Whyalla Secondary College Curriculum Guide

Whyalla Secondary College

Whyalla Secondary College

Whyalla Secondary College has a vision of the person we hope our students will become.

Providing a stimulating and challenging education of the highest quality, Whyalla Secondary College is in a unique position to enhance the vast and varied talents of its diverse body of students, preparing them for all pathways. We are aiming to foster not just academically successful students, but socially informed, culturally competent, responsible, multi-talented, successful young people.

Whyalla Secondary College is committed to providing a safe and secure learning environment in which students can reach their potential in a positive school culture that engages and supports them in their learning. Student well being and student learning outcomes are inextricably linked and aims to promote an understanding of this link in both the school environment and in the community. It is recognised that all staff are vital sources of support and are determinant in the success of their students.

The school is a vibrant contemporary place of learning. One of the unique aspects of Whyalla Secondary College is the emphasis the school places on ATRiUM. Instead of differentiating the places for education – general classroom and special classroom – we are focusing on the processes and perspectives of educators with differing expertise, as well as other professionals who collaborate to make the most of every student's learning journey.

- ATRiUM capabilities (Active learning, Thinking, Relating, Using language, symbol systems and ICT, Managing self) provide a way to think about learning needs for all students
- Focus on learning, not labels
- Collaboration with families support responsive teaching
- Early intervention allows provision of timely and appropriate support for learning that can reduce the impact of a disability
- Evidence-based instructional approaches include direct instruction and strategy instruction.

Whyalla Secondary College prides itself on its Inclusion, Innovation and Integrity. A balance between tertiary and vocational opportunities are explored through Career Development in order for each student to take full advantage of the opportunities that our school offers in support of student post-school pathways.

Whyalla Secondary College respects Aboriginal People as having the oldest continuing cultures in human history. Our students develop an understanding of diverse cultural backgrounds, appreciating our differences, and inspiring in many a life-long respect for the uniqueness and perspective of every individual.

Our students will become the social, political and cultural leaders of the next generation and the school has a clear responsibility to ensure that every student has been prepared to respond in a well informed, imaginative, courageous, caring and socially responsible manner. Ensuring our students maximise their personal achievements and are able to pursue the pathway of their choice. As a school community we remain passionate and committed to the continual improvement of our school in order to maximise the opportunities for all of our students and families.

Australian Curriculum

The Australian Curriculum sets the expectations for what all young Australian should be taught, regardless of where they live in Australia or their background. Australian Curriculum Assessment and Reporting Authority draws on the best national talent and expertise and consults widely to develop the Australian Curriculum and resources.

Education plays a critical role in shaping the lives of young Australians and contributing to a democratic, equitable and just society that is prosperous, cohesive and culturally diverse.

The rationale for the introduction of the Australian Curriculum centres on improving the quality, equity and transparency of Australia's education system.

Quality – the an Australian Curriculum will contribute to the provision of a world-class education in Australia by setting out the knowledge, understanding and skills needed for life and work in the 21st century and by setting high standards of achievement across the country.

Equity – an Australian Curriculum will provide a clear, shared understanding of what young people should be taught and the quality of learning expected of them, regardless of their circumstances, the type of school that they attend or the location of their school.

The commitment to develop a national curriculum reflects a willingness to work together, across geographical and school sector boundaries, to provide a world class education for all young Australians. Working nationally makes it possible to harness collective expertise and effort in the pursuit of this common goal. It also offers the potential of economies of scale and a substantial reduction in the duplication of time, effort and resources.

The Australian Curriculum includes seven general capabilities. These include:

- Literacy
- Numeracy
- Information and communication technology capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding.

Australian CURRICULUM

South Australia Certificate of Education (SACE)

The South Australian Certificate of Education (SACE) is a modern, internationally-recognised secondary school qualification designed to equip you with the skills, knowledge, and personal capabilities to successfully participate in our fast-paced global society.

Students are awarded the SACE if they successfully complete requirements that include a range of skills and subjects you may study at school or may have acquired through other education, training or experience.

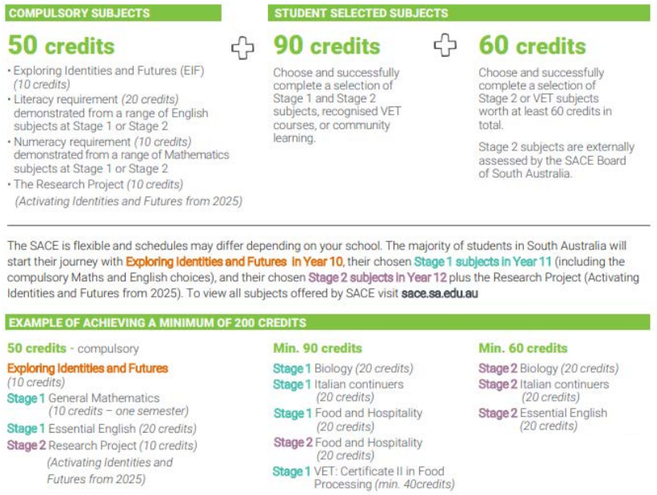
Each subject or course that is successfully completed earns credits towards the SACE. Students receive a final grade from A to E for stage 1 subjects and A+ to E- for stage 2 subjects.

The compulsory requirements of the SACE are:

- Complete a minimum of 200 credits
- Exploring Identities and Futures (EIF) - 10 credits at stage 1
- Literacy - at least 20 credits from a range of English subjects at stage 1 or stage 2
- Numeracy - at least 10 credits from a range of Mathematics subjects at stage 1 or stage 2
- AIF (Acting Identities and Futures) - 10 credits at stage 2 (done in year 11 at Whyalla Secondary College)
- Additional stage 2 subjects - at least 60 credits from a range of stage 2 subjects – C- grade or better
- The remaining 90 credits can be gained through additional stage 1 or stage 2 subjects and/or SACE Board recognised courses or recognised learning of a student's choice (such as VET, Youth Opportunities or Community Learning).

Important notes:

- If students want an Australian Tertiary Admission Rank (ATAR) they cannot study any stage 2 Community Studies subjects. Students also need to be aware of precluded combinations
- Students planning to study Medicine/Clinical Science or Dentistry must sit the University Clinical Aptitude Test
- Vocational Education Training (VET) must be a fully completed Certificate III for VET to count in an ATAR
- Only one Certificate III can count towards an ATAR
- For ATAR grading the completed Certificate III is graded as an average of the scaled score of the 3 other year 12 subjects e.g. C,C,C for school subjects = Vocational Education Certificate (VET course) = C (the average)
- VET credits can count for all SACE credits but compulsories (50 credits) for SACE completion. This can be a school-based apprenticeship/traineeship (up to 5 days a week in year 12 once compulsories are completed in year 11)
- Scaling cannot be predicted, and students should be encouraged to do subjects they are good at/have an interest in to ensure the best possible grade
- Year 11-12 students can select to do an Industry Pathways Program (IPP). This is a 2-year program that involves a VET course. Students can select ACEE (Automotive, Construction, Electro-technology, Engineering), AHEAD (Aged, Health, Education and Disability), CHAT (Cookery, Hospitality and Tourism) or IMAT (Information, Media and Technology) as part of the IPP program offerings.



Australian Tertiary Admission Rank (ATAR)

The Australian Tertiary Admission Rank (ATAR) provides a measure of a student's overall performance and academic achievement, relative to other secondary school students across Australia. It is calculated based on the student's University aggregate and then reported on their Tertiary Entrance Statement (provided they are eligible to receive one). The ATAR is a rank, not a score. It is used to help universities rank applicants for selection into their courses. The ATAR is a figure between 0 and 99.95; influencing University cut off scores, which will vary from course to course each year per University.

Bonus Point Subjects: 2 points for stage 2 Specialist Maths, stage 2 English/stage 2 English Literary Studies.

Adjustment factors: Our students at Whyalla Secondary College will receive 5 bonus points towards their ATAR. This will positively impact their ranking and will move students up, this will vary per student and will not be represented with 5 points, it is commonly 6-8 marks more.

For students studying SACE for University admission, they will receive an ATAR score at the completion of SACE provided they meet the requirements for an ATAR. The table below provides an overview of 20 credit (full year) stage 2 SACE subjects, which cannot be studied in combination (precluded combination), for students requiring an ATAR. Please note that preclusions can also impact on SACE completion.

Learning Area	Stage 2 Subject Name (Subject Code)	Preclusion (Cannot study in combination with)	Notes
Design, Future technologies and Engineering	Communication Products I	Communication Products II	May impact on Design, Technology and Engineering subjects
Design, Future technologies and Engineering	Material Products I	Material Products II	May impact on future technologies
Global Perspectives	Essential English English English Literary Studies	*Only one of the listed English subjects at stage 2 may be counted toward an ATAR and SACE.	
Universal Reasoning	Essential Mathematics General Mathematics Mathematical Methods	*Only one of the listed Mathematics subjects at stage 2 may be counted toward an ATAR and SACE.	*If a student does Specialist Mathematics they must also do Mathematical Methods
Cross Disciplinary	Integrated Learning I Integrated Learning II	Cross Disciplinary Studies	*Only 20 credits (i.e. one subject) from this learning area may contribute to an ATAR. *For SACE students can do 2 different coded Integrated Learning but can only do 1 lot of Cross Disciplinary

South Australian Tertiary Admissions Centre Guide

Students and staff will need to check SATAC guide or website to check the required information for entry and course details – ATAR entry guided scores, pre-requisite subjects, location of courses, mode of delivery of course and if the course can be deferred.

Important notes:

- Foundation Studies (All Universities) (18 years old+ or SACE completion) = No ATAR needed
- Aboriginal participation Program (APP) (University of South Australia) = No ATAR needed
- Flinders University Assessment Centre/ Skills test session (year 11)
- Flinders University offers spots to students with a completed Certificate III with no ATAR
- Flinders University Admission Scheme
- Special Tertiary Admissions Test (STAT test) TAFE to University

Subject Selection Advice for Students

Whyalla Secondary College prides itself on providing a breadth of curriculum offerings for our students. When choosing courses, students should consider subjects that:

- align with their career goals/aspirations
- they enjoy and value
- enable them to work to their strengths
- provide challenge and open a number of broader career options

Students undertake a range of activities in support of identifying the appropriate subjects for their chosen career pathway. Parents/caregivers are encouraged to be involved in these activities to support subject choices for students.

Student subjects are confirmed in term 3 via consultation with parent/caregivers through the signing of a subject selection form.

Students are advised that subjects they choose during the subject selection process, including reserve subjects, will form their potential subjects for the following year. Changes to chosen subjects will only occur if it is demonstrated that the subject change supports a change in a career path, which can occur at the start of the following year.

To make a pathways change, a student will initiate a conversation with their caregroup teacher or Mentoring teacher. As students will have already chosen their initial subjects, a change of subject may not be possible due to restricted numbers of students allowed in each subject.

Please note: subjects will only run if adequate numbers of students choose the subject.

When selecting subjects for next year, students could ask themselves the following questions:

- What skills do I have?
- What are my likes and dislikes?
- What am I good at and enjoy doing?
- What are my development needs?
- What is my post-school pathway?
- What would I not want to spend all day doing?
- Am I needing to complete the SACE with or without an ATAR?
- Which subjects will help me to develop skills in areas?
- Are there any prerequisites for my preferred University course?
- Am I considering attending an interstate University? Should I consider stage 2 English as a subject to meet interstate entrance requirements?
- What barriers might I need to plan for to achieve my goals?
- What options are available to achieve the same destination?

Students who choose to undertake an Industry Pathways Program or South Australian Aboriginal Sports Training Academy (SAASTA) as part of their learning are required to participate in an additional application process such as Vocational Education & Training Readiness Orientation (VETRO) assessment.

How to start a conversation with a student about their pathway or subject choices:

- Have you considered a back-up plan?
- Who have you discussed this with?
- What research have you done?
- What do you like learning about?
- What subject are you strongest in?
- Your report says....(e.g. you're not doing so well in science)
- Can you tell me why you have chosen... (e.g. Chemistry)
- How do you think you would go with Chemistry in year 11?

How NOT to guide a student to decide on a subject:

- Your friends are taking it
- Your favourite teacher is teaching it
- You have heard it's a "slack" subject
- You need to do it even though you hate it
- My opinion is that...subject or package will lead to no post school pathways (refer to our career subject recommendation book or subject pathways flow chart to see how all subjects can lead to a career pathways).

Caregroup

At Whyalla Secondary College students in years 7-10 participate in caregroup sessions. We operate on a middle school model of education where caregroup classes have longer periods of time together, particularly in the core subjects of Global Perspectives and Universal Reasoning, a combination of English and Humanities and Social Sciences and Mathematics and Science.

An important part of middle school teaching is to develop strong relationships between the students and their teachers. Caregroup from 7-10 provides students with an important platform for the development of these relationships.

Caregroup is a crucial part of a students day; it provides students with support and organisation skills as well as a place for the teacher to share important information or school activities. This time in the morning is essential for developing relationships and provides additional learning support for students.

Mentoring

All students in years 11 and 12 participate in mentoring, a program developed to enhance student learning, career development and wellbeing.

Mentoring is pivotal to the motivation and success of students at Whyalla Secondary College. This innovative practice ensures that each student has the opportunity to meet with a learning mentor (in addition to subject teachers), who will monitor their career exploration and academic progress, while supporting them to identify potential constraints that hinder their success.

Through the program, students will have access to a learning mentor who will meet with students to discuss academic achievement, and to set short and long-term goals. Mentoring teachers discuss challenges that may be impacting on student learning, success at school and beyond – They provide valuable observations and information about the progress of each individual student to key staff, including subject teachers, learning area leaders and wellbeing staff.

Mentoring activities aim to enhance student personal development, with a focus on life-long skills for employment and personal development. Providing each student with mentoring time addresses the essence of our vision and values. In particular, the role provides for personalised study and learning opportunities that are flexible and authentic and that meet each student's aspirations and educational needs.

Mentoring aims to:

- Enhance student endeavour through personal development education
- Establish effective relationships, personally and socially
- Provide and encourage students to take responsibility for their own learning
- Identify individual student needs and set short and long-term goals
- Provide time for collaboration, peer tutoring and individualised study
- Improve educational participation and achievement
- Build personal, career development and employment skills
- Provide support to students to adjust their pathway if required.

Learning Area	Year 7	Year 8	Year 9	Year 10	Year 11 Stage 1	Year 12 Stage 2
Body and Mind				Child Studies	Child Studies	Child Studies
	Body and Mind - Sport, Fitness and Lifestyle	Body and Mind - Sport, Fitness and Lifestyle	Fitness and Lifestyle	Fitness and Lifestyle	Health	Health
					Health Science	Health Science
			Recreational Physical Education	Recreational Physical Education	Recreational Physical Education	Recreational Physical Education
			Specialist Physical Education	Specialist Physical Education	Specialist Physical Education	Specialist Physical Education
					AHEAD	AHEAD
Career Development	Career Exploration	Career Exploration	Career Exploration	Exploring Identities and Futures (EIF)	Activating Identities and Futures (AIF)	
					Workplace Practices	Workplace Practices
Future Technologies	Future Technologies - Advancing Technology	Future Technologies - Advancing Technology	Advancing Technology	Advancing Technology	Advancing Technology	Advancing Technology
				H2 Grand Prix		
			Digital Media	Digital Media	Digital Publishing	Digital Publishing
					IMAT	IMAT
	Future Technologies - Design and Textiles	Future Technologies - Design and Textiles	Design & Textiles	Design and Textiles	Material Solutions	Material Solutions
	Future Technologies - Food Technology	Future Technologies - Food Technology	Food Technologies	Food Technologies	Food and Hospitality	Food and Hospitality
					CHAT	CHAT
	Future Technologies - Wood Technology	Future Technologies - Wood Technology	Wood Technology	Wood Technology	Industrial Technology	Industrial Technology
					ACEE	ACEE
					Media Studies	Media Studies
					Photography	Photography
					Photography	Photography
Global Perspectives					Aboriginal Studies	Aboriginal Studies
	Global Perspectives - HASS	Global Perspectives - HASS	History	History	HASS	HASS
			Civics and Citizenship	Civics and Citizenship		
			Business and Economics ($20 Boss)	ASX Share Market	Business and Innovation	Business and Innovation
				ETSY-preneur		
				Geography		
				SharkTank		
				Social Change		
	Global Perspectives - English	Global Perspectives - English	English	English	Essential English	Essential English
					English	English
						English Literary Studies
Language			SAASTA Connect	SAASTA Academy	SAASTA Academy	SAASTA Academy
SAASTA			SAASTA Connect	SAASTA Academy	SAASTA Academy	SAASTA Academy
The Arts	Visual Arts	Visual Arts	Visual Art Studies	Visual Art Studies	Art	Art
	Dance/Drama	Dance/Drama	Visual Arts and Applications	Visual Arts and Applications		
			Dance	Dance	Dance	Dance
			Drama	Drama	Drama	Drama
			Music	Music	Music Experience	Music Explorations
					Music Advanced	Music Studies
						Performance –Ensemble
						Performance –Solo
Universal Reasoning	Aquaculture/Horticulture	Aquaculture/Horticulture		Sustainability	Aquaculture/Horticulture	Aquaculture and Horticulture B
			Science	Science	Biology	Biology
	Universal Reasoning - Science	Universal Reasoning - Science				
					Physics	Physics
					Psychology	Psychology
	Universal Reasoning - Mathematics	Mathematics	Mathematics	Mathematics	Essential Mathematics	Essential Mathematics
					General Mathematics	General Mathematics
					Mathematics 1 & 3	Mathematical Methods
					Mathematics 2 & 4	Specialist Mathematics

Year 7 and 8 Community

Whyalla Secondary College is an ATRiUM focus school which will be evident in everything we do in the year 7 and 8 community. Instead of differentiating the places for education, we are focusing on providing a personalised differentiated curriculum that enhances student voice, choice and engagement, to make the most of every student's learning journey. In addition to traditional subject knowledge and skills, our curriculum will have a central focus on the ATRiUM capabilities where students will be actively learning, creatively thinking, relating to others, using language through symbols, ICT and being able to manage self. Competency in all five capabilities will assist students in developing effective employability skills, setting them up for success as empowered community citizens.

Whyalla Secondary College

Introduction into the Year 7 and 8 community

Welcome to the year 7 and 8 community at Whyalla Secondary College

We are committed to inspiring possibilities of all students, not just to ensure students are academically successful, but grow into socially informed, culturally competent, responsible, and multi-talented young people. We are committed in providing a safe and secure learning environment built on the foundations of our college values of Inclusion,Innovation and Integrity. We provide a rich and varied learning program aligned to the Australian Curriculum, which embraces state-of-the-art learning facilities, designed to meet all of our learner's needs.

An important part of the middle school philosophy at Whyalla Secondary College is to develop strong relationships between students and teachers. Caregroup classes and teachers share time together and ensures a platform is built to incorporate house culture, our wellbeing curriculum, Sexual Health Information Networking and Education South Australia (SHINE SA) and career exploration learnings. Students experience a variety of learning environments, where they will learn in a co teaching setting, learn as a class and learn in small groups.

Whyalla Secondary College is an ATRiUM focus school, which will be evident in everything we do in the year 7 and 8 community. Instead of changing classes to cater for learning needs, we are focusing on providing a personalised, differentiated curriculum that increases opportunities for student voice, choice, and engagement, to make the most of every student's learning journey. In addition to traditional subject knowledge and skills, our curriculum will have a central focus on the ATRiUM capabilities where students will be Actively learning, Creatively thinking, Relating to others, Using language through symbols, ICT and being able to Manage self. Competency in all five capabilities will assist students in developing skills for the future, setting them up for success as empowered community citizens.

In our community, our dedicated staff work as collaborative specialist teams across the curriculum areas to establish engaging and innovative opportunities to learning. A variety of team and team teaching styles are used to enhance all learning spaces to promote greater collaborative and peer-to-peer learning. This innovative pedagogical approach will establish a deeper level of understanding to differentiate the curriculum and meet learner needs.

Students will engage in authentic learning opportunities through an exciting and diverse range of subjects, which will provide an individual, active learning experience. Our vision is to develop critical and creative learners with a deep understanding of Global Perspectives (English/HASS) and Universal Reasoning (Science/Mathematics), which is fostered in our learning spaces. We are excited to deliver Literacy and Numeracy for Life, where students learn and explore a range of experiences connecting life and employability skills within the curriculum. This interdisciplinary approach to the Australian Curriculum, and the exposure to specialist subject areas of Body and Mind, Future Technologies and The Arts will boost a positive connection to each student's entry into a career pathway.

We are excited to offer students in year 7 and 8 an opportunity to learn a language. Learning a language broadens students' horizons, enhancing problem solving skills, improved memory function and creative thinking ability.

We value the positive relationships with families, which are integral to the success of our students; strong partnerships are key to ensuring each learner can maximise their personal achievements and pursue the career pathway of their choice. We provide continuous access to the curriculum through our online portal, which allows parents to be actively involved in their child's learning journey every step of the way.

Year 7 and 8 Subjects

Literacy and Numeracy for life

Literacy and Numeracy for Life at Whyalla Secondary College, students in year 7 and 8 engage in an engaging, enriching and innovative approach to connect learning through life experiences. Through scaffolded learning, students are guided to progressively think and connect to the literacy and numeracy skills which are evident in the workforce. Through questioning, research and investigation, students will become self-directed learners for future employment. Linking employability skills with the general capabilities and dispositions such as communication, adaptability and collaboration.

Literacy and Numeracy for Life (LNL) differs from conventional learning as we focus on small topics that directly link to life skills and employment. The learning is teacher centred and student directed where teachers are facilitators of learning, not content drivers of knowledge; students explore and relate learning to their personal skills/or post-school careers as they think deeply, stretch their creativity, investigate and are challenged to problem solve and problem find through life experiences.

Students develop their capacity to work in teams, meet deadlines, communicate and justify their viewpoints. LNL promotes interdisciplinary learning where students make connections across learning through exploring clear, authentic and relevant links across the curriculum to life skills. It supports the use and application of what has been taught and learnt in a new and different way – inspiring all possibilities.

An example of an LNL unit is the Cuttlefish investigation, where students explore AusOcean Cuttle Cams to deepen their connection. They then have an opportunity to develop Cuttlefish trading cards, build their knowledge through an investigative approach exploring habitat, camouflage techniques, analyse data relating to aspects of the cuttlefish, investigate properties of cuttlebone and impact human activities have on population. Students finish off their study by either a three-dimensional representation, a stop-motion animation showcasing their movement and behaviours, a children's book or comic retelling the cuttlefish story or a piece series of artworks inspired by the cuttlefish camouflage and colour-changing abilities

Year 7			
Caregroup (Wellbeing/SHINE SA/Career Exploration Curriculum) (Full year)			
Global Perspectives: English (Full year)			
Global Perspectives: HASS (Full year)			
Universal Reasoning: Mathematics (Full year)			
Universal Reasoning: Science (Full year)			
Literacy and Numeracy for life (3 Terms)			**Aquaculture/Horticulture** (1 term)
The Arts Music (1 term)	**The Arts** Visual Arts (1 term)	**The Arts** Dance/Drama (1 term)	**Body and Mind** Sport, Fitness and Lifestyle (1 semester)
Future Technologies Wood Technology (1 term)	**Future Technologies** Advancing Technology (1 term)	**Future Technologies** Design and Textiles (1 term)	**Future Technologies** Food Technology (1 term)

Year 7 Subject Overview

Year 7	Learning Area	Subject	Subject Length	Curriculum
Compulsory Subjects		Caregroup	Full year	AC
	Global Perspectives	English HASS	Full year	AC
	Universal Reasoning	Mathematics Science	Full year	AC
	Future Technologies	Wood Technology Advancing Technology Food Technology Design and Textiles	1 term 1 term 1 term 1 term	AC
	The Arts	Music Dance/Drama Visual Arts	1 term	AC
	Body and Mind	Sport, Fitness and Lifestyle	1 semester	AC
	Aquaculture/ Horticulture	Aquaculture/ Horticulture	1 term	AC
		Integrated Inquiry	3 terms	AC

Year 8			
Caregroup (Wellbeing/SHINE SA/Career Exploration Curriculum) (Full year)			
Global Perspectives: English (Full year)			
Global Perspectives: HASS (Full year)			
Universal Reasoning: Mathematics (Full year)			
Universal Reasoning: Science (Full year)			
Literacy and Numeracy for life (3 terms)			**Aquaculture/Horticulture** (1 term)
The Arts Music and Drama (1 term)	**The Arts** Visual Arts (1 term)	**The Arts** Dance/Drama (1 term)	**Body and Mind** Sport, Fitness and Lifestyle (1 semester)
Future Technologies Wood Technology (1 term)	**Future Technologies** Advancing Technology (1 term)	**Future Technologies** Design and Textiles (1 term)	**Future Technologies** Food Technology (1 term)

Year 8 Subject Overview

Year 8	Learning Area	Subject	Subject Length	Curriculum
Compulsory Subjects		Caregroup	Full year	AC
	Global Perspectives	English HASS	Full year	AC
	Universal Reasoning	Mathematics Science Aquaculture/ Horticulture	Full year	AC
	Future Technologies	Wood Technology Advancing Technology Food Technology Design and Textiles	1 term 1 term 1 term 1 term	AC
	The Arts	Music Dance/Drama Visual Arts	1 term	AC
	Body and Mind	Sport, Fitness and Lifestyle	1 semester	AC
		Literacy and Numeracy for life	3 terms	AC

Body and Mind
Subject Flow Year 7 and 8

Body and Mind	Year 7	Year 8	Year 9	Year 10	Year 11 Stage 1	Year 12 Stage 2
				Child Studies	Child Studies	Child Studies
	Sport, Fitness and Lifestyle	Sport, Fitness and Lifestyle	Fitness & Lifestyle	Fitness & Lifestyle	Health	Health
					Health Science	Health Science
			Outdoor Education	Outdoor Education	Outdoor Education	Outdoor Education
			Recreational Physical Education	Recreational Physical Education	Recreational Physical Education	Recreational Physical Education
			Specialist Physical Education	Specialist Physical Education	Specialist Physical Education	Specialist Physical Education
					AHEAD	AHEAD

Sport, Fitness and Lifestyle

Do you enjoy fitness?
Is sport your passion?

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

Practical Components:

- Target Games
- Athletics
- Yoga
- Football (AFL)
- Cricket
- Volleyball
- Touch Football
- Games Making

Assessment

Practical
Theory

Subject Length

1 semester

Additional Information

N/A

Future Technologies
Subject Flow for Year 7 and 8

Future Technologies	Year 7	Year 8	Year 9	Year 10	Year 11 Stage 1	Year 12 Stage 2
	Advancing Technology	Advancing Technology	Advancing Technology	Advancing Technology	Advancing Technology	Advancing Technology
	Design and Textiles	Design and Textiles	Design and Textiles	Design and Textiles	Material Solutions	Material Solutions
			Digital Media	Digital Media	Digital Publishing	Digital Publishing
	Food Technology	Food Technology	Food Technology	Food Technology	Food and Hospitality	Food and Hospitality
	Wood Technology	Wood Technology	Wood Technology	Wood Technology	Industrial Technology	Industrial Technology
					Media Studies	Media Studies
					Photography	Photography
					ACEE	ACEE
					IMAT	IMAT
					CHAT	CHAT

Advancing Technology

Are you interested in Technology?

Do you want to experiment with wood and plastics?

Students have the opportunity to explore a range of Advanced Technology manufacturing skills and processes to develop a final product. This could include modeling software, 3D printing, laser cutting, microcontrollers and programming, computational thinking as well as a range of multimedia software. Students will learn, aquire, analyse, validate and evaluate various data in digital systems.

Students gain safe working skills in a workshop environment and follow the design process to solve problems. The design process includes investigation, graphic and written presentation, construction and evaluation.

Assessment

Practical

Theory

Subject Length

1 term

Additional Information

N/A

Design and Textiles

Do you want to learn about design?

Do you want to know how to sew?

Design and Textiles may be the first time that learners have an opportunity to use basic sewing tools and technology. Taking the time to discover what knowledge and experiences learners have coming into the course, will help plan for instruction.

One common misconception learners may hold is a gender stereotype surrounding sewing. It is important to dispel any misconceptions and show learners that sewing, fashion and clothing choice, is for all genders. Sewing skill development is a life skill which can be used for repairs, construction and career development. Learners should be provided opportunities to use a variety of methods for creating projects such as hand sewing, machine sewing, equiptment identification and measurement.

Assessment

Practical

Theory

Subject Length

1 term

Additional Information

N/A

Food Technology

Do you like food?

Do you want to become a chef?

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

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

This course will be an introduction to:

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

Assessment

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

Practical
Theory

Subject Length

1 term

Additional Information

N/A

Material Solutions

Do you want to work within the construction industry?

Do you enjoy creating and making projects?

The Material Solutions (Wood Technology) course focuses on developing each student's ability for innovative, critical and creative thought through the planning and practical development of numerous small design projects related to real life needs and situations. Students have the opportunity to work with a range of material products including wood, plastics, soldering and basic digital applications.

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

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

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

Assessment

Practical
Theory

Subject Length

1 term

Additional Information

N/A

Global Perspectives Subject Flow for Year 7 and 8

Global Perspectives	Year 7	Year 8	Year 9	Year 10	Year 11 Stage 1	Year 12 Stage 2
	English	English	English	English	Essential English	Essential English
					English	English
						English Literary Studies
	HASS	HASS	History	History	HASS	HASS
					Aboriginal Studies	Aboriginal Studies
			Civics and Citizenship	Civics and Citizenship	Ancient Studies	
			Business and Economics ($20 Boss)	ASX Share Market	Business and Innovation	Business Innovation
				ETSY-preneur		
				Geography		
				SharkTank		
				Social Change		

English

Do you like debating and sharing your thoughts with others?

Do you like reading about current issues or reflecting on different perspectives?

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

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

Assessment

Creating texts

Responding to texts

Subject Length

Full year

Additional Information

N/A

HASS

Do you want to learn about events around the world?

Do you like modern history?

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

Assessment

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

Subject Length

Full year

Additional Information

Field work/local excursions

Aquaculture/Horticulture Subject Flow for Year 7 and 8

	Year 7	Year 8	Year 9	Year 10	Year 11 Stage 1	Year 12 Stage 2
Aquaculture/ Horticulture	Aquaculture/ Horticulture	Aquaculture/ Horticulture	Aquaculture/ Horticulture	Aquaculture/ Horticulture		

Aquaculture/Horticulture

Do you want to learn how to produce your own food?

Are you interested in Aquaculture and it's possible career pathways?

In this course, students engage in tasks which investigate the origin of some of their favourite meals and how different meal components are farmed or processed. Students learn about the importance of the nitrogen cycle in day to day life for aquatic systems and about animal ethics considerations when caring for any species of animal. Prior to the final research task, student develop their understanding of Aquaculture and the species we farm.

Students engage in a range of directed teaching lessons along with self-directed research to deepen their connection to the topic.

This course will help form the foundation knowledge that will lead to further Aquaculture ventures, including the involvement with the schools' fish farm.

Assessment

Practical

Theory

Subject Length

1 term

Additional Information

N/A

The Arts
Subject Flow for Year 7 and 8

The Arts	Year 7	Year 8	Year 9	Year 10	Year 11 Stage 1	Year 12 Stage 2
	Visual Arts	Visual Arts	Visual Arts Studies	Visual Arts Studies	Visual Arts	Visual Arts
			Visual Arts and Applications	Visual Arts and Applications		
			Dance	Dance	Dance	Dance
	Dance/Drama	Dance/Drama	Drama	Drama	Drama	Drama
	Music	Music	Music	Music	Music Experience	Music Explorations
					Music Advanced	Music Studies
						Performance –Ensemble
						Performance –Solo

Visual Arts

Do you like creating art and learning about what makes art design interesting?

Do you want to develop your creative skills?

Students are introduced to the basic skills and processes of art making and creating. These include being taught skills in observational drawing, line design, painting techniques and creative projects, which includes developing thinking strategies to create individualised art pieces.

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

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

Assessment

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

Practical
Theory

Subject Length

1 term

Additional Information

N/A

Music

Do you like music?

Do you want to be a musician or work in the music industry?

Do you want to become a performer?

Students start to develop their musical literacy through exposure to different musical concepts. They explore music as an art form through listening, composing and performing, as they draw on music from a range of cultures, times and locations. Students build on their aural skills by identifying and manipulating rhythm, pitch, dynamics and expression.

Assessment

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

Subject Length

5 Weeks

Additional Information

N/A

Dance/Drama

Are you energetic and like to move your body?

Do you like to improvise and create art through movement?

Students begin to explore dramatic conventions, form, and meaning. Students will build skills in both scripted and improvised works while developing self-reflective and culturally responsive practice.

Students begin to develop technical and expressive skills through the study of dance genre and practitioners. Students develop self –reflective practices and consider a variety of global viewpoints.

Assessment

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

Subject Length

5 Weeks

Additional Information

N/A

Universal Reasoning
Subject Flow for Year 7 and 8

Universal Reasoning	Year 7	Year 8	Year 9	Year 10	Year 11 Stage 1	Year 12 Stage 2
	Science	Science		Sustainability	Aquaculture / Horticulture	Aquaculture / Horticulture
			Science	Science	Biology	Biology
					Chemistry	Chemistry
					Nutrition	Nutrition
					Physics	Physics
					Psychology	Psychology
	Mathematics	Mathematics	Mathematics	Mathematics	Essential Mathematics	Essential Mathematics
					General Mathematics	General Mathematics
					Mathematics 1	Mathematical Methods
					Mathematics 2	Specialist Mathematics

Science

Do you want to learn about living organisms?

Do you want to investigate science affects modern life?

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

Assessment

Experiments

Basic scientific reports

Research Projects

Subject Length

Full year

Additional Information

N/A

Mathematics

Do you like problem solving?

Are you interested in numbers and algebra?

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

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

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

Assessment

Projects

Investigations

Subject Length

Full year

Additional Information

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

Year 9 and 10 Community

Whyalla Secondary College is an ATRiUM focus school which will be evident in everything we do in the year 9 and 10 community. Instead of differentiating the places for education, we are focusing on providing a personalised differentiated curriculum that enhances student voice, choice and engagement, to make the most of every student's learning journey. In addition to traditional subject knowledge and skills, our curriculum will have a central focus on the ATRiUM capabilities where students will be actively learning, creatively thinking, relating to others, using language through symbols, ICT and being able to manage self. Competency in all five capabilities will assist students in developing effective employability skills, setting them up for success as empowered community citizens.

Whyalla Secondary College

Introduction into the Year 9 and 10 community

Welcome to the year 9 and 10 community at Whyalla Secondary College. Middle school is an important time of life when young people are developing as an adolescent and building a true connection to their identity and their future direction.

The programs and camps offered at Whyalla Secondary College are uniquely designed to enrich our students' middle schooling experience and assist with building relationships amongst the students and staff at the school. There are many extra-curricular opportunities for students to explore – I strongly encourage all students to find an area of interest, passion or intrigue and sign up.

The Middle School model at Whyalla Secondary College provides students in Years 9 and 10 with a deep and personalised connection. Our core subjects Global Perspectives (English, Humanities), Universal Reasoning (Mathematics, Science), Caregroup and Career Development (Exploring Identities and Futures and Enterprise Electives in year 10, and $20 Dollar Boss and Civics in year 9) are supplemented by a wide range of specialist elective subjects across a variety of learning areas to develop their areas of expertise and interest related to their intended pathway. Students in year 9 and 10 will engage with the Australian Curriculum and the South Australian Certificate of Education (SACE) in year 10. Further information regarding our compulsory and elective subjects are detailed throughout the curriculum guide.

Where possible, students will have two teachers for their core subjects and specialist teachers for the elective areas. By ensuring consistent teachers are allocated to classes, students and staff develop strong relationships, which provides a holistic approach to learning for each child. It allows teachers to co-plan integrated units of work and engage in cross-curricular learning opportunities to enhance outcomes for our students. Through the schools' inclusive ATRiUM philosophy, staff differentiate learning for every individual, accelerating and broadening the horizons of every student's learning journey. All learning connects to the ATRiUM capabilities of Active learning, Thinking, Relating, Using language, symbol systems and ICT and Managing self to develop the whole child as they move through this critical time in their lives.

Year 9		
Caregroup		
Global Perspectives: English		
Universal Reasoning: Mathematics		
Universal Reasoning: Science		
Global Perspectives: History	**Global Perspectives:** Civics and Citizenship	**Global Perspectives:** Business and Economics ($20 boss)
Body and Mind: HPE	**Career Development:** Career Exploration	
Elective 1	Elective 2	
Elective 3	Elective 4	

Year 9 Subject Overview

	Learning Area	Subject	Length of Time	Curriculum
Compulsory Subjects		Caregroup	Full year	
	Universal Reasoning	Mathematics	Full year	AC
		Science	Full year	AC
	Global Perspectives	English	Full year	AC
		History	1 semester	AC
		Civics and Citizenship	1 term	AC
		Business and Economics ($20 Boss)	1 term	AC
		Aquaculture/Horticulture	1 semester or Full year	AC
	Body and Mind	Specialist Physical Education Recreational Physical Education Fitness and Lifestyle Outdoor Education	1 semester (select one)	AC AC AC AC
	Career Development	Career Exploration	1 semester or Full year	AC
	Future Technologies	Photography and Digital Media Advancing Technology Wood Technology Food Technologies Design and Textiles	1 semester or Full year 1 semester or Full year 1 semester or Full year 1 semester or Full year 1 semester or Full year	AC AC AC AC AC
	The Arts	2D Art Studies 3D Art Applications Music Drama Dance	1 semester or Full year 1 semester or Full year 1 semester or Full year 1 semester or Full year 1 semester or Full year	AC AC AC AC AC
	Body and Mind	Specialist Physical Education Recreational Physical Education Fitness and Lifestyle Outdoor Education	1 semester or Full year 1 semester or Full year 1 semester or Full year 1 semester or Full year	AC AC AC AC
	SAASTA	SAASTA Connect (Aboriginal students only)	1 semester or Full year	
	Body and Mind is Compulsory for a semester. You can select other Body and Mind options as elective subjects if you wish. E.g if you have selected Outdoor Education as a compulsory Body and Mind subject you are unable to re-select it as an elective.			

Year 9 Subjects

Specialist Programs

Duke of Edinburgh's International Award

The Duke of Edinburgh's International Award is an internationally recognised program for young people, building their skills to equip them for life and work. By creating opportunities for young people to develop skills, get physically active, give service and experience adventure, the award can play a critical role in their development.

Each year Whyalla Secondary College offers year 9 students the opportunity to sign up for the Duke of Edinburgh's International Award. To achieve an award, each young person must learn a skill, improve their physical wellbeing, volunteer in their community and experience a team adventure in a new environment. Students design their own program by selecting activities that interest them and set goals according to the following minimum requirements.

Students are required to do their activities in each section regularly for a minimum amount of time, for an average of an hour a week:

Physical Recreation

- Minimum 3 months (13 hours) Skills Plus an extra 3 months in one of these sections (26 hours)
- Minimum 3 months (13 hours) Minimum 3 months (13 hours) Service Adventurous Journey 2 days + 1 night

Students independently log their hours online and are signed off by an assessor after completing the appropriate number of hours for each section. Students will select one area as their major and are required to complete double the hours.

At completion of the award, students are eligible to claim 10 stage 1 SACE credits.

Operation Flinders

Operation Flinders Foundation is to provide young men and women who have been identified as being at risk, with demanding outdoor challenges and support, to help them develop their personal attitudes and values of self-esteem, motivation, team work and responsibility so they may grow as valued members of the community.

The Operation Flinders Foundation a safe, satisfying, enjoyable and fun experience for the young people who participate in the program, respecting the rights, privacy and individuality of all people who participate in the program. Throughout the exercise Operation Flinders will provide a healthy and safe work environment for staff, volunteers and participants.

The exercises involve participants walking a 100km circuit of the exercise area over a eight day experience. The Operation Flinders exercises are held on Yankaninna Station in the far northern Flinders Ranges, approximately 585kms north of Adelaide and 50kms east of Leigh Creek. The country is classic to the Flinders Ranges terrain, which is the traditional land of the Adnyamathanha people. Both participants and adult leaders carry backpacks containing sleeping/camping equipment, personal items, water and a limited supply of food. Each day involves a cross country hike to a designated night location. Each stand has limited facilities to support the team.

It consists of trunks with sufficient rations for the team for dinner on the night of arrival, breakfast the next day and rations that are carried for lunch. A supply of water, camp equipment and cooking implements are located at these stands. Once the program commences, participants will be expected to complete it. There is no opportunity to 'opt-out', as students so often do so when faced with challenges in their daily lives.

All team members are taught basic bushcraft, map reading and navigation under the guidance of the team leader.

Team members are responsible for campsite cleanliness, cooking the meals, building the fire, and other duties required to maintain the camp area. Over the 8 days the team walks in a predetermined route around the property to finish in the vicinity of where they first started. The distance of the daily walk varies, generally between 10-15km. Each team is issued with a teddy bear that represents the team mascot. Once the team has completed the program, on the final morning they are individually presented with a T-shirt and a set of dog tags. Individual awards may also be presented.

Through participation in the program, participants are also able to gain credit towards their South Australian Certificate of Education (SACE) under the banner of Recognition of Community Learning.

Operation Flinders Objectives:

- Increase access to programs for young people at risk
- Effect a positive life change for young people at risk by improving self-esteem and confidence
- Improving the rate of return to education and encouraging young participants to seek employment
- Engage students with a qualified, motivated, experienced, permanent contract and volunteer staff to support student wellbeing
- Effectively respond to the needs of each student
- Increase the resource base of the program through support from the public, corporate, benevolent, and private sector

Student Achievement:

Students will learn to:

- Understand and have respect for the cultural diversity of our society
- Show respect for the environment in all of our activities and set an example for our participants
- Provide an enjoyable work experience for staff and volunteers
- Open and regular communication between staff, volunteers and management.
- Have a commitment to total quality management

SACE requirements and credits:

- Students are required to complete the following tasks to gain their 20 SACE credits:
- Pre-Exercise Questions and Briefing
- Operations Flinders 8-day Expedition
- Post Exercise Follow Up Session

Special Requirements:

- Students are nominated by wellbeing staff, leadership and senior leadership for the program
- Team is limited to 10 students and 2 staff per exercise

Body and Mind
Subject Flow Year 9

Body and Mind	Year 7	Year 8	Year 9	Year 10	Year 11 Stage 1	Year 12 Stage 2
				Child Studies	Child Studies	Child Studies
	Sport, Fitness and Lifestyle	Sport, Fitness and Lifestyle	Fitness & Lifestyle	Fitness & Lifestyle	Health	Health
					Health Science	Health Science
				Outdoor Education	Outdoor Education	Outdoor Education
			Recreational Physical Education	Recreational Physical Education	Recreational Physical Education	Recreational Physical Education
			Specialist Physical Education	Specialist Physical Education	Specialist Physical Education	Specialist Physical Education
					AHEAD	AHEAD

Fitness and Lifestyle

Do you want to learn about health and benefits of physical activity?

Do you want to understand wellbeing and strategies to support this?

Students learn to refine and apply strategies for maintaining a positive outlook in different leisure, social and movement situations. They have the opportunity to experience and analyse different ways to successfully participate in physical activity. Students learn to apply more specialised movement skills and complex movement strategies. The curriculum also provides scope for students to refine and consolidate personal and social skills in a range of activities.

This course includes:

- Health benefits of physical activity
- Mental health and wellbeing
- Fundamental movement skills
- Rhythmic and expressive movement activities
- Interoception activities

The basis of the program supports both the Australian Curriculum and the development of Interoceptive activities aimed at improving the students' understanding of themselves and their relationship to space, time and position.

Assessment

Practical
Theory

Subject Length

1 semester

Additional Information

N/A

Recreational Physical Education

Do you want to learn how to coach or develop training programs?

Do you want to learn how to design effective plans for improving fitness?

Recreational Physical Education focuses on the role of recreational activities in the lives of individuals and communities. Recreation activities are a part of Australian life and represent growth in society. Activities can encompass aspects such as social and competitive sport, fitness programs and outdoor pursuits.

Students investigate the role of recreational activities in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

Students are involved in evaluating information about and in recreational activities and performances, planning and organising activities, investigating solutions to individual and community challenges and using suitable technologies where relevant.

Students can establish a basis for further education and employment through a career pathway in the fields of fitness, personal training, outdoor creation, and education, sports administration, community health and recreation and sport performance.

Assessment

Practical
Theory

Subject Length

1 semester

Additional Information

N/A

Specialist Physical Education

Do you want to learn about data analysis?

Do you want to learn about movement concepts?

Do you want to learn about developing group dynamics?

This course is designed to promote and educate students on the advantages of lifelong physical participation, with an emphasis on adolescent issues and body systems. Students will engage in the theory components of Sports Injuries, Biomechanics, Tactical Awareness, Energy Systems, Muscular System and Skeletal System.

Students will participate in a number of practical units.

Assessment

Practical
Theory

Subject Length

1 semester

Additional Information

Students attending this course will be required to attend all overnight camps and excursions.

Career Development – Career Exploration Subject Flow Year 9

	Year 7	Year 8	Year 9	Year 10	Year 11 Stage 1	Year 12 Stage 2
Career Development	Career Exploration	Career Exploration	Career Exploration	Exploring Identities and Futures (EIF)	Activating Identities anf Futures (AIF)	
					Workplace Practices	Workplace Practices

Exploring Identities & Futures (Formerly Personal Learning Plan)

Exploring Identities & Futures (EIF)

Exploring Identities & Futures (EIF) is introduced in 2023 by SACE across South Australia as a Stage 1 subject to substitute the decade old Personal Learning Plan's (PLP).

EIF contributes 10 credits towards the SACE and because it is compulsory, students need to achieve a C grade or higher.

EIF encourages students to lead their own learning and use a self-directed approach to investigate their identity and who they want to become as they grow in 21st century.

EIF seeks to move students away from the old PLP's "what do you want to do in your life?" and towards the self-understanding journey of "who do you want to be?"

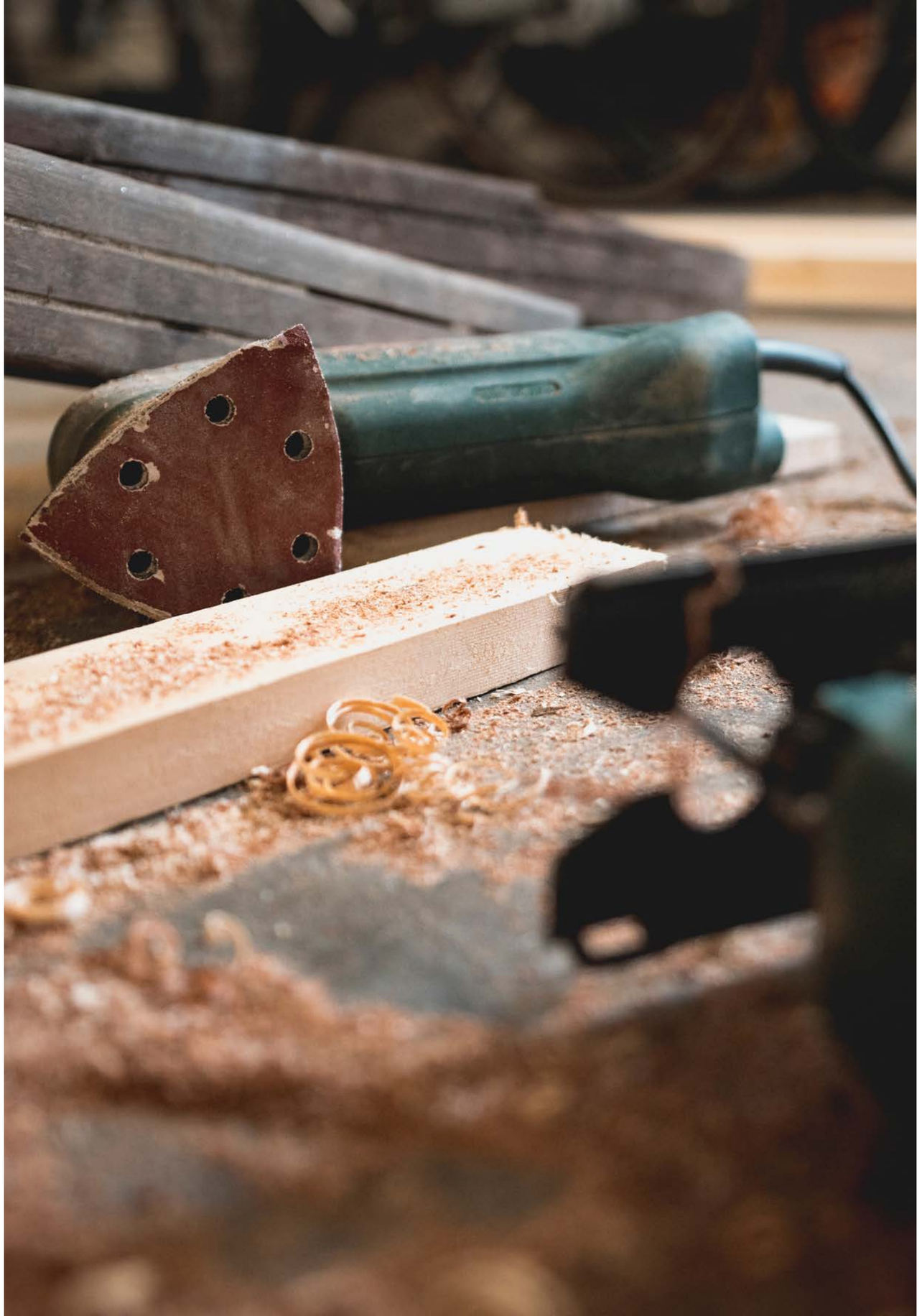
Exploring Identities & Futures (EIF) is designed to

a. assist students to recognise their individual strengths and

b. see that the purpose and value of leaning is much more than knowledge and grades.

Through the EIF students will:

- Explore identity & belonging
- Develop agency
- Pursue and develop an area of interest that matters to them



Future Technologies Subject Flow Year 9

Future Technologies	Year 7	Year 8	Year 9	Year 10	Year 11 Stage 1	Year 12 Stage 2
	Advancing Technology	Advancing Technology	Advancing Technology	Advancing Technology	Advancing Technology	Advancing Technology
	Design and Textiles	Design and Textiles	Design and Textiles	Design and Textiles	Material Solutions	Material Solutions
			Digital Media	Digital Media	Digital Publishing	Digital Publishing
	Food Technology	Food Technology	Food Technology	Food Technology	Food and Hospitality	Food and Hospitality
	Wood Technology	Wood Technology	Wood Technology	Wood Technology	Industrial Technology	Industrial Technology
					Media Studies	Media Studies
					Photography	Photography
					ACEE	ACEE
					IMAT	IMAT
					CHAT	CHAT

Advancing Technology

Do you want to learn more about robotics?

Are you a tech person?

This subject develops students critical and creative thinking as well as their ability to plan/solve problems through digital and real world applications. Students learn the process of coding and programming digital devices to help in achieving a desired outcome.

Students have the opportunity to use programs to create games/features, direct movement of objects and plan/design challenge obstacles.

The practical components involve students coding and creating a game using computer programs. It also involves students developing key skills in operating drones to navigate challenging courses.

Assessment

Folio

Research assessment

Practical projects

Subject Length

1 semester

Additional Information

N/A

Design and Textiles

Do you want to experience textiles design?

Are you interested in fashion design?

Are you interested in upcycling?

This subject introduces the idea and importance of sustainability in the textiles industry. Students are asked to critically analyse the importance of fashion designers and their contributions to society, investigating and making judgements of the social nature in textiles and design.

Students work to safely test, select and justify the uses of correct sewing technologies. They evaluate design ideas and processes against created comprehensive criteria for success that addresses the need for sustainability.

Assessment

Students are assessed on their knowledge and understanding and their processes and production skills.

Practical

Theory

Subject Length

1 semester

Additional Information

N/A

Digital Media

Do you want to explore how to use a camera?

Are you someone who likes using Adobe applications?

This course is an introduction to media and design principles. Students develop the skills, techniques and processes to create media artworks developed through the three stages of production: pre-production, production and post-production. Students undertake roles such as; camera operator, designer, editor, director and producer. They will utilise industry standard software such as Photoshop, Lightroom and Premiere to create a range of multimedia artworks from posters and images to films and web publications.

Assessment

Folio

Skills and Application Tasks

Product

Subject Length

1 semester

Additional Information

N/A

Food Technology

Do you want to learn about food?

Are you wanting to become a chef?

Students engage with contemporary Australian documentaries to forecast future scenarios of continued high sugar consumption. Students work flexibly to select and justify their uses of technology to create meals using both older and newer technologies. They evaluate their production skills against comprehensive criteria for success and work both individually and collaboratively to plan and manage projects of increasing complexity. Students also have the opportunity to plan and cater for a morning tea event and create dishes that are appropriate with the theme.

Students will engage in the following:

- Design process
- Action plans
- Collaboration
- Cooking techniques

Assessment

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

Practical
Theory

Subject Length

1 semester

Additional Information

N/A

Wood Technology

Do you want to work in the construction industry?

Do you want to experience wood and plastics?

This subject gives students the opportunities to combine traditional workshop activities using materials such as wood & plastics. Students use the design process to formulate a solution for a construction project. Students are provided set parameters but also have the freedom to explore different design construction techniques that could be implemented into their project.

The theory component requires students to follow the design process, explore ideas for projects and conduct research into sustainable practices.

Assessment

Practical
Theory

Subject Length

1 semester

Additional Information

N/A

Global Perspectives Subject Flow for Year 9

Global Perspectives	Year 7	Year 8	Year 9	Year 10	Year 11 Stage 1	Year 12 Stage 2
	English	English	English	English	Essential English	Essential English
					English	English
						English Literary Studies
	HASS	HASS	History	History	HASS	HASS
					Aboriginal Studies	Aboriginal Studies
			Civics and Citizenship	Civics and Citizenship		
			Business and Economics ($20 Boss)	ASX Share Market	Business Innovation	Business Innovation
				ETSY-preneur		
				Geography		
				SharkTank		
				Social Change		

English

Do you enjoy making sense of the world through stories, poems, novels and plays?

Do you have a passion for communicating with others and developing your worldview?

Students develop their ability to critically and creatively speak, listen, read, view and write for a range of audiences and contexts. Students comprehend, create, evaluate and explicitly discuss a range of imaginative, informative and persuasive texts.

Students engage with a variety of texts including fiction, non fiction, poetry, film and multimodal media and digital texts that require a deeper level of comprehension and textual analysis.

Assessment

Assessments are continuous and varied in nature. Students are provided with a range of assessment pieces each term that focus on reading, writing, speaking and listening. These include text responses and production, oral and visual presentations, multimodal responses, peer and self-assessment tasks.

Subject Length

Full year

Additional Information

N/A

History

Do you enjoy learning how past systems, ideologies, governments and technologies were built?

Have you wondered how significant events occurred years ago, and who made the decisions leading up to them?

This subject allows students to study the history of the making of the modern world from 1750 to 1918. The three depth studies for this historical period include Making a Better World, World War I and Australia and Asia. For some in depth studies, there are up to three electives that focus on a particular society, event, movement or development. The course develops students' historical empathy and inquiry skills and strengthen their understanding of historical sources.

Assessment

Assessments are continuous and varied in nature. Students are provided with a variety of assessment pieces which focus on inquiry, questioning and historical argument. These may include historical research, visual displays, historical essays and source analysis.

Subject Length

1 semester

Additional Information

Fieldtrips and local excursions may be offered in this course.

Civics and Citizenships

How do we create a fair and democratic system of government?

Do you have a passion for understanding the values that underpin our legal system, such as freedom equality and the rule of the law?

This course builds students' understanding of Australia's political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision making processes. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. Students also examine global connectedness and how this is shaping contemporary Australian society.

Assessment

Assessment is continuous and is focused on inquiry based learning and the analysis of sources. Assessment may include a written discussion, visual displays or source analysis.

Subject Length

4 weeks

Additional Information

N/A

Economics and Business ($20 Boss)

Do you like problem solving?

Do you want to unpack your general capabilities?

The Economics and Business ($20 Boss) program provides a way of supporting students to learn, identify and talk about the skills and general capabilities they are building and to unpack an entrepreneurial mindset. $20 Boss supports students to solve a real problem and helps them better understand their relationship with money. The program will put the development of enterprise skills like critical and creative thinking, teamwork and entrepreneurship at the forefront of learning.

Assessment

Practical
Theory

Subject Length

16 weeks

Additional Information

N/A

The Arts
Subject Flow for Year 9

The Arts	Year 7	Year 8	Year 9	Year 10	Year 11 Stage 1	Year 12 Stage 2
	Visual Arts	Visual Arts	Visual Arts Studies	Visual Arts Studies	Visual Arts	Visual Arts
			Visual Arts and Applications	Visual Arts and Applications		
			Dance	Dance	Dance	Dance
	Dance/Drama	Dance/Drama	Drama	Drama	Drama	Drama
	Music	Music	Music	Music	Music Experience	Music Explorations
					Music Advanced	Music Studies
						Performance –Ensemble
						Performance –Solo

Visual Arts Studies

Do you enjoy spending time developing and creating artworks?

Are you fascinated by the way in which different people express themselves through creative processes?

Students will explore and experiment with their skills in drawing, painting and creative design elements. Students study and develop key skills and concepts with a particular emphasis on colour, form, tone, texture and construction. Art processes including drawing, collage and painting are developed through design portfolios. During the course, students are exposed to artwork from various movements and cultures including Asian, Western and Aboriginal and Torres Strait Islander.

Assessment

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

Subject Length

1 semester

Additional Information

N/A

Visual Arts and Applications

Do you like exploring creative ideas?

Do you want to experiment with different art concepts and techniques?

Students will undertake a series of projects developing their artistic skills, based on 2D and 3D art forms, connecting to historical and contemporary art practices. Units of work will be linked to key art movements including studies of Asia, Aboriginal Indigenous Art, Torres Strait Islander and Western Art.

Assessment

Practical

Theory

Subject Length

1 semester

Additional Information

N/A

Dance

Do you want to build performance skills?

Do you want to learn physical storytelling?

Students develop technical and genre-specific techniques and increase their understanding and application of choreographic devices and structure. Students are exposed to and respond to a range of practitioners with a focus on First Nations viewpoints.

Assessment

Students are assessed on their application and understanding of dance form and techniques.

Subject Length

1 semester

Additional Information

N/A

Drama

Do you want to build performance skills?

Do you love telling stories?

Students develop their use of dramatic forms and conventions. Students explore the various ways meaning is created through performance. Students are exposed to and respond to a range of practitioners with a focus on First Nations viewpoints.

Assessment

Students are assessed on their application and understanding of dramatic forms and conventions.

Subject Length

1 semester

Additional Information

Students may be required to attend an excursion to a live dramatic performance.

Music

Do you want to learn about how sounds and compositions are used to express emotions and tell stories?

Do you find yourself drawn to reading about styles of music, and its impact on different audiences?

Students further their musical literacy and analysis skills and gain confidence in interpreting musical scores and understanding musical terminology. They learn to apply their musical skills in areas such as performance, composition and music analysis.

They continue to refine their performance skills, working collaboratively and independently on ensemble and solo performances.

Assessment

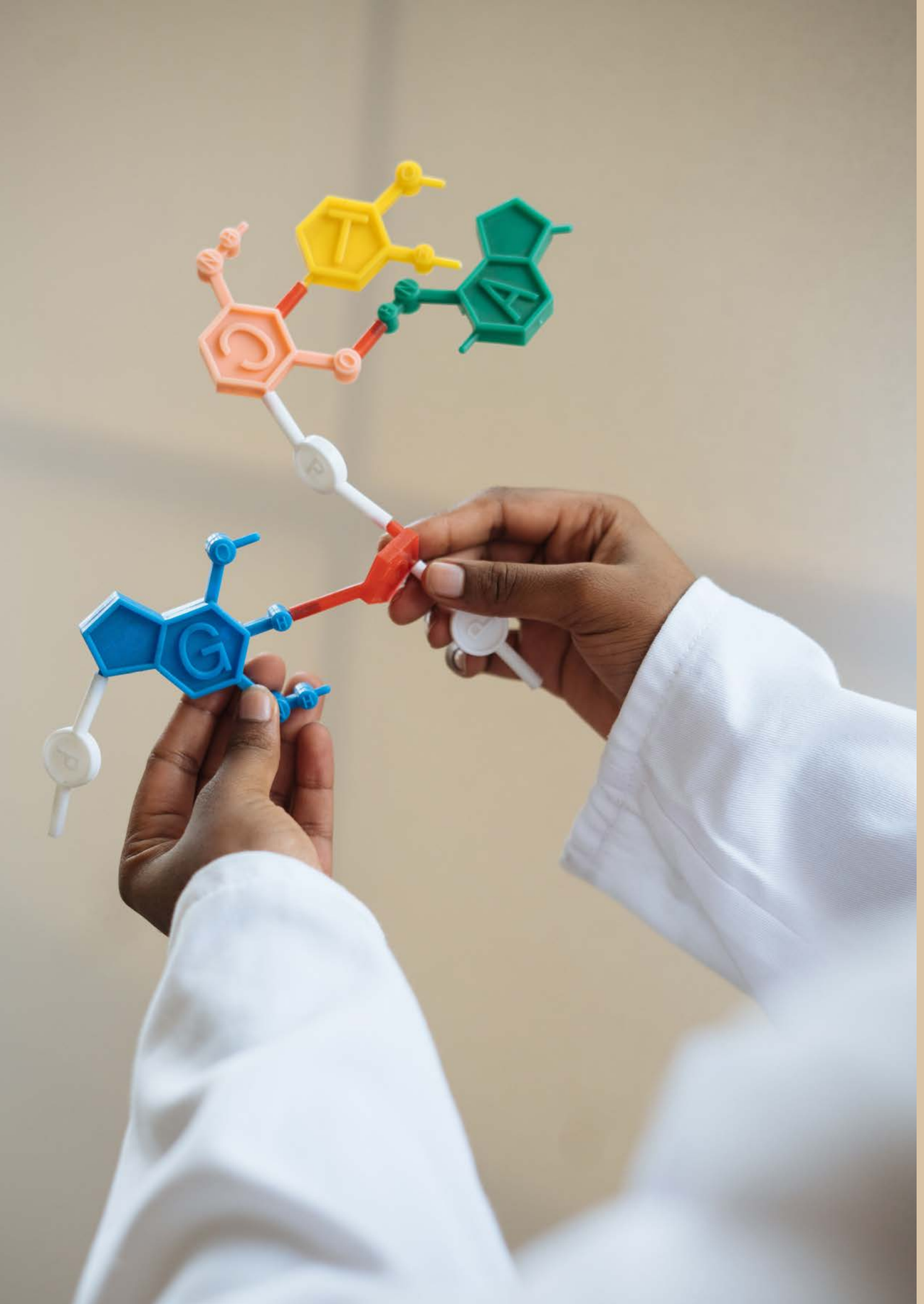
Students are assessed on their theory concepts and their aural and practical skills through a range of tasks including solo and ensemble performances, compositions and their bookwork.

Subject Length

1 semester

Additional Information

If students do not own an instrument, one will be provided for them.



Universal Reasoning Subject Flow for Year 9

Universal Reasoning	Year 7	Year 8	Year 9	Year 10	Year 11 Stage 1	Year 12 Stage 2
	Science	Science		Sustainability	Aquaculture/ Horticulture	Aquaculture/ Horticulture
			Science	Science	Biology	Biology
					Chemistry	Chemistry
					Nutrition	Nutrition
					Physics	Physics
					Psychology	Psychology
	Mathematics	Mathematics	Mathematics	Mathematics	Essential Mathematics	Essential Mathematics
					General Mathematics	General Mathematics
					Mathematics 1	Mathematical Methods
					Mathematics 2	Specialist Mathematics

Science

Have you ever wondered how flows of energy and matter work due to forces?

Do you enjoy learning about ecosystems and how they operate?

Students learn how to use more specialised science equipment within the laboratory. They learn how to make predictions and test them, building on their investigation techniques developed in previous years. Students begin learning how to collect and analyse patterns in data. Classroom learning, assignments and projects will include units on animals and their environments, the structure of the atom, continental drift, earthquakes and models that explain energy transfer. Students also investigate factors that have caused scientific advances and reflect on where science may lead in the future.

Assessment

Experiments

Research projects

Scientific reports

Subject Length

Full year

Additional Information

N/A

Mathematics

Do you like solving problems and justifying your answers?

Do you want to make informed judgements and effective consumer and financial decisions?

Students cover a number of topics including; algebra, measurement and geometry, and statistics and probability. Specific topics include interest rates, ratio and scale, simple trigonometry, interpreting data, scientific notation, algebra, probability, surface area and volume.

Students continue developing skills to solve unfamiliar problems and give a more detailed explanation of the reasoning behind their responses through both verbal and written reports.

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

Assessment

Tests

Projects

Investigation

Subject Length

Full year

Additional Information

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

Year 10		
Caregroup		
Global Perspectives: English		
Universal Reasoning: Mathematics		
Universal Reasoning Science		
Global Perspectives: History	**Global Perspectives:** Enterprise Elective	**Global Perspectives:** Civics and Citizenship
Career Development: Exploring Identities and Futures (EIF)	**Body and Mind** HPE	
Elective 1	Elective 2	
Elective 3	Elective 4	

Year 10 Subject Overview

	Learning Area	Subject	Length of Time	Curriculum
Compulsory subjects		Caregroup	Full year	
	Universal Reasoning	Mathematics	Full year	AC
		Science	Full year	AC
	Global Perspectives	English	Full year	AC
		History	1 semester	AC
		Civics and Citizenship	1 term	AC
	Enterprise Elective	Shark Tank ASX Share Market ETSY-Preneuer Social Change Geography	1 term (Select one)	AC AC & SACE (10 credits) AC AC AC
	Body and Mind	Specialist Physical Education Recreational Physical Education Fitness and Lifestyle Outdoor Education	1 semester (Select one)	AC AC AC AC
	Career Development	Exploring Identities and Futures (EIF)	1 semester or Full year	AC & SACE Stage 1 (10 credits)
Elective subjects	**Future Technologies**	Digital Media F1 in Schools Food Technology Child Studies Advancing Technology Wood Technology	1 semester or Full year 1 semester or Full year 1 semester or Full year 1 semester or Full year 1 semester or Full year 1 semester or Full year	AC AC AC AC AC AC
		Sustainability (Aquaculture/Horticulture)	1 semester	AC
	The Arts	Visual Art Studies Visual Arts and Applications Music Drama Dance	1 semester or Full year 1 semester or Full year 1 semester or Full year 1 semester or Full year 1 semester or Full year	AC AC AC AC AC
	Body and Mind	Specialist Physical Education Recreational Physical Education Fitness and Lifestyle Outdoor Education	1 semester or Full year 1 semester or Full year 1 semester or Full year 1 semester or Full year	AC AC AC AC
	SAASTA	SAASTA Academy (Aboriginal Students Only)		AC & SACE (20 credits)
	Health and Physical Education is compulsory for a semester. You are able to select other HPE options as elective subjects if you wish. eg. If you have selected Outdoor Education as a compulsory HPE subject you are unable to re-select it as an elective.			

Year 10 Subjects

Body and Mind
Subject Flow Year 10

Body and Mind	Year 7	Year 8	Year 9	Year 10	Year 11 Stage 1	Year 12 Stage 2
				Child Studies	Child Studies	Child Studies
	Sport, Fitness and Lifestyle	Sport, Fitness and Lifestyle	Fitness and Lifestyle	Fitness and Lifestyle	Health	Health
			Health Science	Health Science	Health Science	Health Science
			Outdoor Education	Outdoor Education	Outdoor Education	Outdoor Education
			Recreational Physical Education	Recreational Physical Education	Recreational Physical Education	Recreational Physical Education
			Specialist Physical Education	Specialist Physical Education	Specialist Physical Education	Specialist Physical Education
					AHEAD	AHEAD

Child Studies

Do you want to learn about Child Development?

Are you someone who wants to work in childcare?

This course introduces students to the concepts of child development from birth to five years. Students focus on two life skill components, basic textile production and healthy food production. Throughout the duration of this course students will investigate the stages of pregnancy and create healthy meal plans for a pregnant woman. Students examine family structures and create healthy meals for children from five months to five years. Students have the opportunity to investigate the importance of social, emotional and physical development during the early years. They discover how fine and gross motor skills are developed through play and the effect that gender stereotypes can have on children. Students work collaboratively to design, create and run a child's birthday party that includes decorations, healthy snacks and activities that support child development.

Assessment

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

Practical

Theory

Subject Length

1 semester

Additional Information

N/A

Fitness and Lifestyle

Do you want to learn about the impacts of diet and exercise of individuals?

Do you want to learn more about wellbeing and how to improve this?

Students develop the skills to plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities. Students analyse behaviours and contextual factors that influence the health and wellbeing of their communities. Students analyse how participation in a physical activity influences an individual's identity, and explore the role participation in varied activities plays in shaping cultures.

This subject includes:

- Health benefits of physical activity
- Mental health and wellbeing
- Fundamental movement skills
- Rhythmic and expressive movement activities
- Interoception activities

Assessment

Practical

Theory

Subject Length

1 semester

Additional Information

N/A

Outdoor Education

Do you like the outdoors?

Are you interested in learning the basic skills of camping?

Outdoor Education engages students in the study of the human connection to natural environments through outdoor activities and developing self-reliant expedition skills. In these environments, students develop knowledge, understanding and skills to move safely and competently, while valuing a positive relationship with and promoting the sustainable use of these environments.

These activities are an important part of learning in the Health and Physical Education curriculum as they promote lifelong physical activity. They also contribute to health and wellbeing through direct personal experiences and connections with natural environments. Outdoor Education provides a valid environment for developing movement competence, promoting a sense of wellbeing, enhancing personal and social skills, and developing an understanding of the concept of risk versus challenge. Outdoor Education equips students with lifelong time management, decision making and teamwork skills that translate to students' later studies and careers.

Students will study the following topics during the theory component:

- Risk management
- Basic camping skills
- Minimal impact camping
- Navigation, mapping and compass work
- Weather
- Basic first aid

Assessment

Practical
Theory

Subject Length

1 semester

Additional Information

Students attending this course will be required to attend all overnight camps and excursions.

Recreational Physical Education

Do you want to develop the skills involved in evaluating physical activities?

Do you want to explore fitness programs?

Recreational Physical Education focuses on the role of sport and recreation in the lives of individuals and communities. It is a subject that provides students with the opportunities to learn about sport and active recreation activities.

Students examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges and using suitable technologies where relevant.

Students establish a basis for further education and employment through a career pathway in the fields of fitness, personal training, outdoor creation and education, sports administration, community health and recreation and sport performance.

The focus of this program is to provide students the opportunity to develop their skills and knowledge in sport and career pathway opportunities including:

- Health benefits of physical activity
- Fundamental movement skills
- Sport and Recreational planning management
- Career pathway opportunities
- Event planning portfolio
- Coaching

Assessment

Practical
Theory

Subject Length

1 semester

Additional Information

N/A

Specialist Physical Education

Do you want to learn about data collection?

Do you want to learn about skill development and acquisition?

This subject is designed to promote and educate students on the advantages of lifelong physical participation, with an emphasis on adolescent issues and body systems. Students will engage in the theory components of Sports Injuries, Bio-mechanics, tactical awareness, energy systems, muscular system and skeletal system. The theoretical component is linked to practical experiences where students gather evidence and data for them to investigate. Other practical components designed within the course explore sports from around the world.

Assessment

Practical

Theory

Subject Length

Semester 2 only

Additional Information

N/A

Career Development – Exploring Identities and Futures (EIF) Subject Flow Year 10

	Year 7	Year 8	Year 9	Year 10	Year 11 Stage 1	Year 12 Stage 2
Career Development	Career Exploration	Career Exploration	Career Exploration	Exploring Identities and Futures (EIF)	Activating Identities and Futures (AIF)	
					Workplace Practice	Workplace Practices

Exploring Identities & Futures (Formerly Personal Learning Plan)

Exploring Identities and Futures (EIF)

Exploring Identities & Futures (EIF) is introduced in 2023 by SACE across South Australia as a Stage 1 subject to substitute the decade old Personal Learning Plan's (PLP).

EIF contributes 10 credits towards the SACE and because it is compulsory, students need to achieve a C grade or higher.

EIF encourages students to lead their own learning and use a self-directed approach to investigate their identity and who they want to become as they grow in 21st century.

EIF seeks to move students away from the old PLP's "what do you want to do in your life?" and towards the self-understanding journey of "who do you want to be?"

c. assist students to recognise their individual strengths and

d. see that the purpose and value of leaning is much more than knowledge and grades.

Through the EIF students will:

- Explore identity & belonging
- Develop agency
- Pursue and develop an area of interest that matters to them

Future Technologies
Subject Flow Year 10

Future Technologies

Year 7	Year 8	Year 9	Year 10	Year 11 Stage 1	Year 12 Stage 2
Advancing Technology	Advancing Technology	Advancing Technology	Advancing Technology	Advancing Technology	Advancing Technology
Design and Textiles	Design and Textiles	Design and Textiles	Design and Textiles	Material Solutions	Material Solutions
		Digital Media	Digital Media	Digital Publishing	Digital Publishing
			H2 Grand Prix		
Food Technology	Food Technology	Food Technology	Food Technology	Food and Hospitality	Food and Hospitality
Wood Technology	Wood Technology	Wood Technology	Wood Technology	Industrial Technology	Industrial Technology
				Media Studies	Media Studies
				Photography	Photography
				ACEE	ACEE
				IMAT	IMAT
				CHAT	CHAT

Advancing Technology

Do you want to create products on CAD?

Are you someone who is interested in 3D printing or laser cutting?

This course provides students with the opportunity to use a range of advanced technology manufacturing skills and processes to develop a final product.

These may include 3D CAD modelling software, 3D printing, laser cutting, microcontrollers and programming, computational thinking as well as a range of multimedia software. Students will work with a range of materials including 3D printed plastics, recycled electrical (and non electrical) parts, and timber.

Students will follow the design process to construct solutions to given problems. The design process includes investigation, graphic and written presentation, construction and evaluation.

Assessment

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

Practical

Theory

Subject Length

1 semester

Additional Information

N/A

Design and Textiles

Are you someone who likes design?

Do you want to become a designer?

Design and Textiles introduces the process of designing and producing. Students consider the impact that emerging technologies have on design decisions. This is achieved through investigating emerging technologies and the future of fibre production. Students investigate and make judgments based on the characteristics of materials to produce a clothing item. Using a range of equipment and tools students will create wearable art. Students may also have input/involvement in designing the costumes for the Whyalla Secondary College Production. They learn how to create a design folio that includes a design brief and the key elements of design. Students will learn how to read and draft patterns to produce textile items.

Assessment

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

Practical

Theory

Subject Length

1 semester

Additional Information

N/A

Digital Media

Are you interested in creating media artworks?

Do you have an eye for production?

Students will use the skills, techniques and processes to create media artworks developed through the three stages of production: pre-production (including scriptwriting, storyboarding); production (including capturing, recording, directing); and post-production (including mixing and editing). Students create and analyse forms such as images, film, news report, documentaries, advertisements, music videos, animation and video games. Students will develop basic publishing principles in order to portray information through internet delivery. Students work both independently and in creative teams utilising industry standard software – Adobe Creative Cloud.

Assessment

Skills and application tasks

Folio

Product

Subject Length

1 semester

Additional Information

N/A

H2 Grand Prix

Are you passionate about climate change?

Do you enjoy being creative, problem solving and competition?

H2 Grand Prix provides students with the opportunity to learn about engineering principles and incorporates a range of concepts including Physics, aerodynamics, Chemistry, leadership and teamwork operations, project management and 21st century learning skills.

Students will work collaboratively to design and manufacture a Hydrogen Cell powered car. The program includes video presentations, design judging and a multi-hour endurance race, where students are in charge of everything from running and fixing the car to planning, designing, and implementing solutions to the challenges they encounter.

Students in H2 Grand Prix explore topics in renewable energy and automotive engineering. The content is structured in stages, to build student knowledge and ensure they are prepared for race day.

Assessment

Practical skills (including entry into the SA H2 Grand Prix)

Folio

Subject Length

1 semester

Additional Information

N/A

Food Technology

Are you someone who wants to become a Chef?

Do you want to learn safety and hygiene in the kitchen?

Do you want to participate in a catering event?

Students undertake an investigation into the ethical and sustainable production of agricultural foods. They will discuss the importance of food miles, advertising and cost of different food products. Students will investigate the importance of food preservation and techniques. They will engage with contemporary food styling trends and create styled meals with an accompanying food article. Students will have the opportunity to produce design solutions for healthy eating, though the creation of a design folio, which includes a design brief and the key elements of design process. Practical tasks will have a strong emphasis on safety and hygiene in the kitchen and time management skills. Students will work individually and collaboratively to complete practical tasks to demonstrate their skills and knowledge.

Assessment

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

Practical

Theory

Subject Length

1 semester

Additional Information

N/A

Wood Technology

Do you want to become a Carpenter?

Are you someone who wants to work on construction sites?

Wood Technology allows students to gain and develop their skills in the design process. This course allows students to develop a range of skills through the use of hand and power tools in order to create a series of designs. Skill development in practical situations involves the use of fixed plant machinery, and a variety of hand tools and powered tools. Students will collaborate to discuss work orders, plans and safety procedures along with preparations for worksite planning to minimise wastage. In order to work collaboratively, students will be required to recognise dependencies and approaches to maximise workflow and productivity. Students may incorporate mathematical concepts and techniques to correctly complete measurement and estimate requirements and perform inspections of equipment and materials.

Assessment

Skills and application tasks

Folio

Product

Subject Length

1 semester

Additional Information

N/A

Global Perspectives Subject Flow for Year 10

Global Perspectives	Year 7	Year 8	Year 9	Year 10	Year 11 Stage 1	Year 12 Stage 2
	English	English	English	English	Essential English	Essential English
					English	English
						English Literary Studies
	HASS	HASS	History	History	HASS	HASS
					Aboriginal Studies	Aboriginal Studies
			Civics and Citizenship	Civics and Citizenship		
			Business and Economics ($20 Boss)	ASX Share Market	Business Innovation	Business Innovation
				ETSY-preneur		
				Geography		
				SharkTank		
				Social Change		

English

Are you someone who loves to read?

Learn how to write persuasive text.

Year 10 English aims to develop the student's ability in composing, comprehending, appreciating and evaluating spoken, written, visual and multimedia texts. Students will extend their understanding of language as a means of understanding the world and begin analysing texts critically. Students will explore and compare cultural values and social issues through novels, poetry, media texts and film.

Students will analyse persuasive and informative texts through media propaganda and analysis. They will also have the opportunity to create longer texts and formal written arguments that develop their critical thinking and empathy skills.

Assessment

Assessment will be continuous and varied in nature. There will be a range of assessment pieces each term that focus on reading, writing, speaking and listening. These include text responses and production, oral and visual presentations, multimodal responses, peer and self-assessment strategies.

Subject Length

Full year

Additional Information

N/A

History

Do you want to study modern history?

Do you want to look into World War II?

This course offers a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. As well as a general overview of the period, the course requires that students participate in three in depth studies including World War II, Rights and Freedoms, and the Globalising World. A primary aim of the course will be for students to respond to inquiry questions through interpretation of sources, descriptions of past events and explanations of various historical perspectives.

Assessment

Assessment will be continuous and varied in nature. There will be a variety of assessment pieces that focus on inquiry, questioning and historical argument. These may include source analyses, empathy writing and historical essays.

Subject Length

1 semester

Additional Information

N/A

Civics and Citizenships

Do you want to learn about Law?

you interested in the High Court?

This course develops students' a understanding of Australia's system of government through comparison with another system of government in the Asian region. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the high court. They investigate the values and practices that enable a democratic society to be sustained.

Assessment

Assessment is ongoing and will focus on inquiry based learning and the analysis of sources. Assessment may include a visual and written comparative essay or source analysis.

Subject Length

4 weeks

Additional Information

N/A

ASX Sharemarket

Do you want to learn about the Sharemarket?

Are you someone who is interested in investing?

This course introduces students to the world of business. Students complete 2 assessments tasks that focus on a practical exploration, personal venture and a collaborative folio. Students learn about investing and the Sharemarket, they can put into practice what they are learning by playing the Sharemarket Game. Students receive a virtual $50,000 that they can invest over a 10 week period, in over 200 companies listed on the ASX. The prices students buy and sell at are the same prices as they would get in the live market so this is as close to real life share trading as you can get.

As a result of playing the game your students will:

- Develop their knowledge of the sharemarket
- Learn how to research companies
- Discover the importance of wise investment decisions
- Gain a greater knowledge of economic and world events
- Begin to learn more about investing which is beneficial for their future

Subject Length

16 weeks

Additional Information

10 Sace Credits

ETSY – Preneur

Are you an emerging entrepreneur?

Do you want to develop your understanding of economics and business?

This course gives students the opportunity to further develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. Students examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce.

Students begin working with textile, as the medium, to develop an understanding of design thinking, the creative process and abundance mindset. Following the initial project students will use Design Thinking and sustainable practices to research, plan and create a product of their choice suitable for an "Etsy" style sale. Students will plan, prepare, market and evaluate their products.

Subject Length

16 weeks

Additional Information

10 Sace Credits

Geography

Do you want to learn about local environments?

Do you want to learn about environmental management?

This subject is divided into Geographies of Human Wellbeing and Environmental Change and Management.

The initial focus of the Geography course will move towards developing a Geographical Inquiry of a local environment system (coastal, rural, wetland etc). Students identify methods of environmental management and discuss the successes and challenges of management strategies. From a local to a global focus, students engage with collecting, organising and representing data through written and visual methods. They make sustainable recommendations to achieve equitable and socially responsible futures.

Subject Length

16 weeks

Additional Information

Fieldwork / local excursions

SharkTank

Do you want to explore real world problems?

Do you have an idea you want to share with a panel of experts?

This SharkTank course has been designed by MIE lab in partnership with The University of Adelaide to teach students to think creatively and develop solutions to real world problems, while prototyping their ideas and pitching and presenting these to a panel of experts. By equipping students with the skills, knowledge, understanding and personal capabilities to participate and successfully compete in a fast-paced global society, the students of today can build their own futures for tomorrow.

Assessment

Students complete 2 assessments tasks that focus on a practical exploration, personal venture and a collaborative folio

Subject Length

16 weeks

Additional Information

10 Sace Credits

Social Change

Do you want to explore the local, national or global change today?

Do you want to research more about a social issue?

This course offers students the opportunity to explore an area of current local, national or global interest. Students develop their research skills as they inquire deeply into a chosen area of personal passion. Students will manage their own social change project. They analyse the contexts and perspectives surrounding their chosen issue and develop viable solutions for positive change. Students will consider environmental, historical, cultural, social, political, economic and stakeholder interests in designing social action.

Some areas of interest may include (but are not limited to):

- Equality and inclusion
- Race
- Gender
- Poverty
- Homelessness
- Constitutional reform
- Education
- Democracy
- Tourism
- Ethics
- Welfare
- Land rights
- Environmental impact
- International relations or conflict
- Mental health
- Wellbeing
- Globalisation

Assessment

Students complete 2 assessments tasks that focus on a practical exploration, personal venture and a collaborative folio.”

Subject Length

16 weeks

Additional Information

N/A

The Arts
Subject Flow for Year 10

The Arts	Year 7	Year 8	Year 9	Year 10	Year 11 Stage 1	Year 12 Stage 2
	Visual Arts	Visual Arts	Visual Arts Studies	Visual Arts Studies	Visual Arts	Visual Arts
			Visual Arts and Applications	Visual Arts and Applications		
			Dance	Dance	Dance	Dance
	Dance/Drama	Dance/Drama	Drama	Drama	Drama	Drama
	Music	Music	Music	Music	Music Experience	Music Explorations
					Music Advanced	Music Studies
						Performance –Ensemble
						Performance –Solo

Visual Arts Studies

Do you want to explore techniques in painting, print, processes and design concepts?

Are you interested in creating art works linked to culture?

Students will expand their knowledge and skills through participation in drawing, painting, print, design, whilst also incorporating sculptural elements.

This program encourages the development of artworks using two dimensional processes with a focus on creative projects. The students study the works of key visual artists and their works through critical analysis. These studies are related to sustainability, key art movements, societies and cultures of Western, Eastern and Indigenous Art.

Assessment

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

Subject Length

1 semester

Additional Information

N/A

Visual Arts and Applications

Do you like exploring and connecting to art forms and processes?

Do you want to engage in art-based learning projects?

Students will undertake a series of units developing and solidifying their artistic skills, based on 2D and 3D art forms. Units of work will have connections to historical and contemporary art practices. Students will make connections to sustainability, key art movements (e.g. Pop Art), societies and cultures of Western, Eastern and Indigenous Art.

Assessment

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

Subject Length

1 semester

Additional Information

N/A

Dance

Do you like dancing?

Do you want to learn about different styles of dance?

Dance prepares young people for participation in the 21st century by equipping them with transferable skills, including critical and creative thinking skills, personal and social skills, and intercultural understanding. Dance has its own movement vocabulary and specific techniques and processes that students learn and apply to their own work as a dancer and choreographer and use to interpret, understand, and appreciate the work of others.

Students refine and deepen their understanding of dramatic conventions forms and processes. Students explore how storytelling and performance play a role in their daily lives and engage with relevant and culturally responsive analysis and interpretations.

Assessment

Practical

Theory

Subject Length

1 semester

Additional Information

N/A

Drama

Do you want to build performance skills?

Do you love telling stories:

Students continue to develop their use and understanding of dramatic forms and conventions. Students explore the various ways meaning can be created through creation and performance techniques. Students are exposed to and respond to a range of practitioners with a focus on historical developments around the world.

Assessment

Practical

Theory

Subject Length

1 semester

Additional Information

N/A

Music

Do you want to expand your music skills?

Are you interested in becoming a music performer?

Students further their musical literacy and analysis skills and gain confidence in interpreting musical scores and understanding musical terminology. They learn to apply their musical skills in areas such as performance, composition and music analysis.

They continue to refine their performance skills, working collaboratively and independently on ensemble and solo performances.

Assessment

Students will be assessed on their theory concepts and their oral and practical skills through a range of tasks including solo and ensemble performances and compositions.

Subject Length

1 semester

Additional Information

N/A

Universal Reasoning Subject Flow for Year 10

Universal Reasoning	Year 7	Year 8	Year 9	Year 10	Year 11 Stage 1	Year 12 Stage 2
	Science	Science		Sustainability	Aquaculture/ Horticulture	Aquaculture/ Horticulture
			Science	Science	Biology	Biology
					Chemistry	Chemistry
					Nutrition	Nutrition
					Physics	Physics
					Psychology	Psychology
	Mathematics	Mathematics	Mathematics	Mathematics	Essential Mathematics	Essential Mathematics
					General Mathematics	General Mathematics
					Mathematics 1	Mathematical Methods
					Mathematics 2	Specialist Mathematics

Sustainability

Do you want to learn about the Environment?

Are you interested in the agriculture industry?

This study focuses on the rapid rate of change in the agriculture and horticulture industries and the increasing application of innovation and data driven initiatives.

The interdisciplinary nature of the study enables students to develop their decision making and problem solving skills by applying scientific methods of testing and monitoring, collecting and analysing relevant data, and researching current issues and best practice case studies. Students conduct primary and secondary research to design and evaluate sustainable practices, understand challenges and current issues, propose solutions and determine best practice.

Practical tasks are integral to Agricultural and Horticultural Studies and may include: plant and/or animal management; experiential field trips; scientific trials, experiments and data analysis; business or entrepreneurial practices including value adding activities; investigative reporting on best practice; and virtual reality experiences.

Assessment

Practical

Theory

Subject Length

1 semester

Additional Information

This is not a compulsory subject and can be selected as an elective subject.

Science

Do you want to learn about Biology at stage 1?

Do you want to expand your knowledge on the laws of motion?

Students will apply their knowledge of specialised equipment to design laboratory experiments.

Students will continue to write formal reports on these experiments, and will be expected to comment on their findings in detail. Students will study physics, biology and chemistry topics that have strong links to stage 1 science subjects. Classroom learning, assignments and projects will include units on the laws of motion, the structure of the periodic table, natural selection and the universe. Students will also investigate how scientific theories have developed and reflect on the discoveries that caused them to change over time.

Assessment

Designing experiments

Scientific reports

Research projects

Subject Length

Full year

Additional Information

N/A

Mathematics

Do you want to learn about trigonometry?

Are you wanting to learn about everyday mathematics transactions?

Students will study the following topics:

Trigonometry - more complex problems related to this field of geometry.

Personal finance - Mathematics related to everyday transactions.

Graphical Interpretation - applying graphing techniques.

Spreadsheet basics - understanding and applying ICT skills.

Working with Formulae - algebraic applications.

Statistics - working with data.

Probability - study of chance processes.

Coordinate Geometry - more complex graphing techniques and applications.

Students will continue to further develop their skills to solve unfamiliar problems and give detailed explanations around the reasoning behind their responses through both verbal and written reports.

Assessment

Tests

Projects

Investigations

Subject Length

Full year

Additional Information

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

Whyalla Secondary College is an ATRiUM focus school which will be evident in everything we do in the year 11 and 12 community. Instead of differentiating the places for education, we are focusing on providing a personalised differentiated curriculum that enhances student voice, choice and engagement, to make the most of every student's learning journey. In addition to traditional subject knowledge and skills, our curriculum will have a central focus on the ATRiUM capabilities where students will be actively learning, creatively thinking, relating to others, using language through symbols, ICT and being able to manage self. Competency in all five capabilities will assist students in developing effective employability skills, setting them up for success as empowered community citizens.

Whyalla Secondary College

Introduction into the Year 11 and 12 community

Year 11 and 12 students will be completing their secondary education in a state of the art new school that offers Whyalla youth a world class education they deserve. We are therefore excited to have your child as a learner and you, an important contributor to their educational experience, in our learning community.

Our aim is that Whyalla Secondary College senior school students will achieve their SACE and continue further study or move into the workplace. We work hard to build connections for our students to continue to thrive after their secondary schooling is completed. We extensively use SACE flexibilities and tailor our broad curriculum offering to cater for a range of student's preferred post-secondary education pathways. We provide authentic learning and innovative academic, vocational, industry & entrepreneurial opportunities, and our students who achieve an ATAR gain entry to University and TAFE, whilst others completing their VET are offered school based apprenticeships/traineeships, and move to meaningful employment.

At senior school, we aim to develop the 'whole person' and we focus on fostering positive relationships across our learning community through our Mentoring program. By enabling our Mentoring teachers to know and understand all learners in our care, at Whyalla Secondary College we ensure our senior students are supported to thrive by exploring their career options, maintaining academic progress, identifying potential constraints that hinder success, being resilient when faced with a challenge, designing their own futures with a high level of self efficacy and developing a sense of belonging.

Our students and community are fortunate in having enthusiastic, loyal, and passionate teachers and leaders who work hard to prepare our students for a rapidly changing world and who are highly committed to getting the best outcomes possible for each student motivated by the unwavering belief that every single young person in our system has the right to succeed and to thrive to the best of their ability.

Our enthusiastic, independent learners are supported to thrive in a safe and positive environment by dedicated, knowledgeable teachers who reflect on their practice and offer quality differentiated teaching. Whyalla Secondary College senior school community is a high performing learning environment that delivers a relevant, rigorous inclusive curriculum focused on students' capabilities and well being development.

This is reflected in Whyalla Secondary College values of Inclusion, Innovation and Integrity and our strong commitment to equitable public education. Our Inclusive Education philosophy is based on the ATRiUM capabilities that enable students to be able to Manage self, while Actively learning, creatively Thinking, Relating to others and Using language through symbols & ICT. Complementing the SACE capabilities that acesses students in developing effective employability skills for the 21st Century, ATRiUM focuses on assisting every student to competently develop all five capabilities and empower students as active citizens and participating members of the community.

Year 11 Subject Overview

	Learning Area	Subject	Length of Time	Curriculum
Subjects	**Body and Mind**	Child Studies	1 semester	SACE
		Health	1 semester	SACE
		Health Science	1 semester	SACE
		Outdoor Education	1 semester	SACE
		Recreational Physical Education	1 semester	SACE
		Specialist Physical Education	1 semester	SACE
		AHEAD	1 semester	SACE
	Career Development	Activating Identities and Futures (AIF)	1 semester	SACE
		Workplace Practices	1 semester	SACE
	Future Technologies	Advancing Technology	1 semester	SACE
		Digital Publishing	1 semester	SACE
		Design and Textiles	1 semester	SACE
		IMAT	1 semester	SACE
		Food and Hospitality	1 semester	SACE
		CHAT	1 semester	SACE
		Industrial Technology	1 semester	SACE
		ACEE	1 semester	SACE
		Media Studies	1 semester	SACE
		Photography	1 semester	SACE
	Global Perspectives	Aboriginal Studies	1 semester	SACE
		HASS	1 semester	SACE
		Business Innovation	1 semester	SACE
		Essential English	1 semester	SACE
		English	1 semester	SACE
	SAASTA	SAASTA Academy (Aboriginal Students Only)	1 semester	SACE
	The Arts	Art	1 semester	SACE
		Dance	1 semester	SACE
		Drama	1 semester	SACE
		Music Experienced	1 semester	SACE
		Music Advanced	1 semester	SACE
	Universal Reasoning	Aquaculture/Horticulture	1 semester	SACE
		Biology	1 semester	SACE
		Chemistry	1 semester	SACE
		Nutrition	1 semester	SACE
		Physics	1 semester	SACE
		Psychology	1 semester	SACE
		Essential Mathematics	1 semester	SACE
		General Mathematics	1 semester	SACE
		Mathematics 1	1 semester	SACE
		Mathematics 2	1 semester	SACE

Year 11 Subjects

Body and Mind
Subject Flow Year 11

Body and Mind	Year 7	Year 8	Year 9	Year 10	Year 11 Stage 1	Year 12 Stage 2
				Child Studies	Child Studies	Child Studies
	Sport, Fitness and Lifestyle	Sport, Fitness and Lifestyle	Fitness & Lifestyle	Fitness & Lifestyle	Health	Health
					Health Science	Health Science
			Outdoor Education	Outdoor Education	Outdoor Education	Outdoor Education
			Recreational Physical Education	Recreational Physical Education	Recreational Physical Education	Recreational Physical Education
			Specialist Physical Education	Specialist Physical Education	Specialist Physical Education	Specialist Physical Education
					AHEAD	AHEAD

Child Studies

Do you want to work in childcare?

Are you passionate about supporting those around you?

Do you want to be a social worker?

This course focuses on children and their development from conception to 8 years of age. Students have the opportunity to develop their knowledge and understanding of young children through different types of learning.

Students will explore concepts such as development, the needs and rights of children, the value of play and the role of parents/caregivers. They also have the opportunity to understand the importance of behaviour management, child nutrition and the health and wellbeing of children.

SACE Credits

10 credits

Assessment

Investigation

Group activity

Practical activity

Subject Length

1 semester

Prerequisites

N/A

Additional Information

Excursions are involved and students are expected to interact with and teach young children the concepts they have learnt.

SACE Link

https://www.sace.sa.edu.au/studying/subjects/child-studies

Health

Do you want to learn more about promoting health in the community?

Is influencing individuals and the community about good health choices a career path you want to pursue?

Students will develop skills and knowledge around the influence and decisions that can be made around health. Through exploring ways to promote positive health outcomes for people around them students will consider the key role of Health in the community.

While health choices can be influence by individuals', students will also discover that it is influenced by a diverse range of cultural attitudes beliefs and practices.

SACE Credits

10 credits

Assessment

Practical action

Issues inquiry

Subject Length

1 semester

Prerequisites

N/A

Additional Information

Excursions are involved and students are expected to interact with and teach younger students the concepts they have learned.

SACE Link

https://www.sace.sa.edu.au/studying/subjects/health-and-wellbeing

Health Science

Do you want to focus on the Human Anatomy?

Do you want to be a physiotherapist?

Students gain knowledge in focus areas of Human Anatomy and Physiology, Psychology and Healthcare (Diet and Nutrition) along with career development to support them in their progression to pursue a career within the health industry. This course includes working with students and staff from UniSA that will allow access to the clinics for performance testing.

Selected clinics align to the students' pathway,including Dietetics, Exercise Physiology, High Performance, Occupational Therapy, Physiotherapy, Podiatry and Psychology.

This subject ensures to provide the learning required for tertiary degrees, such as Bachelor of Health Science, Bachelor of Human Movement, Exercise Sport Science and Bachelor of Clinical Exercise Physiology, offered via UniSA.

SACE Credits

10 credits

Assessment

Group project

Presentation and discussion

Folio

Subject Length

1 semester

Prerequisites

N/A

Additional Information

Course cost - $350.00
Includes 2 camps

SACE Link

https://www.sace.sa.edu.au/studying/subjects/crossdisciplinary-studies

Outdoor Education

Are you interested in improving the environment?

Do you enjoy the outdoors?

Have you ever been camping?

Students have the opportunity to build their relationship through experiencing natural environment around them as well as focusing on their connections with nature. Students prepare themselves for the preparation and planning of outdoor experiences.

Students will experience opportunities for personal growth and the chance to develop social skills, self confidence and teamwork skills. Students evaluate and reflect on their own learning success and ability to work in a team.

SACE Credits

10 credits

Assessment

Practical action

Issues inquiry

Subject Length

1 semester

Prerequisites

N/A

Additional Information

Due to the nature of the subject, students will be required to participate and engage in 2 camps. Camps relate to AT2 "Experiences in Natural Environment" assessment task and therefore attendance at camps is compulsory.

SACE Link

https://www.sace.sa.edu.au/studying/subjects/outdoor-education

Recreational Physical Education

Are you interested in improving an aspect of your sporting ventures?

Do you have an interest in promoting sport for long-life involvement?

Students participate in practical lessons focusing on context learnt within theory lessons. On occasion students will work in groups to identify links to a number of different sports and physical activities.

Students are evaluated on topics related to both physical education and sport strategy. From focusing on the skills required to kick a goal in footy from the 50 line to skills required to be as good a coach as Kevin Sheedy.

SACE Credits

10 credits

Assessment

Practical exploration

Connections

Personal venture

Subject Length

1 semester

Prerequisites

N/A

Additional Information

There is a large practical focus within the subject and students are encouraged to participate in all tasks.
Grading is not according to their overall skill level but rather involvement, self improvement and reflective abilities. This subject is designed to equip students with the required knowledge and skills for stage 2 Recreational Physical Education.

SACE Link

https://www.sace.sa.edu.au/studying/subjects/physical-education

Specialist Physical Education

Do you want to focus on movement through Physical Activity?

Do you want to analyse practical lessons and interpret the data collection?

This course allows students to develop their knowledge and understanding of human movement through joining in physical activities and other recreational activities.

The physical activities students partake in may include sports such as soccer, football, netball, theme based games and/or a range of fitness/recreational activities.

SACE Credits

10 credits

Assessment

Improvement analysis

Practical activity investigation

Subject Length

1 semester

Prerequisites

N/A

Additional Information

Students explore and analyse evidence of physical activity to provide feedback on ways in which performance improvement can be achieved. Technology is used to collect evidence. Students reflect on factors that may hinder or encourage participation each day.

SACE Link

https://www.sace.sa.edu.au/studying/subjects/physical-education

Career Development – Activating Identities and Futures (AIF)
Subject Flow Year 11

	Year 7	Year 8	Year 9	Year 10	Year 11 Stage 1	Year 12 Stage 2
Career Development	Career Exploration	Career Exploration	Career Exploration	Exploring Identities and Futures (EIF)	Activating Identities and Futures (AIF)	
					Workplace Practices	Workplace Practices

Activating Identities and Futures (AIF)

Starting in 2025, Activating Identities and Futures (AIF) will replace the Research Project at Stage Two, becoming a compulsory 10-credit subject for the South Australian Certificate of Education (SACE). Achieving a grade of 'C' or higher in AIF will award students 10 SACE credits.

Course Description

Activating Identities and Futures is designed to promote lifelong learning by encouraging students to take a proactive, reflective approach to their personal growth and impact on the world. This subject supports students in developing independent learning skills and using transferable strategies for lifelong success.

Students are given ownership over their learning by setting a personal Learning Goal aligned with their interests and future aspirations. They explore strategies, gather feedback, and make informed decisions to deepen their understanding. The ultimate aim is for students to develop metacognitive awareness—thinking about their thinking—and apply self-regulation in pursuit of their goals.

Course Content

Each student's experience in AIF is unique, centered on a self-defined Learning Goal and exploring output of learning that demonstrates their journey and achievements. This output can take many forms, such as a proposal, plan for action, skill demonstration, artwork, report, academic article, or short video. Both the goal and output should hold meaningful value for the student, and ideally, for the broader community as well.

The course builds on foundational skills developed in Stage 1's Exploring Identities and Futures, focusing on enhanced decision-making, organisation, and self-awareness through ongoing peer, mentor, and teacher feedback. This collaborative process fosters essential metacognitive and self-regulatory skills.

Stage 2 AIF includes two school assessments and one external assessment:

Portfolio (35%) - A collection showcasing the student's progress, insights, and reflections on their learning journey.

Progress Checks (35%) - Regular assessments to monitor student development and the effectiveness of strategies employed toward their Learning Goal.

Appraisal (30%) - An externally assessed component evaluating the student's reflection, learning outcomes, and value of the output.

Workplace Practices

Are you thinking of getting a job?

Do you want to know about how a workplace operates?

In this course students develop knowledge, skills, and understanding of the way in which a workplace operates. Students learn about the value of work in the community and rights and responsibilities that workers have.

Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

SACE Credits

10 credits

Assessment

Folio

Performance

Reflection

Subject Length

1 semester

Prerequisites

N/A

Additional Information

N/A

SACE Link

https://www.sace.sa.edu.au/studying/subjects/workplace-practices

Future Technologies Subject Flow Year 11

Future Technologies

Year 7	Year 8	Year 9	Year 10	Year 11 Stage 1	Year 12 Stage 2
Advancing Technology	Advancing Technology	Advancing Technology	Advancing Technology	Advancing Technology	Advancing Technology
Design and Textiles	Design and Textiles	Design and Textiles	Design and Textiles	Design and Textiles	Material Solutions
		Digital Media	Digital Media	Digital Publishing	Digital Publishing
Food Technology	Food Technology	Food Technology	Food Technology	Food and Hospitality	Food and Hospitality
Wood Technology	Wood Technology	Wood Technology	Wood Technology	Industrial Technology	Industrial Technology
				Media Studies	Media Studies
				Photography	Photography
				ACEE	ACEE
				IMAT	IMAT
				CHAT	CHAT

Advancing Technology

Do you want to explore new technologies?

Are you someone who wants to work with 3D printers?

Students develop specialised skills based on the use of new technologies and equipment such as a laser cutter, vinyl cutter and/or 3D printers. There is a strong emphasis on the design process to develop a folio, that explores solutions and creating innovative products.

SACE Credits
10 credits

Assessment
Specialised skills task
Design process and solutions

Subject Length
1 semester

Prerequisites
N/A

Additional Information
N/A

SACE Link
https://www.sace.sa.edu.au/studying/subjects/design-technology-and-engineering

Design and Textiles

Are you interested in the Fashion Industry?

Are you creative and like designing?

Students engineer solutions to develop textiles items using the design and realisation process. This subject provides a flexible framework that encourages students to be creative, innovative, and enterprising in Design and Textiles. They apply critical thinking and problem-solving skills and incorporate technologies to address design problems and challenges. This subject incorporates the transfer of interdisciplinary skills and knowledge and promotes individualised and inquiry-based learning.

Students learn the design brief process to identify design problems and challenges providing the opportunity to develop potential solutions. They review design features, processes, materials, and production techniques to assist with the realisation of the solution.

Students analyse influences on a product including ethical, legal, economic, and/or sustainability issues. They consider the practical implications of these issues on society or design of their textile item. Students apply appropriate skills, processes, procedures, and techniques while implementing safe work practices to create textile items."

Assessment
Specialised Skills Task
Design Proces and Solution

Subject Length
1 semester

Prerequisites
N/A

Additional Information
N/A

Advancing Technology

Do you want to explore new technologies?

Are you someone who wants to work with 3D printers?

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SACE Credits

10 credits

Assessment

Specialised skills task

Design process and solutions

Subject Length

1 semester

Prerequisites

N/A

Additional Information

N/A

SACE Link

https://www.sace.sa.edu.au/studying/subjects/design-technology-and-engineering

Food and Hospitality

Do you want to be the hero in the kitchen?

Are you looking to learn about healthy food choices?

The Food and Hospitality industry is such a dynamic and forever changing place. In this course students will examine some factors that influence people's food choices and the impact these choices can have on their health.

Students will also gain an understanding of the different opportunities within the food and hospitality industry while meeting with local people and visitors. Students have the opportunity to cook during practical lessons while still completing theory elements.

SACE Credits

10 credits

Assessment

Investigation

Practical activities

Group activity

Subject Length

1 semester

Prerequisites

N/A

Additional Information

Some out of hours work may be required. Students will access the wider community as a resource.

SACE Link

https://www.sace.sa.edu.au/studying/subjects/food-and-hospitality

Industrial Technology

Are you someone who like applying problem solving skills to tasks?

Do you want to know how to use a simulated welder?

Students use design and realisation process to engineer solutions for the development of products or systems. The subject provides a flexible framework that encourages students to be creative, innovative, and enterprising in their chosen context. They apply critical thinking and problem-solving skills, and incorporate technologies to address design problems and challenges. This subject incorporates the transfer of interdisciplinary skills and knowledge and promotes individualised and inquiry-based learning. Design, Technology, and Engineering provides opportunities for students to apply engineering processes and use new and evolving technologies.

Students investigate and analyse the purpose, design features, materials, and production techniques used in diverse situations including industry, community, and tertiary organisations. This information is used to create a design brief that provides the basis for the development of potential solutions. The importance of the design process as a preliminary to the realisation process is emphasised, as is ongoing evolution of the solution and vice versa.

SACE Credits

10 credits

Assessment

Specialised skill task

Design process and solution

Subject Length

1 semester

Prerequisites

N/A

Additional Information

N/A

SACE Link

https://www.sace.sa.edu.au/web/design-technology-and-engineering

Media Studies

Are you a social media freak?

Are you someone who wants to create films?

Students explore the role of media in Australian and global contexts, and how media can influence the way people receive and interpret information. Students will explore their own and other cultures and how people are presented in the media.

Students explore a range of media texts and develop their skills, knowledge and understanding of how different audiences view different media sources, such as magazine, televisions, film and radio. Students will involve themselves in reading, writing, discussing and debating to explore and create media products.

SACE Credits

10 credits

Assessment

Folio

Interaction study

Product

Subject Length

1 semester

Prerequisites

N/A

Additional Information

This subject can be used as one of the compulsory English requirements of the SACE. This is a literacy rich subject that requires students to read, interpret and articulate responses using high levels of language.

SACE Link

https://www.sace.sa.edu.au/studying/subjects/media-studies

Photography

Pictures can speak 1000 words.

Are you someone that enjoys taking photos of the world today?

Photography involves developing DSLR Camera skills focusing aesthetic compositional elements and manipulating images based on digital darkroom techniques. Students investigate and analyse different photography styles of contemporary and historical photographers. They design, develop, plan and produce solutions based on individual subject matter and themes based on photography practice.

The subject content is teacher directed designed around student's interest focusing on areas of study including:

- Specialised Skills
- Design Process
- Solution tasks

SACE Credits

10 credits

Assessment

Specialised skills task

Design process and solutions

Resources study

Subject Length

1 semester

Prerequisites

N/A

Additional Information

N/A

SACE Link

https://www.sace.sa.edu.au/studying/subjects/digital-technologies

Global Perspectives Subject Flow for Year 11

Global Perspectives	Year 7	Year 8	Year 9	Year 10	Year 11 Stage 1	Year 12 Stage 2
	English	English	English	English	Essential English	Essential English
					English	English
						English Literary Studies
	HASS	HASS	History	History	HASS Ancient Studies Semester 2 only	HASS
					Aboriginal Studies	Aboriginal Studies
			Civics and Citizenship	Civics and Citizenship		
			Business and Economics ($20 Boss)	ASX Share Market	Business Innovation	Business Innovation
				ETSY-preneur		
				Geography		
				SharkTank		
				Social Change		

Essential English

Do you want to improve your communication skills?

Ever wanted to create your own texts?

Students have the opportunity to reflect on a wide range of text before diving in and creating their own original texts.

English is one of the hardest languages to learn. This course increases student confidence and understanding of communicating to different audiences.

This subject allow students to create and respond to texts from a range of contexts: personal, social, cultural, community, or the workplace. Students learn how to interpret information and use language to communicate and create meaning.

Students create two of their own text and reflect on two texts, presenting their work in one oral and written forms.

SACE Credits

10 credits

Assessment

Responding to texts

Creating texts

Subject Length

1 semester

Prerequisites

N/A

Additional Information

This subject can be used as one of the compulsory English requirements of the SACE.

SACE Link

https://www.sace.sa.edu.au/studying/subjects/essential-english

English

Do you want to be a journalist or editor?

Is analysing, discussing and responding to text something you enjoy?

Do you have a passion for writing text?

Do you want to take the first steps to becoming a good writer?

Are you someone who wants to deepen your knowledge in language techniques?

This course studies the language and stylistic features within the English language. Student gain a deeper knowledge of the techniques, structure and writing conventions and how they can be best used to enhances text.

An understanding of these techniques can be applied in the students' own creation of written text or oral presentation.

By creating your own texts, students will also see how language can shape a message and be used as a vital tool of communication.

SACE Credits

10 credits

Assessment

Responding to texts

Creating texts

Intertextual study

Subject Length

1 semester

Prerequisites

N/A

Additional Information

This subject can be used as one of the compulsory English requirements of the SACE.

SACE Link

https://www.sace.sa.edu.au/studying/subjects/english

HASS

Are you interested in Legal Studies or Geography?

Are you interested in studying the worlds History?

Do you have a passion for writing text?

Have you wanted to travel the world but don't know anything about the different cultures?

This course gives students the opportunity to study a combination of Legal Studies, Geography, History and Society and Culture Subjects. Students will develop skills and knowledge of history literature and culture.

Students examine the Australian Legal System and analyse how different factors affect different societies around the world.

An understanding of spatial interrelationships between people, places and environments will be developed through various topics.

SACE Credits

10 credits

Assessment

Investigation

Group project

Subject Length

1 semester

Prerequisites

N/A

Additional Information

There are practical components within this subject, as well as opportunities for local excursions, including visits to organisations/ landmarks around the Whyalla region.

SACE Link

https://www.sace.sa.edu.au/studying/subjects/cross-disciplinary-studies

Ancient Studies

Are you curious about how people lived, worked and fought in the past?

Do you want to work as an archaeologist or historian?

Students learn about a range of civilisations and cultures from 500CE or earlier. They undertake learning about how we understand ancient history including historical and archaeology skills. Students learn about art, architecture, technology, warfare, social structures, slavery, beliefs, rituals and/or mythologies from the selected civilisations and cultures.

They will develop a range of inquiry skills in Ancient Studies including how to pose and test hypotheses, research historical and/or archaeological materials, evaluate sources, analyse texts and evaluate different perspectives on the past. Students learn to communicate their research and ideas appropriate to context, purpose and audience. They will also study a range of different texts including historical artefacts but also texts adapted for modern audiences such as films, novels, drama, music, poetry and video games.

SACE Credits

10 credits

Assessment

Skills and Application tasks

Inquiry

Subject Length

1 semester

Prerequisites

N/A

Additional Information

Running in Semester 2 of 2024

SACE Link

https://www.sace.sa.edu.au/studying/subjects/ancient-studies

Aboriginal Studies

Are you passionate about working in a human services, health or education field where you will work alongside Aboriginal leaders, staff and/or clients?

Students learn from and with Aboriginal peoples, communities and other sources of Aboriginal voice about community experiences and enterprise; explore narratives as told by Aboriginal peoples; investigate how the past influences the present; deconstruct and analyse experiences that are of significance to Aboriginal peoples and/or communities; and evaluate and reflect on their own respectful and ethical understandings as they learn about themselves.

Throughout this subject, students develop and extend their understanding of the diversity in individual and community histories, cultures and identities. They explore issues of significance and how they have been and are being responded to by both Aboriginal and non Aboriginal groups in the past and present and the impact of these responses. Students learn how to best work for and alongside Aboriginal people and communities in relevant contexts.

SACE Credits

10 credits

Assessment

Students demonstrate their learning through a learning journey and creative presentation.

Subject Length

1 semester

Prerequisites

N/A

Additional Information

N/A

SACE Link

https://www.sace.sa.edu.au/studying/subjects/aboriginal-studies

Business Innovation

Is starting a business something you want to do?

Do you want to know how to enhance business models?

In this course students begin to develop the knowledge, skills, and understandings of how to engage in business contexts in the modern world. Students consider the opportunities and challenges associated with start up and existing businesses.

Students also 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.

SACE Credits

10 credits

Assessment

Folio

Case study

Subject Length

1 semester

Prerequisites

N/A

Additional Information

N/A

SACE Link

https://www.sace.sa.edu.au/studying/subjects/business-innovation

The Arts
Subject Flow for Year 11

The Arts	Year 7	Year 8	Year 9	Year 10	Year 11 Stage 1	Year 12 Stage 2
	Visual Arts	Visual Arts	Visual Arts Studies	Visual Arts Studies	Visual Arts	Visual Arts
			Visual Arts and Applications	Visual Arts and Applications		
			Dance	Dance	Dance	Dance
	Dance/Drama	Dance/Drama	Drama	Drama	Drama	Drama
	Music	Music	Music	Music	Music Experience	Music Explorations
					Music Advanced	Music Studies
						Performance –Ensemble
						Performance –Solo

Visual Arts

Do you want to be an artist in the world today?

Do you know what it means to be a contemporary artist?

Visual Art at Stage 1 and Stage 2 encompasses both artistic and crafting methods and outcomes. Students create a range of art and craft works from 2D and 3D disciplines including: painting, drawing, mixed media, print making, photography, fabrication (wood, plastic or metal), sculpture, ceramics, video, installation, assemblage, digital imaging and/or textiles. The process involves students initiating and developing ideas, researching, analysing, and experimenting with media and techniques of historical and contemporary artists and genres to ultimately develop their own artistic style and personal aesthetic.

The subject content is teacher directed designed around interest focusing on areas of study including: Visual Thinking Folios, Practical Resolution and Visual Arts in Context tasks. Students are required to complete these areas study.

SACE Credits
10 credits

Assessment
Folio
Practical
Visual study

Subject Length
1 semester

Prerequisites
N/A

Additional Information
May include local excursions.

SACE Link
https://www.sace.sa.edu.au/studying/subjects/visual-arts-art

Dance

Are you a dancer?

Is performing on a stage your passion?

Do you want to build choreography skills?

Students develop aesthetic and kinaesthetic intelligence, using the body as an instrument for the expression and communication of ideas. Through the development of practical movement skills and choreographic and performance skills as an artist and experiencing performance as part of an audience, students explore and celebrate the human condition. They consider the role of dance in different cultural contexts, including those of Aboriginal and Torres Strait Islander peoples, and its place in transmitting culture. Students develop an appreciation of dance as an art form, as well as a life enrichment opportunity connected to mental and physical well being.

Dance establishes a basis for continuing to study Stage 2 Dance and for further education and employment across many fields, including the art and culture industries. It also provides opportunities to develop and pursue lifelong social and recreational activities.

SACE Credits
10 credits

Assessment
Practical
Theory

Subject Length
1 semester

Prerequisites
N/A

Additional Information
N/A

SACE Link
https://www.sace.sa.edu.au/web/dance/stage-1

Drama

Are you a performer?

Do you want to explore what it takes to become an authentic artist?

Do you want a career in the arts?

Through the exploration of Australian and global theatre stories students work to develop their capabilities as a unique performer. Thinking as creative entrepreneurs and cultural leaders students will explore human experiences.

Students explore a range of theatrical process and outcomes by developing their skills and increasing their confidence as communicators through creating live, multimodal, oral or written products.

SACE Credits

10 credits

Assessment

Responding to drama performance

Creative synthesis presentation

Subject Length

1 semester

Prerequisites

N/A

Additional Information

N/A

SACE Link

https://www.sace.sa.edu.au/studying/subjects/drama

Music Experience

Do you want to experience music?

Have you been hiding a secret music talent and want to explore it?

Students begin or continue their musical journey through learning an instrument, performing as a soloist in a band, song writing, analysing, music, experiencing performances and studying the Elements of Music.

SACE Credits

10 credits

Assessment

Performing or composing/arranging music

Aural theory

Analysis

Reviewing live performances

Subject Length

1 semester

Prerequisites

N/A

Additional Information

Students have the option of hiring an instrument if they do not own their own.

SACE Link

https://www.sace.sa.edu.au/studying/subjects/music-explorations

Music Advanced

Music is the universal language.

Do you want to become advanced in your music career?

Do you already play an instrument or sing?

Do you enjoy music and want to advance your music journey?

Students experience and partake in performance masterclasses and give the community some next generation performances. Students can chose to perform as a soloist or as a part of an ensemble. Grow your knowledge about the music history and theory behind musical styles.

Students undertake a range of tasks where they demonstrate highly crafted compositions and music arrangements

SACE Credits

10 credits

Assessment

Performing or composing/arranging music

Theory/Aural skills

Analysis

Reviewing performances

Reflection

Subject Length

1 semester

Prerequisites

N/A

Additional Information

Students must have access to an instrument to practice at home. Some instruments are available to hire.

SACE Link

https://www.sace.sa.edu.au/studying/subjects/music-explorations

Universal Reasoning – Science Subject Flow for Year 11

Universal Reasoning – Science	Year 7	Year 8	Year 9	Year 10	Year 11 Stage 1	Year 12 Stage 2
	Science	Science		Sustainability	Aquaculture/ Horticulture	Aquaculture/ Horticulture
			Science	Science	Biology	Biology
					Chemistry	Chemistry
					Nutrition	Nutrition
					Physics	Physics
					Psychology	Psychology

Aquaculture Horticulture

Do you want to study the environment?

Are you interested in marine life?

Students have the opportunity to conduct their own project or investigation into a suitable freshwater species. Typical projects have included: fish breeding, crustacean breeding, plant propagation and displaying of native species, and maintaining the breeding programme. Students also develop their knowledge of nutrient recycling and its implications in managing fish. Students spend time gaining a better understanding of marine aquaculture enterprises in South Australia as well as the biology of selected species.

SACE Credits
10 credits

Assessment
Practical Theory

Subject Length
1 semester

Prerequisites
N/A

Additional Information
N/A

SACE Link
https://www.sace.sa.edu.au/studying/subjects/music-explorations

Biology

Do you want to explore cells?

Have you ever thought of how infectious diseases like COVID-19 spread?

Students explore the way in which infectious disease agents can spread around the body. Through practical learning students will learn how the immune system responds to pathogens and multi cellar organisms. Students look at the ethical decisions surrounding biotechnology and what different types of treatment options there are.

SACE Credits
10 credits

Assessment
Investigation folio
Skills and application tasks

Subject Length
1 semester

Prerequisites
N/A

Additional Information
Biology has both practical and theoretical components.

SACE Link
https://www.sace.sa.edu.au/studying/subjects/biology

Chemistry

How is the world chemically constructed?

Do you know what makes up the world around us? Do you want too?

Within this course students explore atoms and the important components in the world today. Students explore the combinations of different types of atoms and how they can form natural and synthetic materials focusing on the overall question of, what makes up the world around us?

SACE Credits

10 credits

Assessment

Investigation folio

Skills and application tasks

Subject Length

1 semester

Prerequisites

N/A

Additional Information

Some scientific calculators will be made available by the teachers.

SACE Link

https://www.sace.sa.edu.au/studying/subjects/chemistry

Nutrition

Have you ever wondered how food and science are linked?

Do you want to study the dietary, lifestyle and healthy eating?

This course provides students with the opportunity to develop their understanding of nutritional concepts and how they can be applied within society. Students will study the dietary, lifestyle and healthy eating patterns with specific foods.

Students also work through case studies where they will interpret data and discuss how dietary choice can impact society.

SACE Credits

10 credits

Assessment

Skills and application tasks

Investigations folio

Subject Length

1 semester

Prerequisites

N/A

Additional Information

This is a scientific study of Nutrition, not a practical cookery/ food subject.

SACE Link

https://www.sace.sa.edu.au/studying/subjects/nutrition

Physics

Do you know about Newtons Law?

Do you want to explore the natural phenomena of the world?

Within this course students will undertake a range of individual and collaborative activities to study linear motion and forces, momentum, energy and heat in preparation. Students also design and conduct experiments with the study they have completed about waves, nuclear models and electric circuits.

All the theories, laws and models within physics are based on observations, measurements and experimentation over thousands of years.

SACE Credits

10 credits

Assessment

Skills and application tasks

Investigations folio

Subject Length

1 semester

Prerequisites

N/A

Additional Information

A scientific or graphics calculator is recommended. Physics can be mathematically rich, so students are encouraged to study a mathematical subject concurrently.

SACE Link

https://www.sace.sa.edu.au/studying/subjects/physics

Psychology

Do you want to be a social worker?

Do you want to understand the psychology behind criminology?

How does our memory impact our perception of the world?

Students learn to think about the way that everyday issues can impact the mind and how it develops and functions. Students explore how we interact and behave across different social situations and the way we interpret human emotion.

This course includes three topics, Introductory into Psychology, Social influence and Behaviour and Emotions.

SACE Credits

10 credits

Assessment

Investigation folio

Skills and application tasks

Subject Length

1 semester

Prerequisites

N/A

Additional Information

The course is literacy rich and includes topic tests and an investigation report.

SACE Link

https://www.sace.sa.edu.au/studying/subjects/psychology

Universal Reasoning – Mathematics Subject Flow for Year 11

Universal Reasoning – Mathematics	Year 7	Year 8	Year 9	Year 10	Year 11 Stage 1 (Semester 1)	Year 12 Stage 2
	Mathematics	Mathematics	Mathematics	Mathematics	Essential Mathematics	Essential Mathematics
					General Mathematics	General Mathematics
					Mathematics 1	Mathematical Methods
					Mathematics 2	Specialist Mathematics

Essential Mathematics

Do you want to know about real life maths?

Maths that makes sense.

Students have the opportunity to extend their knowledge in mathematical skills that are used in everyday life and in the workplace. Students develop their skills on problem solving skills and apply them to different situations.

Learn how to complete everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

SACE Credits

10 credits

Assessment

Skills and application tasks

Folio

Subject Length

1 semester

Prerequisites

N/A

Additional Information

This subject can be used as one of the compulsory numeracy requirements of the SACE. A scientific calculator may be required for stage 1 Essential Mathematics and can be borrowed through the school (subject to availability).

SACE Link

https://www.sace.sa.edu.au/studying/subjects/essential-mathematics

General Mathematics

Do you want to be a personal finance manager?

Do you want to investigate exponential functions?

Students study areas such as personal finance management, statistical investigations and mathematical modelling. Students have the opportunity to study three of a possible six topics per semester.

These options vary from investing and borrowing, measurement, statistical investigation, application of trigonometry, linear and exponential functions and graphs and matricexs.

SACE Credits

10 credits

Assessment

Skills and application tasks

mathematical investigations

Subject Length

1 semester

Prerequisites

N/A

Additional Information

This subject can be used as one of the compulsory numeracy requirements of the SACE. A scientific calculator is recommended for stage 1 General Mathematics and can be borrowed through the school. If continuing with stage 2 General or Essential Mathematics, a graphics calculator is recommended and can also be borrowed through the school (subject to availability).

SACE Link

https://www.sace.sa.edu.au/studying/subjects/general-mathematics

Mathematics 1

Do you want to study Mathematics?

Do you enjoy problem-solving?

Students cover the mathematical topics of Functions and Graphs, Polynomials and Trigonometry.

Each area of the course consists of a number or subtopics where students apply real world knowledge and incorporate technology.

SACE Credits

10 credits

Assessment

Skills and application tasks

Mathematical investigations

Subject Length

1 semester

Prerequisites

N/A

Additional Information

This subject can be used as one of the compulsory numeracy requirements of the SACE. A graphics calculator is required for stage 1 Mathematics 1-4 and can be purchased or borrowed through the school (subject to availability).

SACE Link

https://www.sace.sa.edu.au/studying/subjects/mathematics

Mathematics 2

Do you want to study Mathematics?

Do you enjoy problem solving?

In this course students cover mathematical topics of Arithmetic and Geometric Sequence and Series, Geometry and Vectors in the Plane.

Each area of the course consists of a number of subtopics where students apply real world knowledge and incorporate technology.

SACE Credits

10 credits

Assessment

Skills and application tasks

Mathematical investigations

Subject Length

1 semester

Prerequisites

N/A

Additional Information

This subject can be used as one of the compulsory numeracy requirements of the SACE. A graphics calculator is required for stage 1 Mathematics 1-4 and can be purchased or borrowed through the school (subject to availability).

SACE Link

https://www.sace.sa.edu.au/studying/subjects/general-mathematics

Year 12 Subject Overview

	Learning Area	Subject	Length of Time	Curriculum
Subjects	**Body and Mind**	Child Studies	Full year	SACE
		Health	Full year	SACE
		Health Science	Full year	SACE
		Outdoor Education	Full year	SACE
		Recreational Physical Education	Full year	SACE
		Specialist Physical Education	Full year	SACE
		AHEAD	Full year	SACE
	Career Development	Workplace Practices	Full year	SACE
	Future Technologies	Advancing Technology	Full year	SACE
		Digital Publishing	Full year	SACE
		IMAT	Full year	SACE
		Food and Hospitality	Full year	SACE
		CHAT	Full year	SACE
		Industrial Technology	Full year	SACE
		ACEE	Full year	SACE
		Media Studies	Full year	SACE
		Photography	Full year	SACE
	Global Perspectives	Aboriginal Studies	Full year	SACE
		HASS	Full year	SACE
		Business Innovation	Full year	SACE
		Essential English	Full year	SACE
		English	Full year	SACE
	SAASTA	SAASTA Academy (Aboriginal Students Only)	Full year	SACE
	The Arts	Visual Art	Full year	SACE
		Dance	Full year	SACE
		Drama	Full year	SACE
		Music Explorations	Full year	SACE
		Music Studies	Full year	SACE
		Performance – Ensemble	Full year	SACE
		Performance – Solo	Full year	SACE
	Universal Reasoning	Aquaculture/Horticulture	Full year	SACE
		Biology	Full year	SACE
		Chemistry	Full year	SACE
		Nutrition	Full year	SACE
		Physics	Full year	SACE
		Psychology	Full year	SACE
		Essential Mathematics	Full year	SACE
		General Mathematics	Full year	SACE
		Mathematics Methods	Full year	SACE
		Specialist Mathematics	Full year	SACE

Year 12 Subjects

Body and Mind
Subject Flow Year 12

Body and Mind	Year 7	Year 8	Year 9	Year 10	Year 11 Stage 1	Year 12 Stage 2
				Child Studies	Child Studies	Child Studies
	Sport, Fitness and Lifestyle	Sport, Fitness and Lifestyle	Fitness & Lifestyle	Fitness & Lifestyle	Health	Health
					Health Science	Health Science
			Outdoor Education	Outdoor Education	Outdoor Education	Outdoor Education
			Recreational Physical Education	Recreational Physical Education	Recreational Physical Education	Recreational Physical Education
			Specialist Physical Education	Specialist Physical Education	Specialist Physical Education	Specialist Physical Education
					AHEAD	AHEAD

Child Studies

Do you want to work in childcare?

Are you passionate about supporting those around you?

Do you want to be a social worker?

Students explore a variety of topics within the course including child development, nutrition, resources that are available to children with special needs and more. This course has practical lessons incorporated where students make toys, games and activities for children. Students must be prepared to work with young children.

SACE Credits
20 credits

Assessment
Investigation
Group activity
Practical activity

Subject Length
Full year

Prerequisites
N/A

Additional Information
Excursions are involved and students will be expected to interact with and teach young children the concepts they have learned.

SACE Link
https://www.sace.sa.edu.au/studying/subjects/child-studies

Health

Do you want to gain knowledge in the health industry?

Do you want to help influence social and cultural attitudes?

This course will help develop students understanding and knowledge when exploring and analysing health decisions. Students consider the role of health in various contexts and explore ways to promote positive outcomes for individuals, communities and global societies.

SACE Credits
20 credits

Assessment
Initiative
Folio
Inquiry

Subject Length
Full year

Prerequisites
N/A

Additional Information
Excursions may be involved and students may be expected to interact with and teach younger students the concepts they have learnt.

SACE Link
https://www.sace.sa.edu.au/studying/subjects/health-and-wellbeing

Health Science

Do you want to focus on the Human Anatomy?

Do you want to be a physiotherapist?

Do you want to develop skills in the health science field?

Have you got an interest in testing individuals?

Students gain knowledge in focus areas of Human Anatomy and Physiology, Psychology and Healthcare (Diet and Nutrition) along with career development to support them in their progression to pursue a career within the health industry. This course includes learning to collaborate with students and staff from UniSA, that will allow access to the clinics for performance testing for practical learning and investigation.

Selected clinics align to the students' pathway, including Dietetics, Exercise Physiology, High Performance, Occupational Therapy, Physiotherapy, Podiatry and Psychology.

This subject ensures to provide the learning required for tertiary degrees, such as Bachelor or Health Science, Bachelor of Human Movement, Exercise Sport Science and Bachelor of Clinical Exercise Physiology, offered via UniSA.

SACE Credits

20 credits

Assessment

Group project

Presentation and discussion

Folio

Subject Length

Full year

Prerequisites

N/A

Additional Information

Course cost $350.00
Inclues 2 camps

SACE Link

https://www.sace.sa.edu.au/studying/subjects/cross-disciplinary-studies

Outdoor Education

Do you want to experience the outdoors?

Is camping something you love to do?

Students have the opportunity to experience personal growth and develop social skills and self confidence. Students will evaluate and reflect on the way that they have progressed through the practical outdoor skills and their collaborative and leadership skills.

SACE Credits

20 credits

Assessment

About natural environments

Experiences in natural environments

Connections with natural environment

Subject Length

Full year

Prerequisites

N/A

Additional Information

Due to the nature of the subject, students will be required to participate and engage in 2 camps. Camps relate to AT2 "Experiences in Natural Environment" assessment task and therefore attendance at camps is compulsory.

SACE Link

https://www.sace.sa.edu.au/studying/subjects/outdoor-education

Recreational Physical Education

Are you passionate about a particular sport?

Do you want to achieve personal growth in sport?

This course has an emphasis on student involvement in practical and how they can demonstrate the ability to reflect on their own personal growth and development. Students complete a range of both physical education and outdoor based activities.

SACE Credits
20 credits

Assessment
Practical
Group task
Folio and discussion
External project

Subject Length
Full year

Prerequisites
N/A

Additional Information
This course includes frequent excursions and high levels of physical activity.

SACE Link
https://www.sace.sa.edu.au/studying/subjects/integrated-learning

Specialist Physical Education

Do you want to study Physical Education at Uni?

Are you a PE enthusiast?

Students study the topics of exercise, physiology, physical activity, training methods and principles plus more. Students complete practical and theory components within this course.

SACE Credits
20 credits

Assessment
Improvement analysis
Diagnostics
Group dynamics

Subject Length
Full year

Prerequisites
N/A

Additional Information
There is a large practical focus within the subject and students are expected to participate in all tasks.

SACE Link
https://www.sace.sa.edu.au/studying/subjects/physical-education

Career Development Subject Flow Year 12

Career Development	Year 7	Year 8	Year 9	Year 10	Year 11 Stage 1	Year 12 Stage 2
	Career Exploration	Career Exploration	Career Exploration	Exploring Identities and Futures (EIF)	Activating Identities and Futures (AIF)	
					Workplace Practices	Workplace Practices

Workplace Practices

Are you thinking of getting a job?

Do you want to know about how a workplace operates?

In this course students develop knowledge, skills, and understanding of the way in which a workplace operates. Students learn about the value of unpaid work in the community and rights and responsibilities that workers have.

Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of VET as provided under the Australian Qualifications Framework (AQF).

SACE Credits
20 credits

Assessment
Folio
Performance
Reflection
Investigation

Subject Length
Full year

Prerequisites
N/A

Additional Information
N/A

SACE Link
https://www.sace.sa.edu.au/studying/subjects/workplace-practices

Future Technologies
Subject Flow Year 12

Future Technologies

Year 7	Year 8	Year 9	Year 10	Year 11 Stage 1	Year 12 Stage 2
Advancing Technology	Advancing Technology	Advancing Technology	Advancing Technology	Advancing Technology	Advancing Technology
Design and Textiles	Design and Textiles	Design and Textiles	Design and Textiles		
		Digital Media	Digital Media	Digital Publishing	Digital Publishing
Food Technology	Food Technology	Food Technology	Food Technology	Food and Hospitality	Food and Hospitality
Wood Technology	Wood Technology	Wood Technology	Wood Technology	Industrial Technology	Industrial Technology
				Media Studies	Media Studies
				Photography	Photography
				ACEE	ACEE
				IMAT	IMAT
				CHAT	CHAT

Advancing Technology

Do you want to experience different advancing technologies?

Are you interested in using a 3D printer?

Students develop specialised skills based on the use of new technologies and equipment such as a laser cutter, vinyl cutter and/or 3D printers. There is a strong emphasis on the design process, to create original products. Students investigate materials and processes, to improve their practice.

SACE Credits
20 credits

Assessment
Specialised skills task
Design process and solutions
Resources study

Subject Length
Full year

Prerequisites
N/A

Additional Information
N/A

SACE Link
https://www.sace.sa.edu.au/studying/subjects/design-technology-and-engineering

Digital Publishing

Do you like creating digital publishing solutions?

Do you like designing and making documents?

Students develop skill and follow a design process to create digital publishing solutions. This topic has an emphasis on the development of skills and understanding in designing and making publications and presentations. Students demonstrate this skills in desktops and electronic publishing.

SACE Credits
20 credits

Assessment
Practical skills
Product and documentation
Issues analysis

Subject Length
Full year

Prerequisites
N/A

Additional Information
N/A

SACE Link
https://www.sace.sa.edu.au/studying/subjects/information-processing-and-publishing

Food and Hospitality

Do you want to work in the hospitality industry?

Is food your passion?

Students learn about the contemporary and changing nature of the food and hospitality industry. Students examine contemporary and future issues within the food and hospitality industry.

SACE Credits
20 credits

Assessment
Group
Investigation
Practical

Subject Length
Full year

Prerequisites
N/A

Additional Information
Some out of school hours work will be required for catering events. Students must access the wider community as a resource.

SACE Link
https://www.sace.sa.edu.au/studying/subjects/food-and-hospitality

Industrial Technology

Do you want to be apart of the industrial technology revolution?

Do want to learn about electronics components?

Students are involved in designing solutions to meet industry requirements or to create a product that meets a need or solves a problem. This could be achieved using design programs to develop prototypes or products. Students demonstrate knowledge and skills associated with systems, processes and materials appropriate for the prototype and final solution.

SACE Credits
20 Credits

Assessment
Specialised skills task
Design process and solution
Resource study

Subject Length
Full year

Prerequisites
N/A

Additional Information
N/A

SACE Link
https://www.sace.sa.edu.au/web/design-technology-and-engineering

Media Studies

Do you want to study short films?

Are you interested in anything to do with media?

Students explore a range of media texts and develop their skills, knowledge and understanding of how different audiences view different media sources, such as magazines, televisions and radio. Students involve themselves in reading, writing, discussing and debating to create media products like the ones listed above.

SACE Credits
20 credits

Assessment
Folio
Product
Investigation

Subject Length
Full year

Prerequisites
N/A

Additional Information
This is a literacy rich subject that requires students to read, interpret and articulate responses using high levels of language.

SACE Link
https://www.sace.sa.edu.au/studying/subjects/media-studies

Photography

Do you want to learn how to best take photos?

Is capturing memories something you like to do?

Stage 2 Photography involves developing DSLR Camera skills focusing aesthetic compositional elements and manipulating images based on digital darkroom techniques. Students investigate and analyse different photography styles of contemporary and historical photographers. They design, develop, plan and produce solutions based on individual subject matter and themes based on photography practice.

Students investigate and test functional camera properties/ equipment and experiment with different forms of photography including exploring issues associated with static images.

The subject content is individually designed around student directed learning focusing on areas of study including:

- Specialised Skills
- Design Process
- Solution and Resource Investigation tasks

SACE Credits
20 credits

Assessment
Specialised skills
Design process and solution
Tasks
Resource study

Subject Length
Full year

Prerequisites
N/A

Additional Information
May include local excursions.

SACE Link
https://www.sace.sa.edu.au/studying/subjects/digital-technologies

Global Perspectives Subject Flow for Year 12

Global Perspectives	Year 7	Year 8	Year 9	Year 10	Year 11 Stage 1	Year 12 Stage 2
	English	English	English	English	Essential English	Essential English
					English	English
						English Literary Studies
	HASS	HASS	History	History	HASS	HASS
					Aboriginal Studies	Aboriginal Studies
			Civics and Citizenship	Civics and Citizenship		
			Business and Economics ($20 Boss)	ASX Share Market	Business and Innovation	Business and Innovation
				ETSY-preneur		
				Geography		
				SharkTank		
				Social Change		

Essential English

Do you want to build your conversation techniques?

Do you want to understand English in the real world?

In this subject students build their knowledge and use of techniques, structure and conventions in a range of texts. Students have the opportunity to possibly explore texts including narratives, film, articles, letter or a website. Students will understand English in the real world.

SACE Credits
20 Credits

Assessment
Responding to texts
Creating texts
External language study

Subject Length
Full year

Prerequisites
N/A

Additional Information
This subject can be used as a compulsory English subject.

SACE Link
https://www.sace.sa.edu.au/studying/subjects/essential-english

English

Do you enjoy reading and watching film?

Are you someone who wants to study an English rich subject at Uni?

Do you want to become a stronger writer?

Students gain confidence and understanding of different ways people communicate with audiences. Students compare texts and produce original works. Students also have the opportunity to produce their own original text as students critically reflect on their journey as writers.

SACE Credits
20 credits

Assessment
Responding to texts
Creating texts
Comparative analysis

Subject Length
Full year

Prerequisites
N/A

Additional Information
This is a literacy rich subject that requires students to read, interpret and articulate responses using high levels of language.

This subject can be used as a compulsory literacy SACE subjects.

SACE Link
https://www.sace.sa.edu.au/studying/subjects/english

English Literary Studies

Are you wanting to study English at University?

Do you love reading?

Students learn skills and strategies of critical thinking and how to interpret text. Through individual study of texts, students explore different perspectives. Students have the opportunity to develop ideas and find evidence to support their own personal views.

SACE Credits

20 Credits

Assessment

Responding to texts
Creating texts
Comparative text study
Critical reading exam

Subject Length

Full year

Prerequisites

N/A

Additional Information

This subject can be used as one of the compulsory English requirements of the SACE. This is a literacy rich subject that requires students to read, interpret and articulate responses using high levels of language.

SACE Link

https://www.sace.sa.edu.au/studying/subjects/english-literary-studies

HASS

Do you want to learn about modern history?

Do you want to explore the interaction of people and culture?

In this course students have the opportunity to select from and combine the learning interests of Legal Studies, Geography, Politics, History and Society and Culture subjects. Students develop their critical thinking skills and analyse society and culture.

SACE Credits

20 credits

Assessment

Group project
Commentary
External analysis
Presentation and discussion

Subject Length

Full year

Prerequisites

N/A

Additional Information

There are practical components within this subject, as well as opportunities for local excursions, including visits to organisations/ landmarks around the Whyalla region.

SACE Link

https://www.sace.sa.edu.au/studying/subjects/cross-disciplinary-studies

Aboriginal Studies

Do you want to know more about Aboriginal Culture?

Are you passionate about working in human services, health or education field where you will work alongside Aboriginal leaders, staff and/or clients?

Students explore diversity and identity in depth as they learn from various Aboriginal sources; they apply their knowledge and understanding of narratives as told by Aboriginal people to explore past and contemporary issues; they deconstruct and analyse experiences of significance for Aboriginal peoples and/or communities to collaboratively plan and implement informed social action whilst they evaluate and reflect on their own learning journey.

Students develop a deep understanding of how the past impacts contemporary life – both how there are significant shared influences and how these experiences vary significantly across the continent. They explore cultural expression, resistance, survival and identity since invasion and the intergenerational impact of past actions on cultural, economic, social, health and wellbeing domains for Aboriginal peoples. They apply this learning to determine and implement positive social action within the school and/or local community.

SACE Credits

20 credits

Assessment

Students demonstrate their learning through a learning journey, social action and acknowledgement.

Subject Length

Full year

Prerequisites

N/A

Additional Information

N/A

SACE Link

https://www.sace.sa.edu.au/studying/subjects/aboriginal-studies

Business Innovation

Do you want to study business at Uni?

Is starting up a business something you want to do?

In this course students gain knowledge, skills, and understanding of how to engage in designing, sustaining, and transforming business in the modern world. Students engage with complex, dynamic real world problems, to identify and design, test, iterate, and communicate viable business solutions.

SACE Credits

20 credits

Assessment

Business skills task

Business model

Business plan and pitch

Subject Length

Full year

Prerequisites

N/A

Additional Information

N/A

SACE Link

https://www.sace.sa.edu.au/studying/subjects/business-innovation

The Arts
Subject Flow for Year 12

The Arts	Year 7	Year 8	Year 9	Year 10	Year 11 Stage 1	Year 12 Stage 2
	Visual Arts	Visual Arts	Visual Arts Studies	Visual Arts Studies	Visual Arts	Visual Arts
			Visual Arts and Applications	Visual Arts and Applications		
			Dance	Dance	Dance	Dance
	Dance/Drama	Dance/Drama	Drama	Drama	Drama	Drama
	Music	Music	Music	Music	Music Experience	Music Explorations
					Music Advanced	Music Studies
						Performance –Ensemble
						Performance –Solo

Visual Arts

Do you dream of becoming a contemporary artist?

Do you want to study art at university?

Visual Art at Stage 1 and Stage 2 encompasses both artistic and crafting methods and outcomes. Students create a range of art and craft works from 2D and 3D disciplines including: painting, drawing, mixed media, printmaking, photography, fabrication (wood, plastic, or metal), sculpture, ceramics, video, installation, assemblage, digital imaging, and/or textiles.

The process involves students initiating and developing ideas, researching, analysing, and experimenting with media and techniques of historical and contemporary artists and genres to ultimately develop their own artistic style and personal aesthetic.

The subject content is individually designed around student directed learning focusing on areas of study including

- Visual Thinking Folio
- Practical Resolution
- Visual Arts in Context tasks

SACE Credits

20 Credits

Assessment

Folio

Practical

Visual study

Subject Length

Full year

Prerequisites

N/A

Additional Information

Students have the opportunity to attend an art camp to Adelaide. May include other local excursions.

SACE Link

https://www.sace.sa.edu.au/studying/subjects/visual-arts-art

Dance

Are you a dancer?

Are you interested in different cultures and the way in which it is expressed through movement?

Is dancing on stage a passion of yours?

In Stage 2 Dance students explore dance in diverse contexts with a focus on developing choreographic meaning. Students explore a variety of genres through self-reflective practices.

As students engage with dance practice and practitioners in diverse contexts, they develop imaginative and innovative ways to make meaning of the world. Dance establishes a basis for further education and employment across many fields, including the arts and culture industries. It also provides opportunities to pursue lifelong social and recreational.

SACE Credits

20 Credits

Assessment

Practical

Theory

Subject Length

Full year

Prerequisites

N/A

Additional Information

N/A

SACE Link

https://www.sace.sa.edu.au/web/dance/stage-2

Drama

Are you a performer?

Do you want a career in the arts?

Do you love telling stories?

This course engages students in continual practice-led learning as they become practitioners in their own right. Students will develop their devising, collaboration, and performing skills in their preparation for a career within the arts.

SACE Credits
20 Credits

Assessment
Group production
Evaluation and creativity
Creative presentation

Subject Length
Full year

Prerequisites
N/A

Additional Information
N/A

SACE Link
https://www.sace.sa.edu.au/studying/subjects/drama

Music Explorations

Do you want to explore different music styles?

Do you have a artist who has inspired your music style?

Student explore and experiment with a range of musical styles, influencers and techniques to gain a vast understanding of music. Students develop and apply their knowledge of music as they explore how to produce and present their own musical creations. Students may have the opportunity to visit and explore the music industry.

SACE Credits
20 Credits

Assessment
Musical literacy
Explorations
Creative connections

Subject Length
Full year

Prerequisites
Year 11 music experience or music advanced.

Additional Information
Students have the option of hiring an instrument if they do not own their own.

SACE Link
https://www.sace.sa.edu.au/studying/subjects/music-explorations

Music Studies

Do you want to explore the opportunities of music?

Do you want to develop your music literacy?

Students develop their critical and creative thinking skills through the appreciation of music. Students explore and respond to the music of others to discover ways in which music can be refined and presented. Exploring and experimenting with musical elements students will have the ability to learn the art of constructing and deconstructing music.

SACE Credits
20 credits

Assessment
Musical literacy
Creative works
External exam

Subject Length
Full year

Prerequisites
Year 11 music advanced A and B.

Additional Information
Students have the option of hiring an instrument if they do not own their own. This subject is highly academic in nature and requires the application of musical literacy skills for reading and composing music.

SACE Link
https://www.sace.sa.edu.au/studying/subjects/music-studies

Music Performance – Ensemble

Do you want to be a part of a band?

Are you a performer?

In this course students extend their musical skills and techniques to create performance as a part of an ensemble. Students explore and interpret music skills by applying it to their own performance. Students gain an understanding of the style, structure and convention of music. Students have the opportunity to perform their own musical works.

SACE Credits
10 credits

Assessment
Performance
Performance and discussion
Performance portfolio

Subject Length
Full year

Prerequisites
N/A

Additional Information
Students have the option of hiring an instrument if they do not own their own.

SACE Link
https://www.sace.sa.edu.au/studying/subjects/music-performance-ensemble

Music Performance – Solo

Are you a rising solo artist?

Do you want to be a solo performer?

Students extend their knowledge skills and techniques of music by creating their own musical performance. Students have the opportunity to explore different musical works and apply this when developing their performance. Students extend their musical literacy through discussing key musical elements.

SACE Credits

10 Credits

Assessment

Musical literacy

Creative works

External exam

Subject Length

Full year

Prerequisites

N/A

Additional Information

Students have the option of hiring an instrument if they do not own their own.

SACE Link

https://www.sace.sa.edu.au/studying/subjects/music-performance-solo

Universal Reasoning – Science Subject Flow for Year 12

Universal Reasoning – Science	Year 7	Year 8	Year 9	Year 10	Year 11 Stage 1	Year 12 Stage 2
	Science	Science		Sustainability	Aquaculture/ Horticulture	Aquaculture/ Horticulture
			Science	Science	Biology	Biology
					Chemistry	Chemistry
					Nutrition	Nutrition
					Physics	Physics
					Psychology	Psychology

Aquaculture/Horticulture

Do you want to learn about the environment?

Do you want to work with marine life?

Students have the opportunity to conduct their own project or investigation into a suitable freshwater species. Typical projects have included: fish breeding, crustacean breeding, plant propagation and displaying of native species, and maintaining the breeding programme. Students will also develop their knowledge of nutrient recycling and its implications in managing fish. Students will spend time gaining a better understanding of marine aquaculture enterprises in South Australia as well as the biology of selected species.

SACE Credits
20 credits

Assessment
Practical
Theory

Subject Length
Full year

Prerequisites
N/A

Additional Information
N/A

SACE Link
https://www.sace.sa.edu.au/studying/subjects/music-studies

Biology

Do you want to learn more about what makes up our DNA?

Are you interested in the biological issues?

In this course students explore different DNA, Cells, Homeostasis and evolutions. Students design and preform practical experiments and conduct an investigation into biological issues as a part of their studies.

SACE Credits
20 credits

Assessment
Investigation folio
Skills and application tasks
External exam

Subject Length
Full year

Prerequisites
N/A

Additional Information
Biology has both practical and theoretical components.

SACE Link
https://www.sace.sa.edu.au/studying/subjects/biology

Chemistry

Do you want to understand how chemistry is evident in the work around us?

In this course students develop their understanding of four major tasks: monitoring the environments, managing chemical processes, organic and biological chemistry and managing resources. These topics provide students with insights into how chemistry is integrated with the real world applications such as global warming, carbohydrates and proteins and renewable energies.

SACE Credits
20 credits

Assessment
Investigation folio
Skills and application task
External exam

Subject Length
Full year

Prerequisites
N/A

Additional Information
Chemistry is a content heavy subject where skills in mathematics are occasionally required. Practicals are an essential component of the course.

SACE Link
https://www.sace.sa.edu.au/studying/subjects/chemistry

Nutrition

Do you want to understand the contemporary science behind food?

Are you interested in studying dietary, lifestyle and healthy eating patterns?

Students immerse themselves in multiple areas of contemporary science in nutrition. Through their learning students deepen their knowledge and investigate the impact nutrition has on society. Students study the dietary, lifestyle and healthy eating patterns and understand how nutrients are used in the body.

SACE Credits
20 credits

Assessment
Investigations folio
Skills and applications
Exam

Subject Length
Full year

Prerequisites
N/A

Additional Information
This is a scientific study of Nutrition, not a practical cookery/food subject.

SACE Link
https://www.sace.sa.edu.au/studying/subjects/nutrition

Physics

Do you want to study motion and relativity?

Is nuclear power, x-rays and lasers something you want to expand your knowledge on?

In this course students study motions and relativity, electricity and magnetism and light and atoms. Within each of these topics there is several subtopics where students explain the theatrical knowledge and apply it to real world applications. Physics seeks to explain natural phenomena, from the sub atomic world to the microcosmos, and to make predictions about them.

SACE Credits
20 credits

Assessment
Skills and application Tasks
Investigations folio
External exam

Subject Length
Full year

Prerequisites
N/A

Additional Information
A scientific or graphics calculator is recommended. Physics can be mathematically rich, so students are encouraged to study a mathematical subject concurrently.

SACE Link
https://www.sace.sa.edu.au/studying/subjects/physics

Psychology

Do you want to understand personality and healthy minds?

Do you want to study psychology or social sciences at uni?

Students study how thoughts, feeling and behaviours factors will underline and influence us. Within this course students will explore multiple topics such as social cognition and altered states of awareness. Students will develop their inquiry skills though experiments over the duration of this course.

This subject sits between the life sciences and the humanities, with two consequences. First, psychology can, as a discipline, emphasise connections to either the sciences or the humanities. Second, it draws teachers and students whose backgrounds and interests lie both in the humanities and in the sciences.

SACE Credits
20 credits

Assessment
Investigation folio
Skills and application tasks
External exam

Subject Length
Full year

Prerequisites
N/A

Additional Information
Psychology is heavy in content and literacy rich.
The assessments include two formal scientific reports and numerous topic tests.

SACE Link
https://www.sace.sa.edu.au/studying/subjects/psychology

Universal Reasoning – Mathematics Subject Flow for Year 12

Universal Reasoning – Mathematics	Year 7	Year 8	Year 9	Year 10	Year 11 Stage 1	Year 12 Stage 2
	Mathematics	Mathematics	Mathematics	Mathematics	Essential Mathematics	Essential Mathematics
					General Mathematics	General Mathematics
					Mathematics 1	Mathematical Methods
					Mathematics 2	Specialist Mathematics

Essential Mathematics

Do you want to extend your mathematic skills for the future?

Are you good at problem-solving?

This course allows students to extend their current knowledge of mathematical skills in ways that apply to everyday and workplace problems. Students apply mathematics skills to a range of settings including everyday calculations, financial management, business application, measurement and geometry.

SACE Credits

20 credits

Assessment

Skills and application tasks

Folio

External exam

Subject Length

Full year

Prerequisites

N/A

Additional Information

A graphics calculator is required for stage 2 Essential Mathematics and can be borrowed through the school (subject to availability).

SACE Link

https://www.sace.sa.edu.au/studying/subjects/essential-mathematics

General Mathematics

Do you want to learn what linear and non linear functions are?

Do you want to know more about personal financial management?

Students gain mathematical skills when applying practice to problem based tasks. Students explore a range of diverse topics within this course using multiple mathematical skills including statistical investigation, personal financial management and modelling linear and non linear functions.

SACE Credits

20 credits

Assessment

Skills and application tasks

Mathematical investigations

External exam

Subject Length

Full year

Prerequisites

N/A

Additional Information

A graphics calculator is required for stage 2 General Mathematics and can be borrowed through the school (subject to availability).

SACE Link

https://www.sace.sa.edu.au/studying/subjects/general-mathematics

Mathematics Methods

Are you someone that is good with numbers?

Do you think it have what it takes to be a maths genius?

Within this course students develop their understanding of complex and sophisticated calculus and statistic problems. Students cover several areas including differentiation and applications, integral calculus, logarithmic functions, discrete and continuous random variables and more.

SACE Credits

20 credits

Assessment

Skills and application tasks

Mathematical investigations

External exam

Subject Length

Full year

Prerequisites

N/A

Additional Information

A graphics calculator is required for stage 2 Mathematical Methods and can be borrowed through the school (subject to availability).

SACE Link

https://www.sace.sa.edu.au/studying/subjects/mathematical-methods

Specialist Mathematics

Do you want to know everything there is to know about mathematics?

Are you secretly and genius?

Students are provided with opportunities to develop their skills in rigorous mathematical arguments and proofs and using mathematics models. Topics that students will cover include, mathematical inductions, complex numbers, functions and sketching graphs, vectors and three dimensions plus more.

SACE Credits

20 credits

Assessment

Skills and application tasks

Mathematical investigations

External exam

Subject Length

Full year

Prerequisites

N/A

Additional Information

Specialist Mathematics is designed to be studied in conjunction with stage 2 Mathematical Methods. A graphics calculator is required for Specialist Mathematics and can be borrowed through the school (subject to availability).

SACE Link

https://www.sace.sa.edu.au/studying/subjects/specialist-mathematics

Contents

VET – Vocational Education and Training

Vocational Education and Training (VET) provides students with the opportunity to acquire skills and knowledge for work through a nationally recognised industry developed training package or accredited course. VET is delivered, assessed, and certified by Registered Training Organisations (RTOs). Undertaking VET allows students to explore a variety of career pathways. Students can complete VET qualifications in a diverse range of industries.

An outline of available VET courses and their cost will be available at subject counselling time.

How VET works at Whyalla Secondary College

- VET certificates are done via an Industrial Pathways Program (IPP) and are from the pre approved Registered Training Organisation (RTO) list.
- Students are required to pass a VETRO assessment managed and organised by the RTO.
- Students complete the enrolment process with the RTO via school support. RTO assesses the suitability of the student in this process and notifies the school of their success.
- Most completed Certificate III (or higher) will contribute to 1 subject in the calculation of an Australian Tertiary Admissions Ranking (ATAR)*

*Students and parents/caregivers are recommended to check the SACE website to ensure the Certificate III qualification will convert to stage 2 credit.

Whyalla Secondary College prepares students for their pathways post-school through a range of school based programs. Students are offered an environment that connects school and industry with quality VET programs that can help school graduates meet the higher demands within workplace and a competitive global environment.

Students enrolled in VET at Whyalla Secondary College VET have a responsibility to meet a code of conduct that is based on safe, considerate behaviour and a respect for others. Students and parent/caregiver must agree to and sign the VET Student code of conduct agreement as part of the VET application and selection process.

Benefits of VET

Reduced Cost of Training

Students in VET are able to gain access to subsidised funding, while completing the course through school.

Exposure to Employers and Job Opportunities

While completing VET, students can gain exposure to different employers and have further opportunities to apply for future jobs.

Can Support ATAR Achievements

Recognised studies, including VET, can account to a maximum of 20 credits in an ATAR and/or a TAFESA Selection Score. Students also need to satisfy all other University entrance criteria.

Nationally Recognised Qualifications

A VET qualification be it a Certificate I—IV, Diploma or Advanced Diploma is recognised around Australia. It is also an achievement to be added to a resume.

Assistance with SACE

VET can allow students to gain recognition for up to 150 SACE credits for successfully completed units.

Job Ready Skills

VET focuses on delivering industry-specific skills alongside employability skills such as adaptability, critical thinking and digital literacy.

Future Jobs

VET graduates are 29.9% more likely to receive a job t hat they wished to receive. (South Australia, 2018)

Extra Support to Succeed

WSC provide support staff for all students in their chosen VET course.

62% of Employment in the Choice of Field

A study has shown that approximately 62% of students that complete a VET course are then employed in their chosen field. (South Australia, 2018)

Hands on Approach to Learning

VET Programs involve theory and hands-on learning to allow students to gain industry specific knowledge.

Apprenticeships and traineeships for students

A school based apprenticeship or traineeship are great options for students. Students have the opportunity to have head start in their career and earn a wage while completing their SACE.

What are apprenticeships and traineeships for school students?

Students can commence an apprenticeship or traineeship in years 10, 11 or 12+, combining senior secondary school with VET and paid employment. Students continue to attend school as required, participate in on the job training in the workplace and formal VET with a Registered Training Organisation (RTO) under an arrangement known as a training contract.

Learning in school and attending work is balanced between the needs of the student, the employer and the school.

Definitions

Apprenticeship: a qualification for people in a traditional trade such as carpentry, plumbing, cooking or hairdressing. Apprenticeships are generally completed in 3 to 4 years. The probation period for an apprentice is generally 90 days. On completion of the apprenticeship, the apprentice receives a trade certificate.

Traineeship: usually not in a trade, traineeships are used for a broader range of occupations including but not limited to; business, community health, childcare, financial services and IT. Traineeships are generally completed in 1 to 2 years. The probation period for a trainee is generally 60 days. On completion, the trainee receives a completion certificate.

School Based Training Contract: apprenticeship or traineeship for school students combines schooling at the senior secondary level (years 10, 11 and 12, 12+) with training and employment through a part time training contract with an employer.

School-based apprenticeships and traineeships have 2 phases:

Year 10 to 11 (stage 1): Students commence an apprenticeship/traineeship generally for 1-3 days per week to enable completion of compulsory SACE subjects.

Year 12 (stage 2): Greater flexibility for students to continue their apprenticeship or traineeship up to 5 days per week whilst also completing compulsory SACE subjects.

Students can complete SACE while completing a near full time apprenticeship or traineeship during their final year of school by using VET to provide up to 150 of the 200 required SACE credits (can be 5 days if compulsory subjects are done and enough SACE credits attached). This may depend on the apprenticeship or traineeship being undertaken.

School Support

Many young people find the first year of an apprenticeship or traineeship to be the most challenging and many don't transition into the second year of their training contract. School structures and networks help to support students to complete their SACE and make good progress through their apprenticeship or traineeship. This ensures they transition successfully from school into full time employment. The types of support available include regular structured contact with the school, delivery of SACE subjects, mentoring support and monitoring their progress with the RTO and employer. Students will still need to pay school fees.

IPP's – Industry Pathways Programs

ACEE

ACEE is a specialist Industry Pathways Program (IPP) for students interested in one of the following careers:

- Automotive: Light Vehicle and Diesel
- Construction: Building, Carpentry, Cabinet Making and Bricklaying
- Electrotechnology: Electrician
- Engineering: Boiler Maker, Fitter & Turner and Metal Fabrication

The program is designed to provide students with the skills, experience and capabilities to increase employment/school based apprenticeship opportunities. Students will also have the opportunity to engage with community projects and work placement.

ENTRY REQUIREMENTS

Students interested in taking part in this program must have completed the following:

- Attend subject counselling for an interview
- Exploration evidence (part-time job/work experience/industry immersion)
- VETRO assessment and pass at the required RTO exit level

IMAT

IMAT is a two year industry pathways program course which caters to a wide range of interests and career pathways. Students engage in industry learning where they may engage in activities such as programming, graphic design, photography, 3D modelling and animation, computer engineering, software design, robotics, VR, game design and more.

As the workforce continues to develop into a digital and technological space this course allows students to develop towards, adapt to and improve upon any career path they choose now and into the future through the application of skills that are important in a wide range of workplaces. These foundation skills ensure that students can go on to successfully complete further study in this field with confidence.

- Coding
- Computer Technician
- Cyber Security
- Digital Publishing
- Game Developer
- Graphic Designer
- IT Support
- Network Engineer

ENTRY REQUIREMENTS

Student interested in taking part in this program must have completed the following:

- Attend subject counselling for an interview
- Exploration evidence (part-time job/work experience/industry immersion)
- VETRO assessment and pass at the required RTO exit level

AHEAD

AHEAD is a two year specialist IPP involving a 2 year pathway for students interested in a career within the Health and Education sector.

- Disability Carer
- Teaching (Secondary and Primary)
- Early Childhood Educator
- Aged Care Worker
- Nurse
- Social Worker
- Student Support Officer (SSO)
- Residential Care Worker
- Speech Pathologist
- Child Care Educator
- Psychologist
- Dietitian
- Teaching (Disability)
- Paramedic
- Midwife
- Youth Worker

The AHEAD program is designed to prepare students with the appropriate knowledge and skills to enter the workforce, and engage in higher education. The subjects that students complete are contextualised to their career pathway to encourage student engagement and to equip them with prior industry knowledge. Students will also have the opportunity to be involved in the community and work placement opportunities.

CHAT

CHAT is a two year specialist Industry Pathway Program (IPP) for students interested in a career in the Hospitality , Business Management or Tourism Industry. CHAT is a 2-year pathway and has been designed to facilitate learning through project based learning and business and enterprise management. Students are responsible for the operation of the onsite restaurant/café and catering for events held within the school and community.

CHAT is for students interested in one of the following careers:

- Food and Beverage
- Cookery
- Hotel Management
- Tourism
- Business Management
- Events Management
- Marketing

Career Development

Whyalla Secondary College is committed to providing Year 7-12 students with career development. Students explore the individual knowledge, skills and capabilities needed to become self reliant career managers who are able to make the best possible education, training and occupational choices for their intended future. Students explore the changing nature of work and receive personalised guidance.

Whyalla Secondary College believes that every student:

- Should have high quality careers development to ensure students are well informed and flourish when making subject and career decisions.
- Engages in a range of activities to develop a range of skills, preparing them for the dynamic world of work in all subjects.
- Is given the opportunity to experience career exploration including a period of work experience, site visits and/or problem base learning, driven by industry problems, collaboration and entrepreneurial skills.
- Experiences a range of career related activities including higher education information, employer talks, career expos, motivational speakers and university visits.
- Has access and support to VET or University studies in support of starting the transition into higher education while at school.
- Develops the knowledge of how to dig and access accurate and up to date information about work trends, training and educational opportunities.

Career Development at Whyalla Secondary College strives for an individualised approach that is underpinned by the DOTS framework developed by Bill Law and Tony Watts DOTS Theory (1977, UK) where by the following milestones are referred to as a progressive guide for students Year 7-12:

Progressive Steps to Follow for Career Exploration		
1.	**Self-awareness:** in terms of interests, abilities, values, etc.	Who am I?
2.	**Opportunity awareness:** knowing what work opportunities exist and what their requirements are.	Where am I at?
3.	**Decision learning:** decision-making skills and action planning.	What will I do?
4.	**Transition learning:** planning, searching, applications, and self-presentation skills.	Where will I do it?

Career Development Education Year 7-12		
Year 7-8	**Year 9-10**	**Year 11-12**
Career development embedded in curriculum and caregroup program	Career development line for a semester per year	Mentoring program uses an individualised approach to support learning

Work Experience vs Work Placement

What is the difference?

Work experience is the involvement of school students in a short term industry placement, which enhances their experience in and understanding of the work environment, informing career development. This includes work shadowing and work observation.

All work experience must involve:

- Must be unpaid
- Must support career exploration/planning
- Must be linked to learning and assessment activities as part of curriculum

Work placement is part of a VET program situated within a real or simulated workplace, providing supervised learning activities leading to skills acquisition and contributing to an assessment of competency and achievement of outcomes relevant to the requirements of nationally recognised VET qualifications.

All structured workplace learning placements:

- Must be unpaid
- Must have learning and assessment activities that are linked to VET, with skills acquisition and outcomes recorded and reported accordingly

How does a student organise workplace learning?

Workplace Learning (placement/experience) gives students the opportunity to gain skills specific to their career path as well as the employability skills required for real life work. It also increases student knowledge to allow them to make better informed decisions about future career choices. Workplace Learning is flagged and organised through the pathways SSO only, in collaboration with students. 3 weeks' notice is required to allow time for setup with employer.

Mandatory workplace learning induction – what is it?

Students need to complete a preliminary Department for Education online workplace learning induction program (around 5hrs) (Work Health and Safety Act 2012, Child Protection Act 1993 and Equal Opportunity Act 1984 exposure) prior to workplace learning which needs to be completed in the subject that required placement with the teacher. The teacher is required to quality assure the student is suitable for the placement and has required knowledge to be safe on the placement. Students are required to do a refresher course every year post the initial training done normally in Year 10.

Please note: Students who chose to do workplace learning outside of Whyalla are to cover the cost associated (e.g. travel and accommodation).

Entrepreneurial Learning

Entrepreneurial Learning at Whyalla Secondary College is driven by the vision that all students solve problems and develop an entrepreneurial mindset across all subjects. Whyalla Secondary College is committed to offering students from Years 7 - 12 subject pathways that support specialised each individual's entrepreneurial learning. This will prepare them for the changing nature of work and life post-school as students are equipped with the knowledge, skills and capabilities needed to become lifelong problem solvers.

Curriculum Pathway		
Year 7-8	**Year 9-10**	**Year 11-12**
• Microsoft challenge • Young change agent challenges • Industry Challenges	• Year 9 — $20 boss • Year 10 — Enterprise	• Business innovation

Did you know?

- Students will enter an environment of jobs yet to be created, technologies yet to be invented and challenges yet to be imagined.
- Entrepreneurially minded young people will have the attitudes and skills they need to successfully navigate the challenges and opportunities of an ever changing world.
- Entrepreneurial learning develops entrepreneurial attributes that promote the ability to apply knowledge in complex, unfamiliar and non-routine contexts.
- Entrepreneurs don't just start new businesses. They can work in, work for and work with businesses, and help turn them into entrepreneurial ones.
- Entrepreneurial thinkers persist even after an outcome is achieved, continuously seeking new opportunities to be creative and to solve problems.
- As jobs are transformed by the technologies of the Fourth Industrial Revolution, society will need to reskill more than 1 billion people by 2030.
- Young people need to learn enterprise skills now to prepare themselves for the economy of the future, so they can become job creators, not just job seekers, and navigate more complex careers.

Caregroup

Students in Years 7-10 will develop their cultural awareness and competency as they participate in Deadly Cultures as a weekly component of their caregroup program. Deadly Cultures enhances the learning and visibility of First Nations peoples, perspectives and cultures and unpacks the truth of our shared history. The focus learning areas are community, country, cultural expression, reconciliation, resistance and science and technologies. Students from years 7-12 will celebrate, commemorate and acknowledge significant First Nations dates and events.

First Nations Peoples, Histories and Cultures

Learning about Australia's First Nations Peoples, histories and cultures is a priority across all learning areas from Years 7 - 12 at Whyalla Secondary College. We are committed to celebrating the successes of First Nations peoples, appreciating the diversity cultures and telling of our national history as we continue the journey to reconciliation. This will support students' self awareness, cultural awareness and ability to respectfully and successfully live and work as a successful member of a diverse society.

First Nations Events

Throughout the school year, all students will engage in Aboriginal and Torres Strait Islander events at a class, community and whole school level.

Aboriginal Education across the Curriculum

Global Perspectives

In English, students develop an awareness, appreciation and respect for First Nations language and literature, including oral storytelling traditions and contemporary texts.

In the Humanities and Social Sciences, students learn about the diverse cultures of First Nations peoples using primary and secondary sources to explore:

- the long and continuous, strong connections with Country/Place
- experiences before, during and after invasion
- 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
- exploration of how groups express their identities
- preservation and conservation of sites of significance.

Universal Reasoning

In Mathematics, students explore Aboriginal and Torres Strait Islander cultures through systems thinking, concepts of time, measurement, patterns, mapping, the arts, probability and reasoning.

In the Sciences, students will learn that First Nations peoples have longstanding scientific knowledge traditions that have been developed using rigorous and tested processes.

The Arts

Across Visual and Media Arts, Dance, Drama and Music, students will explore traditional and contemporary work by First Nations artists and performers. This will provide insight into expressions of living culture, relationships and how art builds and represents identity.

Future Technologies

In the Technologies, students identify the connections between technologies and people, cultures and Country/Place. They will explore how First Nations peoples used technologies in sustaining environments, cultures and identities through appropriate and sustainable solutions.

Body and Mind

In Health and Physical Education, students explore personal, community and group health, wellbeing and identities and how various factors, such as community initiatives, cultural awareness and competency, can positively and/or negatively impact this. Students participate in traditional and contemporary Aboriginal and Torres Strait Islander games.

Clontarf Academy

Clontarf

Year Level: 7-12

Special Requirements: This program is offered to Aboriginal and Torres Strait Islander male students only.

The Clontarf Foundation exists to improve the education, discipline, life skills, self-esteem and employment prospects of young Aboriginal and Torres Strait Islander men, and by doing so equips them to participate meaningfully in society. Clontarf activities are planned within the focus areas of education, leadership, employment, well-being and sport.

The Clontarf program includes engaging and rewarding activities that aim to improve each students' attendance to 80% or above. Using a comprehensive approach of supportive relationships, a welcoming environment and a diverse range of activities, participants develop their self-esteem and confidence. The Clontarf Academy staff have a robust and proven senior program to ensure participants are on track to complete their studies. During and upon completing the program, graduates are supported to find employment. Specialist Employment Officers are engaged to do this and provide support until graduates become comfortable with their new jobs and surroundings.

Clontarf staff work within the school during school hours. The Academy room is open during breaks and an hour before school starts. Breakfast is available for students before school starts and fun activities are held during breaktimes through the week. After hours, Clontarf staff run enriching programs aimed at developing capacity in our young men.

Clontarf students are offered free transport to and from school should they require it any school day.

Morning Activities

Morning trainings occur twice a week before school starts with pick-ups occurring before training. All trainings run for 1 hour with the sessions concluding with showers and a hot breakfast provided. Students go to their classes after breakfast.

Afternoon Activities

Afternoon activities are run throughout the week; activities commence straight after school. The activities range from cooking classes, fishing, sports and guest speakers.

Camps and Excursions

Clontarf students are provided special opportunities throughout the year to take part in camps and sporting events with other Clontarf Academies.

Clontarf Student Achievement Goals

- Improved school attendance
- Develop student confidence and self-confidence
- Success within all subject areas
- Become work-ready and support career employment pathways.

Enrolment

Any Aboriginal male student enrolled at Whyalla Secondary College is eligible to join the Clontarf Academy. There are no prerequisites for subjects required. In order to remain in the program, Clontarf Academy students must continue to work at school and embrace the objectives of the Foundation.

Shooting Stars

Shooting Stars

Year Level: 7-12

Special Requirements: This program is offered to Aboriginal and Torres Strait Islander female students only

Shooting Stars is an educational program that uses sport and other tools to encourage greater school engagement amongst young Aboriginal girls and women. Shooting Stars empowers Aboriginal girls in regional and remote communities to make informed choices about their education and employment journey, helping them to strive for the stars.

The three core values of Shooting Stars are:

- Pride - represent Shooting Stars, your school, your community and yourself with pride
- Respect – respect yourself, others and your environment
- Success – achieve and maintain attendance and behaviour targets

In Whyalla we are exceptionally fortunate to be the first Shooting Stars outside of the founders in WA. Shooting Stars adopts cooperation as a core value and tailored each program to support its local community.

Community

The program works with local groups to empower whole communities. Initiatives include family consultations to identify barriers to education and attending school and support to increase students' attendance at school. Each Shooting Stars participant is expected to foster their own community spirit by taking on leadership initiatives, playing at inter school carnivals, undertaking umpiring and coaching courses, personal development through health and wellbeing sessions and engaging in cultural arts festivals. Their efforts are rewarded with formal recognition at award nights and leadership camps, amongst other fun reward activities like fishing trips and excursions, leading to a cycle of positive development and community.

Culture

Shooting Stars is a program designed to acknowledge and embrace their Aboriginal cultures embedded in the character and lives of its participants. From taking the girls on camps that celebrate Aboriginal culture, to evaluating program efficacy through yarning circles, Shooting Stars' girls are empowered through culture-centred processes.

Leadership

The Shooting Stars Leadership Program offers a full development pathway that strengthens the positive profile of girls, women and their families, enabling them to develop personal and leadership capability.

SAASTA Connect and Academy

SAASTA Connect Year 9

SAASTA Connect is a curriculum program for Year 9 Aboriginal students that acts as a pre-entry engagement and incentive program for students who are intending to enrol in the Whyalla SAASTA Academy in Years 10, 11 and 12.

Through the SAASTA Connect program, students focus on healthy living, cultural identity, Aboriginal languages, traditional sports and respectful relationships. The program is designed in close collaboration with SAASTA HQ, our school's ASETOs and the local community. The program is then delivered by selected teachers and Aboriginal staff. The Connect curriculum is aligned to enrich the Australian Curriculum in History, Geography and Health and Physical Education. Note that Connect students must also enrol in a core History and Health and Physical Education subject.

Students who maintain KPIs may be invited to attend special camps and gain entry to the Academy in Year 10.

SAASTA Academy year 10,11,12

The SAASTA Academy program is developed for students in years 10 to 12 who are studying the South Australian Certificate of Education (SACE). The Academy takes place in a structured and highly supportive classroom environment by SAASTA teachers with the assistance of ASETO's and relevant community members to support the learning. In addition to the educational outcomes achieved by our students, we place a strong emphasis on enabling them to grow as people, connect with their culture and develop their leadership.

As a result of this focus, SAASTA students are considered ambassadors and role models who represent not only SAASTA but Whyalla Secondary College, their families, and the Whyalla community. Students are required to achieve and maintain a set of standards.

SAASTA Uniform

SAASTA Academy students are provided a uniform. They are invited to wear this uniform on their SAASTA day(s). It is a requirement that when students are wearing their SAASTA uniform that they wear it with pride and a high degree of respect for the brand.

Vet Courses

The Aboriginal Career Exploration (ACE) program is an initiative lead by the WorkAbout Centre to develop Year 10 students understand of future careers. Students take part in two block weeks based in Adelaide where they experience a range of career opportunities. These camps are very hands on and give the students an excellent experience of what potential work forces may look like. They also added a local workshop to experience careers based more around their region.

Elite Academies

SAASTA currently operates five sports academies and one STEM Academy in partnership with the following organisations:

- AFL Men's – Port Adelaide Football Club
- AFL Women's – Port Adelaide Football Club
- Football (soccer) – North Eastern Metro Stars Football Club
- Netball – Netball SA
- Basketball – Aboriginal Basketball Academy
- STEM – Wirltu Yarlu at the University of Adelaide.

Places in these academies are based on additional entry requirements.
These academies are based in Adelaide.

Stage 1 – Integrated Learning

Do you want to explore the Aboriginal Career Exploration program?

Do you want to participate in the Aboriginal Power Cup?

Students learn about first nations culture, history, people and place. Throughout semester one students will participate in the Aboriginal Power Cup.

The Aboriginal Power Cup has been developed using the SACE Aboriginal Studies Framework and culminates in the annual Aboriginal Power Cup carnival, a five-day sporting event focusing on cultural activities, career pathways and the much anticipated nine-a-side round robin AFL competition.

A majority of the team's points are gained through strong attendance at school and successfully completing their curriculum tasks. The two highest ranked male and female teams earn the right to play off in the Grand Final as a curtain raiser to a scheduled Port Adelaide Football Club AFL game at Adelaide Oval.

Leading up to the carnival, students work both individually and as part of their team to complete a series of curriculum tasks specially designed around learning about their future career pathways. This includes career skills and interest research, resume writing and Workabout Centre Workshops.

SACE Credits
10 credits

Year Level
10 and 11

Subject Length
1 semester (Semester 1 only)

Stage 1 – Aboriginal Studies

Do you want to study Aboriginal Culture?

Do you want to participate in SAASTA Shield?

This subject has been developed using SACE Aboriginal Studies Framework, and culminates with the SAASTA Shield. SAASTA Shield is a 3-day camp that occurs in Adelaide each year. Students take part in a range of sport including Netball, Soccer and Basketball.

Students make connections between their learning and culture through a range of cultural learning assessments. This includes learning about language, history and culture. Students also engage with the local Aboriginal community.

SACE Credits

10 credits

Year Level

10 and 11

Subject Length

1 semester (Semester 2 only)

Stage 2 – Integrated Learning

Do you want to study Aboriginal Culture?

Do you want to participate in the Aboriginal Power Cup and SASTA Shield?

This subject has been developed using the SACE Integrated Learning Framework. The subject incorporates the Aboriginal Power Cup and culminates in a three-day multi sport event with the teams competing to claim the annual SAASTA shield.

Students make connection between their learning and culture whilst they complete a Personal Venture outlining their learning through their personal involvement in the SAASTA program. This includes three assessment types: Practical Exploration, Connections and Personal Venture.

SACE Credits

20 credits

Year Level

11 and 12

Subject Length

Full year

Stage 2 – Health and Wellbeing

Do you want to study Aboriginal health and wellbeing?

Do you want to participate in the Aboriginal Power Cup and SASTA Shield?

This subject has been developed using the SACE Health and Wellbeing Framework. Students explore the connections between health, wellbeing and identity. They undertake a series of tasks aimed at supporting their own health and wellbeing now and in the future and research, analyse and plan initiatives to support Aboriginal community health and wellbeing through a series of engaging and meaningful tasks. Stage 2 Academy students enrolled in this subject are eligible to participate in the Aboriginal Power Cup and SAASTA Shield carnivals as competitors, coaches, or event officials.

This includes three assessment types: Practical Exploration, Connections and Personal Venture.

SACE Credits

20 Credits

Year Level

11 and 12

Subject Length

Full year

Whyalla
Secondary
College