
Students are assessed for their participation in and completion of tasks associated with various topics from the ACE program. These include career options, workshops, being work-ready and an understanding of the work environment.

Pathways/Industry:
Participation in SAASTA leads to the completion of SACE and Certificate III courses. It assists in their transition to meaningful employment or tertiary study.

Special Requirements:
Attendance at Aboriginal Power Cup, SAASTA Shield and ACE Block Weeks.

10 SCIENCE

Length: 2 Semesters

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

Assessment:
Summative assessment involves both theoretical and practical aspects of the course and is based on the Australian Curriculum Achievement Standards.

Pathways/Industry:
Provides background knowledge for Stage 1 Biology, Chemistry and Physics

10 VISUAL ARTS & DESIGN

Length: 2 Semester

Course Description:
Students will develop competency in the fundamentals of visual art and design. Students will be supported in experimentation, creativity and develop the confidence in expressing themselves using their artmaking and design techniques and practices. Students will study historical and contemporary artists and designers, analysing artworks and designs and experimenting with their techniques and themes as they look to create their own practical pieces. Students will develop the ability to reflect and evaluate a range of practitioner's work, including their own.

Specialisation Areas may include: Ceramics, observational drawing, print making, painting techniques, drawing techniques, environmental design, graphic design and product design.

Assessment:
Assessment is continuous and varied in nature against the Australian Curriculum Achievement Standards, culminating into a range of summative and formative assessment tasks.

YEAR 11 – STAGE 1

Year 11 Overview

The year is divided into two 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). Each of the following Stage 1 subjects are studied for one Semester and are worth 10 SACE Credits.

Year 11 Curriculum Pattern

English / Essential English A (10 Credits)	Mathematics (10 Credits)	Research Practices	Elective (10 Credits)	Elective (10 Credits)	Elective (10 Credits)	Elective (10 Credits)
English / Essential English B (10 Credits)	Mathematics B (10 Credits) {Recommended}	Research Project	Elective (10 Credits)	Elective (10 Credits)	Elective (10 Credits)	Elective (10 Credits)

Compulsory Subjects:

Students must achieve a C grade or better for their compulsory subjects.

- English or Essential English (Stage 1) — 2 Semesters compulsory
- Mathematics (Stage 1) — 1 Semester compulsory, 2 Semesters recommended
- Research Project (Stage 2) — 1 Semester compulsory

Elective Subjects:

Some subjects must be studied for a full year (both A and B) to provide the required background knowledge for Stage 2. Please read the subject descriptor for details.

- Agriculture A &/or B
- Biology A &/or B
- Business Innovation A &/or B
- Chemistry A & B
- Child Studies A & B
- Creative Arts A &/or B
- Design, Technology & Engineering A &/or B
- Food & Hospitality A &/or B
- Essential Mathematics
- General Mathematics A & B
- Mathematics A & B
- Media Studies A & /or B
- Nutrition A &/or B
- Outdoor Education A &/or B
- Physics A & B
- Physical Education A &/or B
- Visual Arts & Design A &/or B
- Workplace Practices A&/or B
- SAASTA A & B or C (Aboriginal Student and Application Only)

STAGE 1 SUBJECTS

STAGE 1 AGRICULTURE A

Length: 1 Semester

SACE Credits: 10 Credits

Course Description:
Students consider the changes in agricultural practices over time. They analyse different methods of agricultural production in relation to benefits, risks, and opportunities. They deepen their understanding of sustainable management of the physical and biological environments and how agriculture impacts on their lives, their communities, and the environment.

Assessment:
- Assessment Type 1: Reports (40%)
- Assessment Type 2: Applications (60%)

Pathways/Industry:
Provides background knowledge for Stage 2 Agricultural Productions.

Special Requirements:
There will be costs involved for practical activities (e.g. Royal Adelaide Show) in this subject. Two Semesters of Stage 1 Agriculture are highly recommended.

STAGE 1 AGRICULTURE B

Length: 1 Semester

SACE Credits: 10 Credits

Course Description:
Students consider the changes in agricultural practices over time. They analyse different methods of agricultural production in relation to benefits, risks, and opportunities. They deepen their understanding of sustainable management of the physical and biological environments and how agriculture impacts on their lives, their communities, and the environment.

Assessment:
- Assessment Type 1: Reports (40%)
- Assessment Type 2: Applications (60%)

Pathways/Industry:
Provides background knowledge for Stage 2 Agricultural Productions.

Special Requirements:
There will be costs involved for practical activities (e.g. Royal Adelaide Show) in this subject.

STAGE 1 BIOLOGY A

Length: 1 Semester

SACE Credits: 10 Credits

Course Description:
The study of Biology is constructed around Inquiry into the diversity of life as it has evolved, the structure and function of living things, and how they interact with other species and their environment. It explores the wonderful world of micro-organisms and their use and importance to humans. This will lead into detailed examination of the causes and prevention of disease, and the immune response that follows. Through the topic there is development in both research and problem-solving skills through the exploration of the different areas of Biology, exploring current and contemporary examples of technology and advancements in Biology. The topic will also elaborate on the fundamental benefits of the society-science relationship through in depth research of an infectious disease. A practical investigation will be designed, conducted, and analysed regarding an area of importance in the field of cells.

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

Pathways/Industry:
Provides the foundation to study Stage 2 Biology

STAGE 1 BIOLOGY B

Length: 1 Semester

SACE Credits: 10 Credits

Course Description:
The study of Biology is constructed around Inquiry into the diversity of life as it has evolved, the structure and function of living things, and how they interact with other species and their environment. This Semester, the students will study the systems and processes in multicellular organisms. This will be followed by examining how organisms interact with their environment, with a focus on the diversity of living things. Types of adaptations that enhance the organism's survival in a particular environment will be analysed, and the role that homeostatic mechanisms play in maintaining the internal environment is explored. The topic will also elaborate on the fundamental benefits of the society-science relationship through in depth research of the importance of keystone species to all ecosystems. A practical investigation will be designed, conducted, and analysed regarding an area of importance in the field of multicellular organisms.

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

Pathways/Industry:
Provides the foundation to study Stage 2 Biology

STAGE 1 BUSINESS INNOVATION A & B

Length: 1 or 2 Semesters

SACE Credits: 10 Credits or 20 Credits

Offered through: Ardrossan Area School

Course Description:
Students begin to develop the knowledge, skills, and understandings to engage in business contexts in the modern world. They consider the opportunities and challenges associated with start-up and existing businesses and consider how digital and emerging technologies may present opportunities to enhance business models and analyse the responsibilities and impact of proposed business models on global and local communities. In a time when design-led companies outperform other companies, students are immersed in the process of finding and solving customer problems or needs through design thinking and using assumption-based planning tools. The customer is at the centre of the innovation process and the generation of viable business products, services, and processes.

Assessment:
Students are assessed using the following assessment types:

- Assessment Type 1: Business Skills
- Assessment Type 2: Business Pitch.

Pathways/Industry:
Stage 1 Business Innovation provides a pathway to Stage 2 Business Innovation or Workplace Practices

STAGE 1 CHEMISTRY A

Length: 1 Semester

SACE Credits: 10 Credits

Course Description:
This course aims to develop an understanding of the chemical concepts in the natural world in which we live. It seeks to foster students' interest by developing these concepts through experimentation.

Topics covered will be:

- Materials and their atoms
- Combinations of atoms
- Molecules

Assessment:
- Skills and Application Tasks (50%)
- Investigations Folio (50%)

Pathways/Industry:
This course leads to Stage 2 Chemistry

STAGE 1 CHEMISTRY B

Length: 1 Semester

SACE Credits: 10 Credits

Course Description:
This course aims to develop an understanding of the chemical concepts in the natural world in which we live. It seeks to foster students' interest by developing these concepts through experimentation.

Topics covered will be:

- Acids and bases
- Mixtures and solutions
- Redox reactions

Assessment:
- Skills and Application Tasks (50%)
- Investigations Folio (50%)

Pathways/Industry:
This course leads to Stage 2 Chemistry

STAGE 1 CHILD STUDIES A

Length: 1 Semester

SACE Credits: 10 Credits

Course Description
In Child Studies, students examine the period of childhood from conception to eight years. They will study issues related to the growth, health and wellbeing of children.

Students examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society. Students work independently and collaboratively to achieve common goals. They develop a variety of research, management and practical skills while investigating contemporary issues that are relevant to children and their development. Students study topics within the following areas of study:

- The Nature of Childhood and the Socialisation and Development of Children
- Children in Wider Society
- Children, Rights and Safety

Assessment
Students will demonstrate their learning through the following assessment types:

- Practical Activity (50%)
- Group Activity (25%)
- Investigation (25%)

Pathways/Industry
This subject can lead to studying Child Studies at Stage 2

STAGE 1 CHILD STUDIES B

Length: 1 Semester

SACE Credits: 10 Credits

Course Description
In Child Studies, students examine the period of childhood from conception to eight years. They will study issues related to the growth, health and wellbeing of children.

Students examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society. Students work independently and collaboratively to achieve common goals. They develop a variety of research, management and practical skills while investigating contemporary issues that are relevant to children and their development. Students study topics within the following areas of study:

- The Nature of Childhood and the Socialisation and Development of Children
- Children in Wider Society
- Children, Rights and Safety

Assessment
Students will demonstrate their learning through the following assessment types:

- Practical Activity (50%)
- Group Activity (25%)
- Investigation (25%)

Pathways/Industry
This subject can lead to studying Child Studies at Stage 2

STAGE 1 CREATIVE ARTS A & B

Length: 1 Semester

SACE Credits: 10 Credits

Course Description:
Creative Arts allows students to study within and across the various Art disciplines. This subject allows students to select their area of specialisation and tailor the subject to their personal interests and skills. This may include, but is not limited to, areas of: music, singing and song writing, drama, performing arts, media, film making and photography. Students actively participate in the development and presentation of creative arts products. Students will participate in a focused study of the work of creative arts practitioners, providing them with in-depth knowledge of the nature of their work and their roles and responsibilities.

Assessments:
- Assessment Type 1: Product
- Assessment Type 2: Investigation

Pathways/Industry:
Provides background information for Stage 2 Creative Arts

STAGE 1 DESIGN, TECHNOLOGY & ENGINEERING A & B

Length: 1 Semester
SACE Credits: 10 Credits

Course Description:
In Design, Technology, and Engineering students use design and realisation processes to engineer solutions for the development of products and or systems. This subject is divided into four contexts: digital communication solutions, industry and entrepreneurial solutions, material solutions and robotic and electronic systems. This subject provides a flexible framework that encourages students to be creative, innovative and enterprising. They investigate and analyse the purpose, design features, materials and production techniques used in diverse situations and industries. They apply critical thinking, problem-solving skills and inquiry-based learning to address design problems. Students are provided with authentic opportunities to apply engineering processes and use new and evolving technologies that will prepare them for 21st century career pathways.

Digital Communication Solutions Topics Include:
Application (app) development, CAD, digital animation, film-making, game production, graphics, multimedia, photography, sound, virtual reality, web design.

Entrepreneurial Design Solutions Include:
Aerospace, agricultural equipment, architecture, CAD/CAM, construction, food industry, health and aged care equipment, industrial design, maritime equipment, media, entertainment, music and game industries, product design, software programming, transport.

Material Solutions Include:
Clothing and textiles, composite materials, food, jewellery manufacturing, metal, polymers, timber.

Electronic and Robotic Systems Include:
Agriculture applications, automated systems, autonomous vehicles, biomedical engineering, communication systems, electrical systems, electronic systems, mechanical systems, renewable energy systems, robotics.

Assessment:
- Assessment Type 1: Specialised Skills Task
- Assessment Type 2: Design Process and Solution

Pathways/Industry:
Provides background knowledge for Stage 2 Design and Technology and Engineering and related VET courses.

STAGE 1 ENGLISH

Length: 2 Semesters

SACE Credits: 20 credits

Course Description:
This course is designed for students who intend to study English at SACE Stage 2. Students will develop their ability to analyse the relationship between purpose, audience, and context, and how these influence texts and their meaning. They will identify ways in which ideas and perspectives are represented in texts, along with analysing how language and stylistic features and conventions are used to convey ideas and perspectives in texts. Students will create oral, written, and multimodal texts for particular purposes, audiences, and contexts, identifying and analysing intertextual connections along the way. Students will also apply their knowledge and understanding of accurate spelling, punctuation, syntax, and conventions in the creation of their texts.

Assessment:
- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts
- Assessment Type 3: Intertextual Study

Pathways/Industry:
Provides background knowledge for Stage 2 English

STAGE 1 ESSENTIAL ENGLISH

Length: 2 Semesters

SACE Credits: 20 credits

Course Description:
This course is designed to meet the needs of students who are seeking to meet the SACE literacy requirement and the literacy skills necessary for effective communication in the community and work force. Students will develop their ability to compose, comprehend, appreciate, and evaluate various spoken, written, visual, and multimedia texts. Students will extend their understanding of language as a means of understanding the world and will begin analysing texts critically. Students will explore and compare cultural values and societal issues through novels, poetry, media texts, and film. Students will analyse and create persuasive, narrative, and informative texts. They will also have the opportunity to create longer texts and formal written arguments that develop their critical thinking and empathy skills.

Assessment:
- Assessment Type 1: Responding to Texts (50%)
- Assessment Type 2: Creating Texts (50%)

Pathways/Industry:
Provides background knowledge for Stage 2 Essential English.

STAGE 1 ESSENTIAL MATHEMATICS

Length: 1 Semester

SACE Credits: 10 credits

Course Description:
Students extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject. In this subject there is an emphasis on extending students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

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

Assessment:
- Skills and Applications Tasks (75%)
- Investigation Folio (25%)

Pathways/Industry:
Provides background knowledge for Stage 2 Essential Mathematics.

STAGE 1 FOOD AND HOSPITALITY A

Length: 1 Semester

SACE Credits: 10 Credits

Course Description:
Students focus on the dynamic nature of the food and hospitality industry and develop an understanding of related issues. Students develop skills in using technology and safe work practices in the preparation, storage, and handling of food, and how to comply with current health and safety legislation. They investigate and discuss contemporary issues and current management practices, and explore concepts such as the legal and environmental aspects of food production, trends in food and hospitality, consumer protection, and the nutritional impact of healthy eating. Students participate in collaborative activities to support healthy eating practices. They develop their ability to think critically and to solve problems related to the industry in individual, family, and community contexts, both locally and globally.

Assessment:
- Assessment Type 1:Practical Activities
- Assessment Type 2: Group Activities
- Assessment Type 3: Investigation

Pathways/Industry:
Provides background knowledge for Stage 2 Food and Hospitality and industry related VET courses. May also assist with applications for part-time work while studying. .

STAGE 1 GENERAL MATHEMATICS A

Length: 1 Semester

SACE Credits: 10 credits

Course Description:
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.

Topics studied:
- Measurement
- Investing and Borrowing
- Application of Trigonometry

Assessment:
- Skills and Applications Tasks (75%)
- Investigation Folio (25%)

Pathways/Industry:
Stage 1 General Mathematics provides the foundation for further study in Stage 2 General Mathematics.

Special Requirements:
Graphics Calculator (options: Fx-CG50AU, FX-CG20AU, FX-9860G AU PLUS)

STAGE 1 GENERAL MATHEMATICS B

Length: 1 Semester

SACE Credits: 10 credits

Course Description:
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.

Topics studied:
- Linear and Exponential Functions and their Graphs
- Matrices and Networks
- Statistical Investigations

Assessment:
- Skills and Applications Tasks (75%)
- Investigation Folio (25%)

Pathways/Industry:
Stage 1 General Mathematics provides the foundation for further study in Stage 2 General Mathematics.

Special Requirements:
Graphics Calculator (options: Fx-CG50AU, FX-CG20AU, FX-9860G AU PLUS)

STAGE 1 MATHEMATICS A

Length: 1 Semester

SACE Credits: 10 Credits

Course Description:
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.

Topics studied:
- Polynomials
- Functions and graphs
- Trigonometry

Assessment:
- Skills and Applications Tasks (75%)
- Investigation Folio (25%)

Pathways/Industry:
Stage 1 Mathematics provides the foundation for further study in mathematics in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.

Special Requirements:
Graphics Calculator (options: Fx-CG50AU, FX-CG20AU, FX-9860G AU PLUS)

STAGE 1 MATHEMATICS B

Length: 1 Semester

SACE Credits: 10 Credits

Course Description:
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.

Topics studied:
- Growth and Decay
- Counting and Statistics
- Introduction to Differential Calculus

Assessment:
- Skills and Applications Tasks (75%)
- Investigation Folio (25%)

Pathways/Industry:
Stage 1 Mathematics provides the foundation for further study in mathematics in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.

Special Requirements:
Graphics Calculator (options: Fx-CG50AU, FX-CG20AU, FX-9860G AU PLUS)

STAGE 1 MEDIA STUDIES

Course Description:
Students create and examine a range of media texts, developing their skills, knowledge and understanding of media as a symbolic system. Students are provided opportunities to undertake research, debate issues and produce a range of texts, presenting their view in a variety of creative ways. Through their observations and analysis students produce their own innovative media products developing industry knowledge and skills in the process.

Topics may include; Images of youth in media, making of the news, advertising, careers in media, creating multimedia texts, representations in media, media audiences, media and leisure, media and the global community.

Assessments:
- Assessment Type 1: Investigation
- Assessment Type 2: Interaction Study
- Assessment Type 3: Product

Pathways/Industry:
Film, media, radio advertising, social media.

STAGE 1 NUTRITION A

Length: 1 Semester

SACE Credits: 10 credits

Course Description:
Nutrition students learn the fundamentals of human nutrition, including healthy eating patterns with specific focus on nutrients in food, how the body uses nutrients, and the relationship between diet, health, and disease. Students apply knowledge and understanding of nutrition to conduct investigations and examine scenarios. Students consider how the food and nutrition needs of different population demographics are affected by food availability and product development.

Topics:
- Principles of nutrition, physiology, and health
- Health promotion and emerging trends

Assessment:
- Skills and Assessment Tasks (50%)
- Investigations Folio (50%)

Pathways/Industry:
This course leads to Stage 2 Nutrition

STAGE 1 NUTRITION B

Length: 1 Semester

SACE Credits: 10 credits

Course Description:
Nutrition students learn the fundamentals of human nutrition, including healthy eating patterns with specific focus on nutrients in food, how the body uses nutrients, and the relationship between diet, health, and disease. Students apply knowledge and understanding of nutrition to conduct investigations and examine scenarios. Students consider how the food and nutrition needs of different population demographics are affected by food availability and product development.

Topics:
- Principles of nutrition, physiology, and health
- Sustainable food systems

Assessment:
- Skills and Assessment Tasks (50%)
- Investigations Folio (50%)

Pathways/Industry:
This course leads to Stage 2 Nutrition

STAGE 1 OUTDOOR EDUCATION A

Length: 1 Semester

SACE Credits: 10 Credits

Course Description:
Through the study of three focus areas including environment and conservation, planning and management, and personal and social growth and development, students have the opportunity to develop the skills, knowledge and attitudes required to participate in activities in the Outdoors. A practical 'hands-on' experience in the classroom, supported by relevant theory topics, equip students to meet the challenges presented by Outdoor Journeys offered as compulsory assessment components of the course.

Stage 1 Outdoor Education provides students with opportunities to experience personal growth and to develop social skills, self-confidence, and teamwork skills. They evaluate and reflect on their own learning progression and skills development, and working with others in groups, as well as their relationship with and connection to nature.

Assessment:
- Assessment Type 1: About Natural Environments - Understanding environmental systems, Conservation strategies
- Assessment Type 2: Experiences in the Natural Environment - Bushwalking, Orienteering, Kayaking, Sailing

Pathways/Industry:
Provides background knowledge for Stage 2 Outdoor Education

Special Requirements:
There will be costs involved for practical activities in this subject.

STAGE 1 OUTDOOR EDUCATION B

Length: 1 Semester

SACE Credits: 10 Credits

Course Description:
Through the study of three focus areas including environment and conservation, planning and management, and personal and social growth and development, students have the opportunity to develop the skills, knowledge and attitudes required to participate in activities in the Outdoors. A practical 'hands-on' experience in the classroom, supported by relevant theory topics, equip students to meet the challenges presented by Outdoor Journeys offered as compulsory assessment components of the course. Stage 1 Outdoor Education provides students with opportunities to experience personal growth and to develop social skills, self-confidence, and teamwork skills. They evaluate and reflect on their own learning progression and skills development, and working with others in groups, as well as their relationship with and connection to nature.

Assessment:
- Assessment Type 1: About Natural Environments - Understanding environmental systems, Conservation strategies
- Assessment Type 2: Experiences in the Natural Environment - From Bushwalking, Surfing, Rockclimbing

Pathways/Industry:
Provides background knowledge for Stage 2 Outdoor Education

Special Requirements:
There will be costs involved for practical activities.

STAGE 1 PHYSICAL EDUCATION A

Length: 1 Semester

SACE Credits: 10 Credits

Course Description:
Stage 1 Physical Education has three focus areas:

- Focus Area 1: In movement
- Focus Area 2: Through movement
- Focus Area 3: About movement

The focus areas provide the narrative for the knowledge, skills, and capabilities that students develop. Learning is delivered through an integrated approach in which opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities (e.g. sports, theme-based games, laboratories, and fitness and recreational activities). Students explore movement concepts and strategies through these physical activities to promote participation and performance outcomes. These movement concepts and strategies include: body awareness, movement quality, spatial awareness, relationships, executing movement, creating space and making decisions.

Assessment:
- Assessment Type 1
  - Exercise Physiology Task (60%)
- Assessment Type 2
  - Modified Games Participation Task (40%)

Pathways/Industry:
Provides background knowledge for Stage 2 Physical Education

STAGE 1 PHYSICAL EDUCATION B

Length: 1 Semester

SACE Credits: 10 Credits

Course Description:
Stage 1 Physical Education has three focus areas:

- Focus Area 1: In movement
- Focus Area 2: Through movement
- Focus Area 3: About movement

The focus areas provide the narrative for the knowledge, skills, and capabilities that students develop. Learning is delivered through an integrated approach in which opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities (e.g. sports, theme-based games, laboratories, and fitness and recreational activities).

Students explore movement concepts and strategies through these physical activities to promote participation and performance outcomes. These movement concepts and strategies include: body awareness, movement quality, spatial awareness, relationships, executing movement, creating space and making decisions.

Assessment:
- Assessment Type 1
  - Exercise Physiology Task (60%)
- Assessment Type 2
  - Modified Games Participation Task (40%)

Pathways/Industry:
Provides background knowledge for Stage 2 Physical Education

STAGE 1 PHYSICS A & B

Length: 1 or 2 Semesters

SACE Credits: 10 Credits or 20 Credits

Offered through: Kadina Memorial School

Course Description:
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.

Assessment:
Students are assessed using the following assessment types:

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

Pathways/Industry:
This course leads to Stage 2 Physics

STAGE 1 RESEARCH PRACTICES

Length: 1 Semester

SACE Credits: 10 credits

Course Description:
This subject provides students with opportunities to examine the purpose of research, explore a range of research approaches, and develop their investigative and inquiry skills. Students explore research practices to develop skills in undertaking research, such as planning their research, developing and analysing their data, and presenting their research findings.

Assessment:
The following assessment types enable students to demonstrate their learning in the Stage 1 Research Practices:

- Assessment Type 1: Folio (70%)
- Assessment Type 2: Source Analysis (30%)

Pathways/Industry:
Provides background knowledge and skills for Stage 2 Research Project, along with any future study undertaken.

STAGE 2 RESEARCH PROJECT A OR B

Length: 1 Semester

SACE Credits: 10 credits

Course Description:
Students need to achieve a C- grade or better in the Research Project to achieve the SACE. The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills required for further study or work.

Research Project A (RPA) has a lower word count requirement and does not require an evaluation at the end of the project. Research Project B (RPB) has a higher word limit for the outcome and requires students to undertake a more in- depth evaluation upon completion of their project.

Assessment:
In Stage 2 Research Project A:

School Assessment (70%)

- Assessment Type 1: Folio (30%)
- Assessment Type 2: Research Outcome (40%)

External Assessment (30%)

- Assessment Type 3: Review (30%)

In Stage 2 Research Project B:

School Assessment (70%)

- Assessment Type 1: Folio (30%)
- Assessment Type 2: Research Outcome (40%)

External Assessment (30%)

- Assessment Type 3: Evaluation (30%)

Pathways/Industry:
Provides background knowledge and skills for any future study undertaken.

STAGE 1 SAASTA A & B

Length: 2 Semesters

SACE Credits: 20 credits

Course Description:
Central Yorke School hosts the Central Yorke SAASTA Academy. As a host academy, Aboriginal students from all schools on Yorke Peninsula are eligible to apply. SAASTA provides Aboriginal high school students with a unique sporting and educational program.

Students are given the skills, opportunities and confidence to dream, believe and achieve in the areas of sport, education, employment, healthy living and connection with their culture. Opportunities are provided for students to grow as young people, connect with their culture and gain the skills and attitudes to become independently resilient.

Students are involved in the ACE (Aboriginal Career Exploration) program from the Workabout Centre. This supports Aboriginal students to become 'work ready', it provides opportunities for students to meet and learn directly from employers and industry professionals. students learn about and explore more than 20 different industries. During Semester one, students participate in the Santos Aboriginal Power Cup and in Semester two, are participants in the SAASTA Shield.

Assessment:
Students are assessed for their participation in, and completion of tasks associated with various topics from the ACE program. These include career options, workshops, being work-ready and an understanding of the work environment.

Pathways/Industry:
Participation in SAASTA leads to the completion of SACE and Certificate III courses. It assists in their transition to meaningful employment or tertiary study.

Special Requirements:
Attendance at Aboriginal Power Cup and SAASTA Shield

STAGE 1 VISUAL ARTS & DESIGN A & B

Length: 1 or 2 Semesters

SACE Credits: 10 Credits

Course Description:
In this course, students must choose either Art or Design to specialise in.

Stage 1 Visual Arts and Design allows students to explore visual ideas and processes leading to the development of Visual Art or Design pieces, as completed in the Practical section. The Visual Study is an exploration of practitioner's ideas and concepts, including famous Visual Art and Design movements and styles. Students have opportunities to research, understand and reflect upon visual art and design works in their cultural and historical contexts. Their resolved practical work should be an expression of their own thoughts and feelings about an issue of interest to them and should incorporate the use of a variety of mediums and techniques, whilst reflecting elements of the art movements they have studied.

Assessment:
- Assessment Type 1: Folio
- Assessment Type 2: Practical
- Assessment Type 3: Visual Study

Pathways/Industry:
Provides background knowledge for Stage 2 Visual Arts

STAGE 1 WORKPLACE PRACTICES A & B

Length: 1 or 2 Semesters

SACE Credits: 10 Credits or 20 credits

Course Description:
Workplace practices is the study of the various activities and processes of modern workplaces. This course covers a variety of practices that occur in workplaces including health and safety and the changing nature of work. If students are already employed, this course will allow them to develop a greater understanding of their own workplace's practices, or they can study an industry that they are interested in. There is a wide scope for students to explore future career interest in this course. Students will be required to undertake work experience or currently have part time employment.

Assessment:
Students are assessed using the following assessment types:

- Assessment Type 1: Folio
- Assessment Type 2: Performance
- Assessment Type 3: Reflection.

Pathways/Industry:
Stage 1 Workplace Practices provides a pathway to Stage 2 Workplace Practice.

YEAR 12 – STAGE 2

Overview

To achieve SACE, students must achieve either three full year Stage 2 subjects or the equivalent 60 credits worth of VET Certificate III courses. However, students wishing to achieve an ATAR must have at least 90 credits at Stage 2 (this can include the Research Project A or B option studied in Year 11); of which only 20 credits can be counted from VET courses. All students at Central Yorke School are required to study a minimum of four Year 12 subjects, with the option of choosing a fifth should they wish to maximise their chances of a higher ATAR.

Year 12 Curriculum Pattern

Subject 1	Subject 2	Subject 3	Subject 4	Subject 5
20 Credits	20 Credits	20 Credits	20 Credits	20 Credits (optional)

Each of the following subjects are 20-credit (full year) Stage 2 SACE Subjects offered at CYS:

- Agricultural Production
- Biology
- Business Innovation
- Chemistry
- Creative Arts
- Child Studies
- English
- Food and Hospitality
- General Mathematics
- Mathematical Methods
- Design, Technology and Engineering
- Media Studies
- Nutrition
- Outdoor Education
- Physical Education
- Physics
- Visual Arts - Art & Visual Arts - Design
- Workplace Practices
- SAASTA (Aboriginal Student and Application Only)

STAGE 2 SUBJECTS

STAGE 2 AGRICULTURAL PRODUCTIONS

Length: 2 Semesters

SACE Credits: 20 Credits

Course Description:
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 important in their local area.

Assessment:
Assessment Type 1 - Reports (30%)

- Crop Analysis
- SHE
- Soil Deconstruction

Assessment Type 2 - Applications (40%)

- Beef Cattle/Lamb Production
- Sheep and Wool
- Pest and Diseases

Assessment Type 3 – Production Investigation (30%)

Pathways/Industry:
University courses, vocational education and training, industry employment from state to nationwide from seasonal to long term employment.

STAGE 2 BIOLOGY

Length: 2 Semesters

SACE Credits: 20 credits

Course Description:
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 studied:
- Topic 1: DNA and proteins
- Topic 2: Cells as the Basis of Life
- Topic 3: Homeostasis
- Topic 4: Evolution

Assessment:
School-based Assessment:

- Practical Investigations (20%)
- Science as Human Endeavour Task (10%)
- Skills and applications tasks (40%)

External Assessment:
- Examination (30%)

Pathways/Industry:
Microbiologists, Marine biologist, Researcher, Medical Science, Pharmacist.

STAGE 2 BUSINESS INNOVATION

Length: 2 Semesters

SACE Credits: 20 Credits

Offered through: Ardrossan Area School

Course Description:
Business Innovation students are equipped with the knowledge, skills, and understandings to engage in designing, sustaining, and transforming business in the modern world. In a time when design-driven companies consistently outperform other stock market companies, Business Innovation foregrounds design thinking and assumption-based business planning tools to promote an iterative, human-centred approach to innovation and the transformation of business products, services, and processes. Students 'learn through doing' in Business Innovation, using design thinking and assumption-based planning processes to anticipate, find, and solve problems. They learn in an environment in which risk is encouraged, where ideas are built up rather than broken down, and fear of failure is replaced with the opportunity to iterate as initial assumptions about problems, customers, or solutions are refined.

Assessment:
Students are assessed using the following assessment types:

School Assessment (70%)

- Assessment Type 1: Business Skills (40%)
- Assessment Type 2: Business Model (30%)

External Assessment (30%)

- Assessment Type 3: Business Plan and Pitch (30%)

Pathways/Industry:
This course will be useful for students who are thinking of going into the area of Business.

STAGE 2 CHEMISTRY

Length: 2 Semesters

SACE Credits: 20 Credits

Course Description:
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 consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of chemistry helps students to make informed decisions about interacting with and modifying nature, and exploring options such as green or sustainable chemistry, which seek to reduce the environmental impact of chemical products and processes.

The three strands of science to be integrated throughout student learning are science inquiry skills, science as a human endeavour and science understanding.

Topics:
The topics for Stage 2 Chemistry are:

- Topic 1: Monitoring the environment
- Topic 2: Managing chemical processes
- Topic 3: Organic and biological chemistry
- Topic 4: Managing resources.
  Students study all four topics.

Assessment:
School-based Assessment:

- Practical reports (20%)
- Science as Human Endeavour Task (10%)
- Skills and applications tasks (40%)

External Assessment:

- Examination (30%)

Pathways/Industry:
Medical Sciences, Research Scientists, Environmental Scientists, Medical Treatment Development.

Special Requirements:
Completion of Stage 1 Chemistry A and B is desirable.

STAGE 2 CHILD STUDIES

Length: 2 Semesters

SACE Credits: 20 Credits

Course Description
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.

Students explore and critically evaluate the role of government legislation and social structures, and the ways in which these influence the growth and development of children. Students work independently and collaboratively to achieve common goals. They will investigate contemporary issues that are relevant to children and their development.

Students study topics within the following areas of study:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Sociocultural Influences
- Technological Influences.

Assessment
Students will demonstrate their learning through the following assessment types:

- Practical Activity (50%)
- Group Activity (20%)
- Investigation (30%)

Pathways/Industry
This is a TAS subject and can be used for University and TAFE entrance.

STAGE 2 CREATIVE ARTS

Length: 2 Semesters

SACE Credits: 20 Credits

Course Description:
Creative Arts allows students to study within and across the various Art disciplines. This subject allows students to select their area of specialisation and tailor the subject to their personal interests and skills. This may include, but is not limited to, areas of: music, singing and song writing, drama, performing arts, media, film making and photography. They actively participate in the development and presentation of creative arts products which may be presented in a variety of forms. Students will analyse and evaluate creative arts products in different contexts and from various perspectives. Students will 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.

Assessments:
School Assessment (70%)

- Assessment Type 1: Product (50%)
- Assessment Type 2: Inquiry (20%)

External Assessment (30%)

- Assessment Type 3: Practical Skills (30%)

Pathways/Industry:
This course will be useful for students who are thinking of learning and working in the Creative Industries.

STAGE 2 DESIGN AND TECHNOLOGY AND ENGINEERING

Length: 2 semesters

SACE Credits: 20 Credits

Course Description:
In Design, Technology, and Engineering students use design and realisation processes to engineer solutions for the development of products or systems. This subject is divided into four context: digital communication solutions, industry and entrepreneurial solutions, material solutions and robotic and electronic systems. This subject provides a flexible framework that encourages students to be creative, innovative and enterprising. They investigate and analyse the purpose, design features, materials and production techniques used in diverse situations and industries. They apply critical thinking, problem-solving skills and inquiry-based learning to address design problems. Students are provided with authentic opportunities to apply engineering processes and use new and evolving technologies that will prepare them for 21st century career pathways.

Digital Communication Solutions Topics Include:
Application (app) development, CAD, digital animation, film-making, game production, graphics, multimedia, photography, sound, virtual reality, web design.

Entrepreneurial Design Solutions Include:
Aerospace, agricultural equipment, architecture, CAD/CAM, construction, food industry, health and aged care equipment, industrial design, maritime equipment, media, entertainment, music and game industries, product design, software programming, transport.

Material Solutions Include:
Clothing and textiles, composite materials, food, jewellery manufacturing, metal, polymers, timber.

Electronic and Robotic Systems Include:
Agriculture applications, automated systems, autonomous vehicles, biomedical engineering, communication systems, electrical systems, electronic systems, mechanical systems, renewable energy systems, robotics.

Assessment:

- Assessment Type 1: Specialised Skills Task
- Assessment Type 2: Design Process and Solution
- Assessment Type 3: External Assessment

Pathways/Industry:
Provides background knowledge for Stage 2 Design and Technology and Engineering and related VET courses.

STAGE 2 ENGLISH

Length: 2 semesters

SACE Credits: 20 credits

Course Description:
Students will analyse the relationship between purpose, context, and audience in a range of texts. They will evaluate how language and stylistic features and conventions are used to represent ideas, perspectives, and aspects of culture in texts, along with analysing how perspectives in their own and others' texts shape responses and interpretations. Students will create and evaluate oral, written, and multimodal texts in a range of modes and styles, analyse the similarities and differences when comparing texts, and apply clear and accurate communication skills in the creation of their texts.

Assessment:
School Assessed (70%)

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts

Externally Assessed (30%)

- Assessment Type 3: Intertextual Study

Pathways/Industry:
Provides background knowledge for university studying Arts or Humanities, or TAFE.

STAGE 2 FOOD AND HOSPITALITY

Length: 2 Semesters

SACE Credits: 20 Credits

Course Description:
Students focus on the dynamic nature of the food and hospitality industry and develop an understanding of contemporary approaches and issues related to food and hospitality. Students develop skills in using technology and safe work practices in the preparation, storage, and handling of food, and complying with current health and safety legislation. They investigate and discuss contemporary food and hospitality issues and current management practices, and explore concepts such as the legal and environmental aspects of food production, trends in food and hospitality, consumer protection, and the nutritional impact of healthy eating.

By working with a range of people within the school and the wider community, students develop their interpersonal communication skills. They establish and develop cooperative working relationships and learn the value of working independently, while also being able to respond to instructions or directions.

The study of Food and Hospitality integrates active, problem-solving approaches to learning. Students participate in collaborative activities to support healthy eating practices. They develop their ability to think critically and to solve problems related to the food and hospitality industry in individual, family, and community contexts, both locally and globally.

Assessment:
- Practical Activities (50%)
- Group Activities (20%)
- Investigation (30%)

Pathways/Industry:
Industry related VET courses. May also assist with applications for work in hospitality.

STAGE 2 GENERAL MATHEMATICS

Length: 2 Semesters

SACE Credits: 20 Credits

Course Description:
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.

Topics:
The five topics covered at Stage 2 General Mathematics include:

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

Assessment:
- Skills and Application Tasks (40%)
- Investigations/Folio Tasks (30%)
- Examination (30%)

Pathways/Industry:
This is a TAS subject and can be used for University and TAFE entrance.

Special Requirements:
- Graphics Calculator (options: Fx-CG50AU, FX-CG20AU, FX-9860G AU PLUS)
- MASA Revision Guide is highly recommended for approximately $30

STAGE 2 TECHNOLOGY

Length: 2 Semesters

SACE Credits: 20 Credits

Course Description: Students will select their course focus: from Digital Communication Solutions, Robotic and Electronic Systems, Industry and Entrepreneurial Solutions or Material Solutions.

Once decided they then design an individual solution to a problem or challenge utilising skills and techniques developed in the course. For example, if Material Solutions are selected then student learning is focused on wood-based materials, and how they work with them, as well as the use of technology in wood based manufacturing industries. The course has a practical focus with supporting investigation and design work built in.

Assessment:
School assessment (70%)

- Specialised Skills Task (20%)
- Design Process and Solution (50%)
- External assessment (30%)

External Assessment (30%)

- Resource Study (30%)

Pathways/Industry:
This is a TAS subject and can be used for University and TAFE entrance.

STAGE 2 MATHEMATICAL METHODS

Length: 2 Semesters

SACE Credits: 20 Credits

Offered through: Ardrossan Area School

Course Description:
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.

The focus is on the development of mathematical skills and techniques that enable students to explore,

describe, and explain aspects of the world around them in a mathematical way. It places mathematics in relevant contexts and deals with relevant phenomena from the students' common experiences, as well as from scientific, professional, and social contexts

Assessment:
Students are assessed using the following assessment types:

School assessment (70%)

- Assessment Type 1: Skills and Applications Tasks (50%)
- Assessment Type 2: Mathematical Investigation (20%)

External assessment (30%)

- Assessment Type 3: Examination (30%)

Pathways/Industry:
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.

Special Requirements:
- Graphics Calculator (options: Fx-CG50AU, FX-CG20AU, FX-9860G AU PLUS)

STAGE 2 MEDIA STUDIES

Length: 2 Semesters

SACE Credits: 20 Credits

Course Description:
Students develop media literacy and production skills by critically observing media practices, critically analysing media texts and creating their own media products. Students are provided opportunities to undertake research, debate issues and produce a range of texts, presenting their view in a variety of creative ways. Through their observations and analysis, students produce their own innovative media products, developing industry knowledge and skills in the process. Topics include; photojournalism, documentaries, cult television/film, music and media, the internet, television genres, community media, short films, advertising and audiences, globalisation and media, youth and media, children and media, media ethics and regulation and cultural diversity in the media.

Assessments:
School Assessment (70%)

- Assessment Type 1: Folio (30%)
- Assessment Type 2: Product (40%)

External Assessment (30%)

- Assessment Type 3: Investigation (30%)

Pathways/Industry:
Film, media, radio advertising, social media.

STAGE 2 NUTRITION

Length: 2 Semesters

SACE Credits: 20 Credits

Course Description:
Nutrition students learn the fundamentals of human nutrition, including healthy eating patterns with specific focus on nutrients in food, how the body uses nutrients, and the relationship between diet, health, and disease. Students apply knowledge and understanding of nutrition to conduct investigations and examine scenarios. Students consider how the food and nutrition needs of different population demographics are affected by food availability and product development.

Topics covered:
- Topic 1: Principles of nutrition, physiology and health
- Topic 2: Health promotion and emerging trends
- Topic 3: Sustainable food systems

Assessment:
School Assessment:

- Skills and Application Tasks (40%)
- Investigation Folio (30%)

External Assessment:
- Examination (30%)

Pathways/Industry:
Dietician, Food Developer, Nutritionist, Sports Nutrition, Research and Education.

STAGE 2 OUTDOOR EDUCATION

Length: 2 Semesters

SACE Credits: 20 Credits

Course Description:
Through the study of three focus areas, environment and conservation; planning and management; and personal and social growth and development, students have the opportunity to develop the skills, knowledge and attitudes required to participate in activities in the Outdoors in a safe and environmentally sensitive manner. Practical 'hands on' experience in the classroom, supported by relevant theory topics, equip students to meet the challenges presented by Outdoor Journeys offered as compulsory assessment components of the course. Stage 2 Outdoor Education provides students with opportunities to engage in direct and personal experiences in a variety of natural environments to reflect on their study of natural areas and their potential to promote personal development, group development, health and well-being, environmental learning, sustainable living, and social justice.

Assessment:
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%)

Pathways/Industry:
Further education or employment in Environmental and sustainability areas.

Special Requirements:
There will be costs involved for practical activities in this subject.

STAGE 2 PHYSICAL EDUCATION

Length: 2 Semesters

SACE Credits: 20 Credits

Course Description:
Stage 1 Physical Education has three focus areas:

- Focus Area 1: In movement
- Focus Area 2: Through movement
- Focus Area 3: About movement

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

These movement concepts and strategies include:

- Body awareness
- Movement quality
- Spatial awareness
- Relationships, executing movement
- Creating space
- Making decisions

Assessment:
Assessment for Physical Education is as follows:

- Assessment Type 1 - Diagnostics (30%)
- Assessment Type 2 - Self-Improvement Portfolio (40%)
- Assessment Type 3 (External) - Group Dynamics (30%)

Pathways/Industry:
University courses, vocational education and training and employment in fields such as physiology, sport, recreation, coaching and teaching.

Special Requirements:
Student Workbook $50

STAGE 2 PHYSICS

Length: 2 Semesters

SACE Credits: 20 Credits

Offered through: Kadina Memorial School

Course Description:
The study of physics is constructed 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. Students will study topics related to Motion and Relativity, Electricity and Magnetism and Light and Atoms.

Assessment:
Students are assessed using the following assessment types:

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%)

Pathways/Industry:
This course leads to University and Tertiary courses related to Physics and Science.

STAGE 2 SAASTA

Length: 2 Semesters

SACE Credits: 20

Course Description:
South Australian Aboriginal Secondary Training Academy (SAASTA) provides Aboriginal high school students with a unique sporting and educational program. Our academies work with school leaders and local communities across South Australia.

We give students the skills, opportunities and confidence to dream, believe and achieve in the areas of sport, education, employment, healthy living and connection with their culture. Stage 2 continuing students will explore own culture and their connection to country through sharing, researching and communicating with their peers and community. Students participate in the SANTOS Aboriginal Power Cup week where they participate in a variety of career and leadership workshops, compete against other academies in 9 aside football and join in a cultural dance performance before an AFL match.

Assessment:
A variety of group, creative and practical assessments

Pathways/Industry:
Preparing for employment, tertiary study and life out of school.

Special Requirements:
Aboriginal Power Cup, SAASTA Shield

STAGE 2 VISUAL ARTS - ART & VISUAL ARTS - DESIGN

Length: 2 Semesters

SACE Credits: 20

Course Description:
In this course, students must choose to specialise in either Art or Design.

Stage 2 Visual Art and Design has three areas of study, including a Folio, Practical and a Visual Study. The Folio allows students to explore themes, ideas, methods and techniques of personal interest, leading to the

development of resolved art or design pieces. These resolved works form the Practical component of the course and may be presented as two resolved major works or a suite of pieces. The final component, an externally assessed Visual Study, provides students with the opportunity to explore an aspect of visual art or design. The Visual Study incorporates experimentation with styles, media and techniques of the student's choice and takes the form of an illustrated in-depth exploration.

Assessment:

- Assessment Type 1: Folio (40%)
- Assessment Type 2: Practical (30%)
- (External Assessment)
  Assessment Type 3: Visual Study (30%)

Pathways/Industry:
University courses, vocational education and training and employment in fields related to the Arts.

STAGE 2 WORKPLACE PRACTICES

Length: 2 Semesters

SACE Credits: 20 Credits

Course Description:
Workplace practices is the study of the various activities and processes of modern workplaces. This course covers a variety of practices that occur in workplaces including health and safety and the changing nature of work. If students are already employed, this course will allow them to develop a greater understanding of their own workplace's practices, or they can study an industry that they are interested in. There is a wide scope for students to explore future career interest in this course. Students will be required to undertake work experience or currently have part time employment.

Assessment:
Students are assessed using the following assessment types:

School Assessment (70%)

- Assessment Type 1: Folio (25%)
- Assessment Type 2: Performance (25%)
- Assessment Type 3: Reflection (20%)

External Assessment (30%)

- Assessment Type 4: Investigation (30%)

Pathways/Industry:
This course will be useful for students who currently have part time employment or will be seeking employment after Year 12.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Vocational Education and Training

Vocational Education and Training (VET) pathways are critical in course selection and are available from Year 10-12. For 2022 Central Yorke is proud to offer a broad range of courses across a variety of learning environments for senior students to study.

VET refers to the national vocational qualifications that are endorsed by industry. VET courses provide students with the opportunity to work to attain nationally accredited certification against the Australian Qualifications Training Framework and achieve their South Australian Certificate of Education (SACE) through diverse and rigorous learning experiences.

What is VET?

VET programs provide students in years 10, 11 and 12 increased vocational pathway options through a broad range of VET program choices. VET programs are hosted by schools and Registered Training Organisations (RTOs). Students remain enrolled at Central Yorke School and attend CYS, a host school or RTO for their chosen VET program.

Some of the benefits of choosing VET include:

- Gaining a nationally recognised qualification while completing your SACE
- Getting a 'head start' in your chosen career
- Making your senior school studies more relevant and interesting
- Providing opportunities to learn 'on-the-job' through workplace learning
- Gaining skills and knowledge that employers seek in their employees
- Providing pathways into apprenticeships, traineeships (including School-Based Apprenticeships and Traineeships), further education or training, and direct employment

There are some courses where significant reductions in fees can be obtained through Training Guarantees for SACE Students (TGSS). Courses that fall outside of the funded training list will require full fees at the responsibility of the student. Some programs may have specific equipment or materials that you are required to purchase, e.g., steel-capped boots or equipment that becomes your personal property. It is the responsibility of the student to cover these extra costs.

Some students may miss lessons for other subjects while at their VET program. This means that they will need to be well organised and prepared to negotiate subject learning requirements by working closely with their subject teachers and Pathways Coordinator.

Many VET programs require students to undertake Structured Workplace Learning (SWL). This involves learning opportunities related to your VET program in a real or simulated workplace. These placements provide on-the-job training and mentoring to develop your technical and employability skills. SWL also provides opportunity for on-the-job assessment as part of your VET program.

School Based Apprenticeships

A School Based Apprenticeship is a great way to start your career while completing your SACE. ASBAs allow senior school students to combine paid work, training and school, while working towards their SACE a nationally-recognised qualification.

Students undertaking ASBAs commence a Contract of Training through a part-time Apprenticeship or Traineeship. They learn skills (competencies) on-the-job and through training with a Registered Training Organisation (RTO).

Some benefits of undertaking a School Based Apprenticeship or Traineeship include:

- Gaining a head start in your chosen job without competing with the rest of the school leavers in the state.
- Earning credits as part of your training which accrue towards your SACE.
- Starting your career and earning money while you are still at school.
- Working towards or gaining a nationally recognised qualification.
- Gaining hands-on experience in a career orientated job.
- Having adult responsibility as a member of the workforce
- The relevant industry Award covers most School Based Apprenticeships. Students are paid for the time spent in the workplace.

If the ASBA is not completed prior to the student completing SACE, students will continue as a permanent employee until it is completed. Apprenticeships are now competency-based, which means that if all the training is successfully completed and the employer believes the Apprentice or Trainee is competent in all areas, the Contract of Training can be 'signed off.' Students commencing a Certificate III or IV work part-time while still attending school, then continue full-time to complete the apprenticeship when their schooling is finished (SACE is achieved).

The School Based Apprenticeship can be organised in a number of ways. It can involve working one or more days a week; on weekends; during school holidays or a block of time (e.g., several weeks in a row). This is negotiated between the employer, the school, and the student. At least eight hours per week on-the-job is required (this can be averaged overtime).

Year 9, 10, 11 or 12 students can arrange a meeting with an Apprenticeship Broker. Meeting times can be booked through the school. Speak to the Secondary Leadership Team if this pathway appeals to you.

CYS VET PROGRAMS

Course overview

The Regional Skills Training (RST) Animal Care and Husbandry Program offers you the opportunity to gain skills in animal care under the qualification:

> AHC32816 **Certificate III in Rural Operations**

This 18 month to 2 year program is aimed at students who wish to pursue a career in the animal care industry. Workshops are delivered face to face in a school environment or on farm to relevant industry practical training.

You will learn the basics of animal care and husbandry practices, animal first aid, wildlife rehabilitation, administering medication, livestock health, nutrition and grooming. You will have the opportunit to participate in an overnight field trip to Monarto Zoo and receive hands-on experience in working in a captive animal facility.

CERTIFICATE III IN RURAL OPERATIONS – ANIMAL CARE AND HUSBANDRY

Delivery Site: Central Yorke School

Registered Training Organisation: RST

Qualification Code: AHC32816

Number of SACE credits: Stage 2 – Max. 140 credits

Course Description:
Students participating in this course will learn the basics of Animal Care and Husbandry practices, animal first aid, wildlife rehabilitation, administering medication, livestock health, nutrition and grooming. Students will have the opportunity to participate in an overnight field trip to Monarto Zoo and receive hands-on experience working in a captive animal facility. The course comprises the core competencies listed plus elective competencies.

Core Competencies

- Apply Environmentally Sustainable Work Practices **AHCWRK309**
- Provide Basic Animal First Aid **ACMGEN309**
- Provide General Care of Domestic Dogs **ACMSPE316**
- Respond to Wildlife Emergencies **AHCFAU303**
- Administer Medication to Livestock **AHCLSK301**
- Rear Newborn And Young Livestock **AHCLSK318**
- Rehabilitative Native Wildlife **ACMEXH306**
- Mate and Monitor Reproduction of Alpacas **AHCLSK302**
- Provide Sanitary and Hygiene Grooms for Companion Animals **ACMGRM303**

Pathways/Industry
Veterinary Industry, Farming, Animal Care Industries

Course overview

The Regional Skills Training (RST) Primary Production Program offers training under the following qualifications:

> AHC30116 **Certificate III in Agriculture**

> AHC32816 **Certificate III in Rural Operations**

RST will work with you to determine the most suitable course to meet your needs. Students participating in these courses can expect to gain practical skills needed for careers in various sectors of the agricultural industry including broadacre cropping, livestock and mixed farming enterprises.

CERTIFICATE III IN RURAL OPERATIONS – PRIMARY PRODUCTION

Delivery Site: Central Yorke School

Registered Training Organisation: RST

Qualification Code: AHC32816

Number of SACE credits: Stage 2 – Max. 140 credits

Course Description:
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. The course comprises the core competencies listed below plus elective competencies.

Core Competencies

- Work, Health and Safety (WHS) and Environmentally Sustainable Work Practices
- Welding and Workshop Tools
- Machinery Maintenance
- Chainsaw
- Working at Heights and in Confined Spaces
- Mobile Plant Operation
- Chemical Accreditation
- Crop Agronomist/Pest, Disease and Weed Control
- Livestock Feeding Plans

Pathways/Industry
Agricultural Industry

YP ALLIANCE VET PROGRAMS

CERTIFICATE II IN RESOURCE AND INFRASTRUCTURE WORK PREPARATION

Delivery Site: Ardrossan Area School

Registered Training Organisation: TAFE SA

Qualification Code: RII20120

Number of SACE credits: Stage 1 – Max. 40 credits

Course Description:
This qualification reflects the roles of individuals working in the resources and infrastructure industries who perform mainly routine tasks and procedures, using limited practical skills and fundamental operational knowledge, and taking some responsibility for the quality of the work outcomes.

Core Competencies

- Identify and assess environmental and heritage concerns **RIIENV201D**
- Conduct local risk control **RIIRIS201D**
- Work safely and follow WHS policies and procedures **RIIWHS201D**

Pathways/Industry
This is a pathway qualification and that prepares individuals to successfully undertake a Certificate III training in the Resources and Infrastructure Industry.

CERTIFICATE II IN AUTOMOTIVE SERVICING TECHNOLOGY

Delivery Site: Yorketown Area School

Registered Training Organisation: TAFE SA

Qualification Code: AUR20516

Number of SACE credits: Stage 2 – Max. 50 credits

Course Description:
Get the skills you need to work in vehicle servicing and repairs. You will learn about workplace safety, basic automotive fault finding, troubleshooting techniques, batteries, wheel balancing, braking systems, cooling systems, steering systems, suspension systems, and the maintenance of automotive tools and equipment. The course comprises the core competencies listed below plus elective competencies.

Core Competencies

- Carry out servicing operations **AURTTA004**
- Follow environmental & sustainability best practice in an automotive workplace **AURAEA002**
- Follow safe working practices in an automotive workplace **AURASA002**
- Identify basic automotive faults using troubleshooting processes **AURATA001**
- Inspect and service braking systems **AURTTB001**
- Inspect and service cooling systems **AURTTC001**
- Inspect and service drive shafts **AURTTQ003**
- Inspect and service engines **AURTTE004**
- Inspect and service final drive assemblies **AURTTQ001**
- Inspect and service steering systems **AURTTD002**
- Inspect and service suspension systems **AURTTD004**
- Inspect, test and service batteries **AURETR015**
- Use and maintain tools and equipment in an automotive workplace **AURTTK002**

Pathways/Industry
Certificate III in Automotive Electrical Technology, Mechanics, Mining Industries

CERTIFICATE II IN COMMUNITY SERVICES

Delivery Site: Yorketown Area School

Registered Training Organisation: MADEC

Qualification Code: CHC22015

Number of SACE credits: Stage 1 – Max. 45 credits

Course Description:
Learn how to greet and observe people, follow organisational procedures to collect routine client information, identify priorities of need, provide service information, contribute to continuous improvement and communicate effectively with people. The course comprises the core competencies listed below plus elective competencies.

Core Competencies

- Communicate and work in health or community services **CHCCOM005**
- Organise and complete daily work activities **BSBWOR202**
- Participate in workplace health and safety **HLTWHS001**
- Provide first point of contact **CHCCOM001**
- Work with diverse people **CHCDIV001**

Pathways/Industry
Assistant Community Services Worker, Care Worker, Community Services Contact Officer, Customer Service Staff (Community Services)

CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE

Delivery Site: Kadina Memorial School

Registered Training Organisation: MADEC

Qualification Code: CHC30121

Number of SACE credits: Stage 2 – Max. 155 credits

Course Description:
Learn how to ensure the health and safety of children, provide care for babies, toddlers and children, support the holistic development of children in early childhood, identify and respond to children and young people at risk, provide an emergency first aid response in an education and care setting and identify and apply the early learning framework. The course comprises the core competencies listed below plus elective competencies.

Core Competencies

- Develop cultural competence **CHCECE001**
- Develop positive and respectful relationships with children **CHCECE007**
- Ensure the health and safety of children **CHCECE002**
- Identify and respond to children and young people at risk **CHCPRT001**

- Participate in workplace health and safety HLTWHS001
- Promote Aboriginal and/or Torres Strait Islander Cultural Safety CHCDIV002
- Promote and provide healthy food and drinks CHCECE004
- Provide an emergency first aid response in an education and care setting HLTAID004
- Provide care for babies and toddlers CHCECE005
- Provide care for children CHCECE003
- Provide experiences to support children's play and learning CHCECE011
- Support the holistic development of children in early childhood CHCECE010
- Use an approved learning framework to guide practice CHCECE009
- Use information about children to inform practice CHCECE013
- Work legally and ethically CHCLEG001

Pathways/Industry
Early Childhood Educator Pathway, Education Assistant, Family Day Care Worker, Youth Worker

CERTIFICATE III IN INDIVIDUAL SUPPORT

Delivery Site: Kadina Memorial School

Registered Training Organisation: MADEC

Qualification Code: CHC33015

Number of SACE credits: Stage 2 – Max. 100 credits

Course Description:
Develop the skills to support individuals with disabilities, living in the community and/or supported accommodation. Learn about independence and wellbeing, communication, working with diverse people, legal and ethical requirements, healthy body systems and safe work practices. Learn to provide physical and emotional support to older people to enhance their independence and wellbeing. The course will introduce you to all aspects of a support worker's role including assisting with daily activities and personal care. The course comprises the core competencies listed below plus elective competencies.

Core Competencies
- Communicate and work in health or community services CHCCOM005
- Follow safe work practices for direct client care HLTWHS002
- Provide individualised support CHCCCS015
- Recognise healthy body systems HLTAAP001
- Support independence and wellbeing CHCCCS023
- Work legally and ethically CHCLEG001
- Work with diverse people CHCDIV001

Pathways/Industry
Aged Care Support, Disability Support Worker

CERTIFICATE II IN KITCHEN OPERATIONS

Delivery Site: Moonta Area School

Registered Training Organisation: TAFE SA

Qualification Code: SIT20416

Number of SACE credits: Stage 1 – Max. 55 credits

Course Description:
This course enables students to gain industry experience in a fully operational commercial setting. TAFE SA cookery students carry out all aspects of restaurant operations, including back-of-house and kitchen duties. The course comprises the core competencies listed below plus elective competencies.

Core Competencies
- Clean kitchen premises and equipment SITHKOP001
- Maintain the quality of perishable items SITXINV002
- Participate in safe work practices SITXWHS001
- Prepare dishes using basic methods of cookery SITHCCC005
- Use cookery skills effectively SITHCCC011
- Use food preparation equipment SITHCCC001
- Use hygienic practices for food safety SITXFSA001
- Work effectively with others BSBWOR203

Pathways/Industry
A pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafés and coffee shops and institutions such as aged care facilities, hospitals, prisons and schools.

CERTIFICATE III IN FOOD PROCESSING

Delivery Site: Minlaton District School

Registered Training Organisation: TBC

Qualification Code: FBP30121

Number of SACE credits: Stage 2 – Max. 110 credits

Course Description:
This qualification is designed for food production-related roles that require the application of industry-specific skills and knowledge across a range of processes, including some technical and problem-solving abilities. It caters to multi-skilled outcomes and roles that include team leader functions within the production environment. The course comprises the core competencies listed below plus elective competencies.

Core Competencies
- Monitor the implementation of food safety and quality programs FBPFSY3003
- Participate in traceability activities FBPFSY3004
- Operate and monitor interrelated processes in a production or packaging system FBPOPR3019
- Apply good manufacturing practice requirements in food processing FBPOPR3021
- Contribute to work health and safety processes FBPWHS3001

Pathways/Industry
Advanced Food and Drink Packaging Operator, Advanced Food and Drink Production Operator, Food Processing Operator, Food Processing Salesperson, Grain Processing Operator, Poultry Process Operator

CERTIFICATE II IN CONSTRUCTION PATHWAYS

Delivery Site: Moonta Area School

Registered Training Organisation: TAFE SA

Qualification Code: CPC20220

Number of SACE credits: Stage 1 – Max. 55 credits

Course Description:
This course gives you a taste of different trades in the building industry. You will develop a broad range of skills across joinery, shopfitting, carpentry and bricklaying, and learn foundational skills that will help you gain your trade apprenticeship. Through theoretical and practical course work, you will learn to read and interpret specifications and plans, carry out measurements and calculations, correctly use hand and power tools, identify materials you will work with in construction and how to follow instruction from trade supervisors. The course comprises the core competencies listed below plus elective competencies.

- Core Competencies
- Work effectively and sustainably in the construction industry **CPCCOM1012**
- Plan and organise work **CPCCOM1013**
- Carry out measurements and calculations **CPCCOM1015**
- Undertake a basic construction project **CPCCVE1011**
- Apply WHS requirements, policies and procedures in the construction industry **CPCCWHS2001**

Pathways/Industry
This qualification provides a pathway to the primary trades in the construction industry.

CERTIFICATE II IN CREATIVE INDUSTRIES

Delivery Site: Kadina Memorial School

Registered Training Organisation: TAFE SA

Qualification Code: CUA20220

Number of SACE credits: Stage 1 – Max. 45 credits

Course Description:
The qualification will provide you with practical skills and knowledge in the creative industry sector. Learn how to create amazing content, gain familiarity using DSLR cameras, photography and video production, and launch an exciting career with a large range of job opportunities. Media students get to work with industry standard equipment developing skills in video production and photography. Enhance your creativity, explore the world and tell your story. The course comprises the core competencies listed below plus elective competencies.

Core Competencies
- Work effectively with others **BSBTWK201**
- Develop and apply creative arts industry knowledge **CUAIND211**
- Apply work health and safety practices **CUAWHS312**

Pathways/Industry
The job roles that relate to this qualification may include Venue Attendant, Usher, Production Assistant (Film and Television), Junior Production Crew, Trainee Production Crew, Radio Production Assistant, Program Seller, Merchandise Seller, Stagehand, Runner, Dresser, Crewing Employee, Sound Assistant, Bump in/Bump out Loader, Wardrobe Assistant.

CERTIFICATE III IN SCREEN AND MEDIA

Delivery Site: Kadina Memorial School

Registered Training Organisation: TAFE SA

Qualification Code: CUA31020

Number of SACE credits: Stage 2 – Max. 85 credits

Course Description:
Learn a range of skills and knowledge across design, 3D modelling, animation, video and digital imaging. Study online by video conference 1 day per week with the convenience of having a lecturer at hand to guide you through a range of experiences in this exciting field. Use this course to explore your media specialisation for further study. The course comprises the core competencies listed below plus elective competencies.

Core Competencies
- Apply critical thinking skills in a team environment **BSBCRT311**
- Apply work health and safety practices **CUAWHS312**
- Work effectively in the creative arts industry **CUAIND311**

Pathways/Industry
Graduates may find employment in an assisting role in a variety of creative industries.

NOTES

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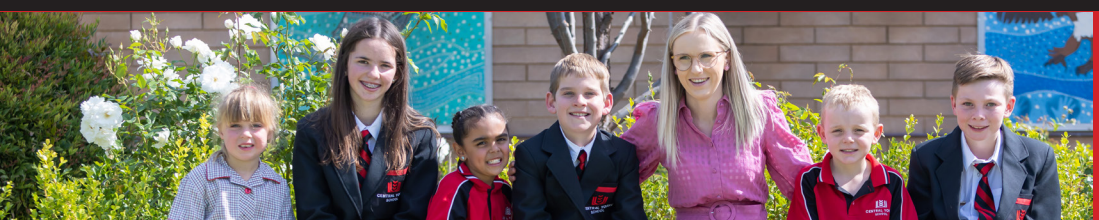

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