2026

STREAKY BAY AREA SCHOOL

YEAR 10–12 CURRICULUM GUIDE

YEAR 10 SUBJECTS

SUMMARY OF YEAR 10 SUBJECTS

The compulsory subjects for Year 10 are:

- English
- Maths
- Science
- HASS (Geography and History)
- Physical Education
- Exploring Identities and Futures (EIF) – compulsory Stage 1 SACE subject

ENGLISH

In Year 10 English, students study a range of classic and contemporary texts including at least one example of a novel, film, TV series, magazines, poetry and drama performances. Students evaluate how text structures can be used in innovative ways by different authors, and discuss the different uses of language features, images and vocabulary. They develop and justify their own interpretations of texts.

Students create a wide range of texts to articulate complex ideas, developing their own style by experimenting with language features, stylistic devices, text structures and images. Students also make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments.

MATHS

The Year 10 Mathematics course is a general course designed to cater for a variety of student needs. It will prepare students for Stage 1 Mathematics General and Mathematics Essentials. In semester 2, students can opt to study Mathematics 10A which will prepare students for Stage 1 Mathematics.

SCIENCE

Year 10 Science is a general science course incorporating the four science disciplines of Biology, Chemistry, Physics and Earth Science. Students are required to think for themselves and challenge their opinions and ethics on a range of current issues. It forms the basis for future study in any of the sciences at a Stage 1 level.

SUMMARY OF YEAR 10 SUBJECTS

HASS (GEOGRAPHY & HISTORY)

GEOGRAPHY

Geography is the study of places and the relationships between people and their environment. The course comprises of two main elements: Physical Geography - the study of earths seasons, climate, atmosphere, soil, landforms and oceans. Human Geography - the study of the distribution of networks of people and cultures on the earth's surface.

HISTORY

History provides opportunities to investigate Australian and world history. Students develop knowledge, understanding and skills through their study of societies, events, movements and developments. There are opportunities to study the role of individuals and groups and their significance. In Year 10 students concentrate mainly on Word War II and the topic of Building modern Australia (post-1945). Both areas of study are examined from an Australian perspective.

PHYSICAL EDUCATION

Contexts for learning in this subject may include:

- Games and sports such as badminton, basketball, archery and volleyball
- Challenge and adventure activities such as golf, lawn bowls and pickleball
- Health benefits of physical activity
- Mental health and wellbeing

EXPLORING IDENTITIES AND FUTURES (EIF)

Exploring Identities and Futures (EIF) supports students to explore their aspirations. They are given the space and opportunity to extend their thinking beyond what they want to do, to also consider who they want to be in the future. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity, and connections to the world around them.

EIF prepares students for their SACE journey and the knowledge, skills, and capabilities required to be thriving learners. As an introduction to the SACE, students will be empowered to take ownership of where their pathway leads, exploring interests, work, travel and/or further learning.

EIF represents a shift away from viewing students as participants in learning, to empowered co-designers of their own learning. Students will be responsible for exploring learning opportunities, exercising their agency, and building connections with others.

In this subject, students:

- develop agency by exploring their identity, interests, strengths, skills, capabilities and or values; and making choices about their learning

SUMMARY OF YEAR 10 SUBJECTS

- demonstrate self-efficacy through planning and implementing actions to develop their capabilities and connecting with future aspirations
- apply self-regulation skills by contributing to activities to achieve goals, seeking feedback, and making decisions
- develop their communication skills through interaction, collaboration, sharing evidence of their learning progress and developing connections with others.

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

ELECTIVE CURRICULUM
The elective component of the Year 10 curriculum package is made up of other subjects selected by each student from a range of courses.

These are based on student interest, staff expertise and other negotiable factors. It is important to note that subject content is adaptable and flexible. At this stage the following subjects may be offered as part of the elective program:

ART
A variety of creative and skill development tasks are covered throughout this course and a variety of mediums are used. Some research and critical analysis of artists and artworks is required. *Students may be enrolled in Stage 1 Art if they are in a mixed 10/11 class.

DESIGN AND TECHNOLOGY
This course will lead onto Stage 1 and Stage 2 Design & Technology. The major focus will be on skill development using different materials, tools, manufacturing techniques, in the form of projects to solve real world problems. Students may be enrolled in a Stage 1 class if it is a combined Year 10/11 class. There will be a cost to individuals for the materials used in manufacturing their own projects.

OUTDOOR EDUCATION
This course is a lead into Stage 1 Outdoor Education and focuses on topics such as bushwalking, aquatics and orienteering. Some out of school commitments may be required. Major practical expeditions and camps are an essential part of students' assessment and often come at an added cost to families.

FOOD AND HOSPITALITY
This course will lead onto Stage 1 and 2 Food and Hospitality. The major focus will be on food preparation and presentation. It will also look at catering for large groups, hygiene, and health and safety issues. *Students may be enrolled in Stage 1 Food & Hospitality if they are in a mixed 10/11 class. Students will sometimes need to provide their own ingredients for practicals and should be willing to prepare and taste a variety of foods.

THE SACE

Students who successfully complete their senior secondary education in South Australia are awarded the South Australian Certificate of Education (SACE).

The South Australian Certificate of Education (SACE) is an internationally recognised qualification awarded to students who successfully complete certain requirements in their senior secondary education. The SACE forms the basis for entry into higher education. The SACE ensures that students gain the skills they need for the future, as citizens and employees in a rapidly changing global and technological environment. The SACE meets the needs of students, families, higher and further education providers, employers and the community by helping students develop the skills and knowledge needed to succeed, whether they are headed for further education and training, university, an apprenticeship or immediate employment. The certificate is based on two stages of achievement. Stage 1 is normally undertaken in year 11 and Stage 2 is completed in year 12. Students will be able to study a wide range of subjects and courses as part of the SACE.

As part of the SACE, students will:

• Receive credits for different forms of education and training (such as academic subjects, learning a trade, TAFE, vocational training and community service) provided they are recognised by the SACE Board.

• Be able to return to their studies at any time in the future to complete the SACE, without losing credit for work already undertaken.

• Have their individual assessment tasks within a subject assessed using performance standards criteria.

• Have 30% of their work in every Stage 2 subject externally assessed. This will be done in various ways including examinations, investigations, practical or performances.

• Receive A – E grades for Stage 1 subjects and A+ – E- grades for Stage 2 subjects.

THE REQUIREMENTS TO ACHIEVE THE SACE

To gain the SACE certificate students must earn 200 credits as per the SACE pattern requirements as shown below.

Ten credits are equivalent to one semester or six months study in a particular subject or course.

SUBJECT CREDITS
Year 10 – Stage 1 subject - Exploring Identities and Futures 10 credits
Year 11 – Stage 1 subjects:
Literacy (from a range of English subjects or courses) 20 credits
Numeracy (from a range of Mathematics subjects or courses) 10 credits

Year 11 or 12 – Stage 1 or Stage 2 subjects
Stage 2 Activating Identities and Futures (AIF) 10 credits
Other subjects and courses of the student's choice up to 90 credits

Year 12 – Stage 2 subjects
Stage 2 subjects and courses 60 credits

TOTAL 200 credits

WHERE DO YOU GO FOR FURTHER HELP?

Visit the SACE Board website at www.sace.sa.edu.au for further information concerning the SACE.

Students Online
Students can log into Students Online using their SACE registration number and pin at www.sace.sa.edu.au/students/assessment-and-results/students-online.

Students Online contains information about an individual student's SACE. It can help students to:

- plan their SACE and consider different subjects and course combinations
- check their progress towards completing the SACE
- access their results.

THE REQUIREMENTS TO ACHIEVE THE SACE

SUBJECTS	CREDITS
Year 10 – Stage 1 subject	
Exploring Identities and Futures (compulsory)	10
Year 11 – Stage 1 subjects	
Literacy (from a range of English subjects) (compulsory)	20
Numeracy (from a range of Mathematics subjects) (compulsory)	10
Year 11 or 12 – Stage 1 or Stage 2 subjects	
Stage 2 Activating Identities and Futures (AIF) (compulsory)	10
Other subjects and courses of the student's choice	90
Year 12 – Stage 2 subjects	
Stage 2 subjects and courses (compulsory)	60
TOTAL	**200**

RECOMMENDATIONS FOR COURSE SELECTIONS

It is important to be aware of the subject selection process. You need to know, for example, the number of subjects that you must select, the subject selection timeline, and the staff who are involved that can answer your questions.

In thinking about future pathways, you will need to consider the possibilities of university entry, TAFE enrolment and employment. Universities and TAFE institutes impose their own criteria for selection purposes.

It is important to consider possible future pathways based on your current level of performance as well as your aspirations. You should seek as much advice and information as possible in determining a learning program.

Look carefully at information in the various flow charts. If you need further clarification on a particular subject you should contact the school.

Seek information from a variety of sources including subject teachers and leaders. The more information you have, the more informed you will be about your choices and the greater chance you will have of achieving personal success.

Refer to the back of this book for a list of useful publications/websites.

THE SACE PLANNER EXAMPLE

SUBJECTS	CREDITS	TOTAL
YEAR 10		
Compulsory – Stage 1 Exploring Identities and Futures	10	**10**
YEAR 11		
Compulsory – Stage 1 Essential English	20	
Compulsory - General Mathematics A	10	
Compulsory - Stage 2 Activating Identities and Futures (AIF)	10	
Stage 1 General Mathematics B	10	
Stage 1 Biology	20	
Stage 1 Physical Education	10	
Stage 1 Outdoor Education	10	
Stage 1 VET Automotive	10	**120**
YEAR 12		
Stage 2 – Essential English	20	
Stage 2 – General Mathematics	20	
Stage 2 – Biology	20	
Stage 2 – VET Automotive	20	80
TOTAL		**200**

STAGE 1 SUBJECTS

STAGE 1 SUBJECTS

STAGE 2 Activating Identities and Futures (completed in Stage 1)

The purpose of Activating Identities and Futures is for students to take greater ownership and agency over their learning (learning how to learn) as they select relevant strategies (knowing what to do when you don't know what to do) to explore, create and/or plan to progress an area of personal interest towards a learning output.

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

AIF is a 10 credit subject. Students complete a Portfolio, Progress Checks and an Appraisal.

BIOLOGY

The study of Biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments.

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

The topics at Stage 1 are:

Topic 1: Cells and microorganisms
Topic 2: Infectious disease
Topic 3: Multicellular organisms
Topic 4: Biodiversity and ecosystem dynamics

CHEMISTRY

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

STAGE 1 SUBJECTS

COMMUNITY STUDIES

Community Studies offers students the opportunity to interact with teachers, peers, and community members beyond the school environment. Students decide the focus of their community activity, which begins from a point of personal interest, skill, or knowledge. By setting challenging and achievable goals in a community activity, students enhance their skills and understandings in a guided and supported learning program. They develop their capability to work independently and to apply their skills and knowledge in practical ways in their school community and wider community.

Assessment

Students demonstrate evidence of their learning by completing their contract of work through the following assessment types:

- Contract of Work (which includes a written contract, folio and community presentation)
- Reflection

DESIGN AND TECHNOLOGY

Stage 1 Design, Technology and Engineering is organised into four contexts - Digital Communication Solutions, Industry and Entrepreneurial Solutions, Material Solutions and Robotic and Electronic Systems.

The contexts provide opportunities to develop design thinking, to investigate engineering solutions, to develop a plan, realise the solution and evaluate the outcome. The context is chosen by the school to meet student needs and interests, taking into account the resources available.

Digital Communication Solutions

This subject involves using symbols, signs, behaviour, speech, light, images, sound, or other data to design and make products that communicate information. Students produce outcomes that demonstrate the knowledge and skills associated with manipulation of digital communication media.

Industry and Entrepreneurial Solutions

This context involves the designing of solutions to meet industry requirements or to invent an entrepreneurial product that meets a need or solves a problem. This could be achieved using design programs, such as computer-aided design, to develop prototypes or products. Students demonstrate knowledge and skills associated with systems, processes and materials appropriate for the prototype and final solution.

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

- Timber
- Metals
- Jewellery manufacturing
- Clothing and textiles

Robotic and Electronic Systems
In this context, students can use a variety of components which may be combined with software to design and realise a solution such as a device or system. Students produce outcomes that demonstrate the knowledge and skills associated with using electronic, mechatronic, electrical or pneumatic systems. These can include electronic components, circuit design and assembly, robotic components, programming, wiring, gears, simulation or systems integration. The solutions could be purely hardware, for example an electronic circuit, or a combination of hardware (components) and software (code). Examples for electronic and robotic systems include:

- Electronic circuits (Printed Circuit Boards)
- Internet of Things (IoT) – web connected sensors and devices (e.g. NodeMCU, WeMos, Raspberry Pi, etc.)
- Electrical systems
- Communication systems (e.g. radio telemetry, Bluetooth, etc)
- Automated systems (e.g. Programmable Logic Controllers)
- Renewable energy systems (e.g. solar, wind, battery storage)

Assessment
The following assessment types enable students to demonstrate their learning in Stage 1 Design and Technology:

- Specialised Skills Task
- Design process and solution

STAGE 1 SUBJECTS

ESSENTIAL ENGLISH

In Essential English, students respond to and create texts in and for a range of personal, social, cultural, community and/or workplace contexts.

Students understand and interpret information ideas and perspective in texts and consider ways in which language choices are used to create meaning.

ENGLISH

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

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, context and audience is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

FOOD AND HOSPITALITY

In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality.

Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.
Students examine the factors that influence people's food choices and the health implications of these choices. They understand the diverse purposes of the hospitality industry in meeting the needs of local people and visitors.

Students study topics within one or more of the following five areas of study:

- Food, the Individual and the Family
- Local and Global Issues in Food and Hospitality
- Trends in Food and Culture
- Food and Safety
- Food and Hospitality Industry

STAGE 1 SUBJECTS

FOOD AND HOSPITALITY

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Students examine the factors that influence people's food choices and the health implications of these choices. They understand the diverse purposes of the hospitality industry in meeting the needs of local people and visitors.

Assessment

Students demonstrate evidence of their learning through the following assessment types:
Practical Activity, Group Activity, Investigation

MATHEMATICS

Mathematics develops an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments and proofs, and using mathematical models. By using functions, their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation. Stage 1 Mathematics provides the foundation for further study in mathematics and Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.

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

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

GENERAL MATHEMATICS

Students extend their mathematical skills in ways that apply to practical problem-solving and mathematical modelling in everyday contexts. A problem-based approach is integral to the development of mathematical skills and the associated key ideas in this subject.

Topics studied cover a range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear functions, and discrete modelling using networks and matrices.

In this subject, there is an emphasis on consolidating students' computational and algebraic skills and expanding their ability to reason and analyse mathematically.

Stage 1 General Mathematics consists of the following seven topics:
Topic 1: Investing and Borrowing
Topic 2: Measurement

Topic 3: Statistical Investigation
Topic 4: Applications of Trigonometry
Topic 5: Linear and Exponential Functions and their Graphs
Topic 6: Matrices and Networks
Topic 7: Open Topic

ESSENTIAL MATHEMATICS

Students extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject.

Topics studied cover a range of applications of mathematics, including general calculation, measurement and geometry, money management, and statistics. In this subject there is an emphasis on extending students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

Stage 1 Essential Mathematics consists of the following seven topics:

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

This subject is intended for students to pursue a career in a range of vocations.

STAGE 1 SUBJECTS

MEDIA STUDIES

Media Studies develops students' media literacy and production skills. Students discuss and analyse media issues, and interact with and create media products. The analytical elements of Media Studies support students to develop research and analysis skills that may lead to future study or employment pathways. The subject focuses on exploring the role of media in Australian and global contexts.

Students consider how media can exert a significant influence on the way people receive and interpret information about the world, explore their own and other cultures, make economic choices, develop political ideas, and spend their leisure time.

- Content
- Students choose from the following topics:
- Images of Youth in Media
- Creating Multimedia Texts
- Media Audiences
- Media and Leisure
- Media and the Global Community

Assessment

Students demonstrate evidence of their learning through the following assessment types: Folio, Interaction Study and Product.

OUTDOOR EDUCATION

In Outdoor Education, students gain an understanding of ecology, environmental sustainability, cultural perspectives, and physical and emotional health through participating in outdoor activities. Students plan and manage outdoor education experiences in natural environments and reflect on environmental practices.

The subject consists of a minimum of 2 practical experiences per semester. Topics could include surfing, cycling, orienteering, bushwalking and other aquatics activities.

Assessment

Students demonstrate evidence of their learning through the following assessment types: Practical activities, written assignments and folio.

Major practical expeditions and camps are a compulsory part of students' practical assessment and may come at an added cost to families. Students are also required to access some equipment necessary for practical units i.e. wetsuit, camping equipment.

STAGE 1 SUBJECTS

PHYSICAL EDUCATION

Through Physical Education, students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence.

Stage 1 Physical Education has three focus areas: In movement, through movement, and about movement. Learning is delivered through an integrated approach in which opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities (e.g. sports, theme-based games, laboratories, and fitness and recreational activities).

Students explore movement concepts and strategies through these physical activities to promote participation and performance outcomes.

These movement concepts and strategies include:

- Body awareness
- Movement quality
- Spatial awareness
- Relationships
- Executing movement
- Creating space
- Interactions
- Making decisions

Assessment

Students demonstrate evidence of their learning through two assessment types:
Performance Improvement and Activity Investigation

VISUAL ARTS/DESIGN

In Visual Arts student's express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio-visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

The broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

STAGE 1 SUBJECTS

The broad area of Design includes graphic and communication design, environmental design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.

Assessment
Students demonstrate evidence of their learning through the following assessment types: Folio, Practical, and Visual Study.

- Cost of materials may come as an added cost to families.
- Students can enrol in Art or Design.

STAGE 2 SUBJECTS

SPECIAL ADVICE TO YEAR 12 STUDENTS

SPECIAL ADVICE TO YEAR 12 STUDENTS

Our policy is for every student to be enrolled in a fulltime program of study which provides the maximum stretch and challenge for their abilities and enables the widest possible range of post-school pathways.

Year 12 students are strongly encouraged to choose a minimum of four 20 credit Stage 2 subjects. When combined with the 10 Stage 2 credits obtained from completing the AIF in year 11, this allows students to obtain an Australian Tertiary Entrance Rank (ATAR) for university entrance.

Students undertaking an eligible VET course or other recognised study during year 12 are only required to study three 20 credit Stage 2 subjects.

Alternative patterns of study may be negotiated for students with individual learning or wellbeing needs, or students on flexible learning pathways.

Every Stage 2 subject has an external assessment component which accounts for 30% of the overall grade, which means an expert from outside the school will assess the student's work. This typically involves an exam, investigation, or performance. The remaining 70% of the subject's assessment is school based and is subject to moderation, whereby an expert panel from outside the school reviews student achievement against the performance standards as part of the SACE Board's quality assurance processes.

STAGE 2

Stage 2 requirements are:

- At least 60 credits of Stage 2 subjects or courses (and all other SACE requirements).
- AIF (10 credits)
- Stage 2 requires a C- grade or higher for 3 subjects
- AIF is the only compulsory subject at Stage 2
- Most students complete more than 70 credits at Stage 2

In order to be eligible for entry into the South Australian universities, a student must successfully complete a minimum of four Stage 2 TAS (Tertiary Admission Subject) to obtain an Australian Tertiary Admissions Rank (ATAR). The student must complete 90 credits of study. TAFE SA courses have Course Admission Requirements (CAR), which all applicants must meet in order to be eligible for selection. To obtain a TAFE SA Selection Score a student must complete at least 60 credits of TAS subjects. All other students need to complete a minimum of 60 Stage 2 credits.

The subject choices are as follows:

BIOLOGY
The study of Biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments.

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

- science inquiry skills
- science as a human endeavour
- science understanding

The topics at Stage 2 are:
Topic 1: DNA and proteins
Topic 2: Cells as the basis of life
Topic 3: Homeostasis
Topic 4: Evolution

Assessment
The following assessment types enable students to demonstrate their learning in Stage 2 Biology:
School-based Assessment
Investigations Folio
Skills and Applications Tasks
External Assessment
Examination

STAGE 2 SUBJECTS

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

- at least two practical investigations
- one investigation with a focus on science as a human endeavour
- at least three skills and applications tasks
- one examination.

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

CHILD STUDIES

Content

Students explore the period of childhood from conception to eight years, and issues related to the growth, health and well-being of children.

They examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society.

Assessment

School-based Assessment

Practical Activity
Group Activity

External Assessment

Investigation

COMMUNITY STUDIES

Community Studies offers students the opportunity to interact with teachers, peers, and community members beyond the school environment. Students decide the focus of their community activity, which begins from a point of personal interest, skill, or knowledge. By setting challenging and achievable goals in a community activity, students enhance their skills and understandings in a guided and supported learning program. They develop their capability to work independently and to apply their skills and knowledge in practical ways in their community.

Content

Students prepare a contract of work to develop a community activity from the following ten areas of study:

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

STAGE 2 SUBJECTS

Assessment
Students demonstrate evidence of their learning through the following assessment types:
School-based Assessment
Contract of Work (which includes a written contract, folio & community presentation
Folio
Presentation
External Assessment
Reflection

- **This subject does not allow a student to achieve an ATAR**

DESIGN AND TECHNOLOGY
Stage 2 Design, Technology and Engineering is organised into four contexts:
digital communication solutions, industry and entrepreneurial solutions, material solutions and robotic and electronic systems.
The contexts provide opportunities to develop design thinking, to investigate engineering solutions, to develop a plan, realise the solution and evaluate the outcome. The context is chosen by the school to meet student needs and interests, taking into account the resources available. Each of these contexts: digital communication solutions, industry and entrepreneurial solutions, material solutions and robotic and electronic systems provides a separate enrolment option for students.

Digital Communication Solutions
This context involves using symbols, signs, behaviour, speech, light, images, sound, or other data to design and make products that communicate information. Students produce outcomes that demonstrate the knowledge and skills associated with manipulation of digital communication media. Examples of contexts for digital solutions include:

- Advanced manufacturing programs (e.g. CADCAM)
- Graphics
- Multimedia
- Photography
- Sound
- Web design
- Film making
- Digital animation
- App development

Industry or Entrepreneurial Design Solutions
This context involves the designing of solutions to meet industry requirements or to invent an entrepreneurial product that meets a need or solves a problem. This could be achieved using design programs, such as computer-aided design, to develop prototypes or products. Students demonstrate knowledge and skills associated with systems, processes and materials appropriate for the prototype and final solution. Examples of contexts for Industry or entrepreneurial design solutions include:

STAGE 2 SUBJECTS

- Architecture
- Construction
- Transport (e.g. automotive)
- Agricultural equipment
- Maritime equipment
- Aerospace
- Food industry

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

- Timber
- Metals
- Jewellery manufacturing
- Clothing and textiles
- Food

Robotic and Electronic Systems
In this context, students can use a variety of hardware (components) which may be combined with software to design and realise a solution such as a device or system. Students produce outcomes that demonstrate the knowledge and skills associated with using electronic, mechatronic, electrical or pneumatic systems. These can include electronic components, circuit design and assembly, robotic components, programming, wiring, gears, simulation or systems integration. The solutions could be purely hardware, for example an electronic circuit, or a combination of hardware (components) and software (code). Examples of contexts for electronic and robotic systems include:

- Robotics (building a programmed, autonomous or remote controlled robot)
- Electronic circuits (Printed Circuit Boards)
- Electrical systems
- Communication systems (e.g. radio telemetry, Bluetooth, etc)
- Automated systems (e.g. Programmable Logic Controllers)
- Renewable energy systems (e.g. solar, wind, battery storage)

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

School-based Assessment
Specialised Skills Task
Design Process and Solution

External Assessment
Resource Study

STAGE 2 SUBJECTS

FOOD AND HOSPITALITY
Stage 2 Health and Wellbeing focuses on the Health and Well-being of individuals, communities, and societies in the environments they share. Students take a holistic approach, recognising various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living and caring for themselves and the environment. They gain an understanding of how Health incorporates the underpinning principles of respect for diversity, social justice, and supportive environments. They consider the physical, emotional, social, cognitive, and spiritual dimensions of well-being.

Assessment
School-based assessment
Group Investigation and Presentation
Issues Analysis
Practical Activity

External Assessment
Inquiry

STAGE 2 SUBJECTS

MATHEMATICAL METHODS
Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change.

Stage 2 Mathematical Methods consists of the following six topics:

- Topic 1: Further differentiation and applications
- Topic 2: Discrete random variables
- Topic 3: Integral calculus
- Topic 4: Logarithmic functions
- Topic 5: Continuous random variables and the normal distribution
- Topic 6: Sampling and confidence intervals

Assessment
Skills and Applications Tasks
Mathematical Investigation
External Assessment
Examination

Successful completion of this subject at Stage 2 prepares students for entry to some tertiary courses.

GENERAL MATHEMATICS
Stage 2 General Mathematics offers students the opportunity to develop a strong understanding of the process of mathematical modelling and its application to problem solving in everyday workplace contexts.

A problem-based approach is integral to the development of both the models and the associated key concepts in the topics.These tropics cover a range of mathematical applications, including linear functions, matrices, statistics, finance and optimisation.

Stage 2 general Mathematics consists of the following six topics:

- Modelling with Linear Relationships
- Modelling with Matrices
- Statistical Models
- Financial Models
- Discrete Models
- Open Topic

STAGE 2 SUBJECTS

Students study topics from the list of six topics above.All students must study topics, 1,3,4 and 5.

Assessment
Students demonstrate evidence of their learning through the following assessment types:
School-based Assessment
SATS
Folio
External Assessment
Examination

Successful completion of this subject at Stage 2 prepares students for entry to some tertiary courses.

ESSENTIAL MATHEMATICS
In Essential Mathematics, there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

Stage 2 Essential Mathematics is a 20-credit subject.

In this subject, students extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject.

Stage 2 Essential Mathematics consists of the following six topics:

- Topic 1: Scales, Plans, and Models
- Topic 2: Measurement
- Topic 3: Business Applications
- Topic 4: Statistics
- Topic 5: Investments and Loans
- Topic 6: Open Topic

Students study five topics from the list of six topics above. All students must study topics 2, 4 and 5.

Assessment
Students demonstrate evidence of their learning through the following assessment types:
School-based Assessment
SATS
Folio
External Assessment
Examination

This subject is intended for students planning to pursue a career in a range of trades or vocations.

STAGE 2 SUBJECTS

MEDIA STUDIES

The following key media concepts underpin the study of media and provide an investigative framework to support students' assessments in critical analysis and production:

- Media conventions
- Media organisations
- Media audiences
- Media representation

Students choose three of the following topics:

- Photojournalism
- Cult Television/Film
- Music and Media
- Television genres
- Community Media
- Documentaries
- Globalisation and Media
- Children and Media
- Media Ethics and Regulation
- Short Films
- Advertising and Audiences
- The Internet
- Cultural Diversity in Media
- Youth and Media

Assessment

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

School-based Assessment

Folio

Product

External Assessment

Investigation

OUTDOOR EDUCATION

Content

Stage 2 Outdoor Education consists of 6 topics:

- Environmental Studies
- Planning and Management Practices
- Outdoor Journeys
- Sustainable Environmental Practices
- Leadership and Planning
- Self-reliant Expedition

STAGE 2 SUBJECTS

At Stage 2, students partake in three different camps including a self-reliant expedition for a minimum of three days.The expedition involves lightweight travelling under indirect supervision and, as far as possible, is planned, organised, and conducted by the students themselves. Some weekend commitments may be required. Major practical expeditions and camps are an essential part of students' assessment and often come at an added cost to families.

Assessment
Students demonstrate evidence of their learning through the following assessment types:
School-based Assessment
Folio
Group Practical
Self-Reliant Camp
External Assessment
Investigation

PHYSICAL EDUCATION
Content
Through Physical Education, students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence.

Stage 2 Physical Education has three focus areas: In movement, through movement, and about movement. Learning is delivered through an integrated approach in which opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities (e.g. sports, theme-based games, laboratories, and fitness and recreational activities). Students explore movement concepts and strategies through these physical activities to promote participation and performance outcomes. These movement concepts and strategies include:

- Body awareness
- Movement quality
- Spatial awareness
- Relationships
- Executing movement
- Creating space
- Interactions
- Making decisions

Assessment
Students demonstrate evidence of their learning through the following assessment types:
School-based Assessment
Folio
Practical
External Assessment
Examination

STAGE 2 SUBJECTS

Cost to Students
Those enrolled in Stage 2 Physical Education will be required to cover the cost of their Stage 2 Physical Education Workbook (approx. $50.00.) They may also be required to contribute to the cost of travel to any sporting competitions.

VISUAL ARTS/DESIGN
Stage 2 students can enrol in Visual Arts or Design. Students conceive, develop and make two works of art or design that reflect personal development. They demonstrate visual thinking through development and evaluation of ideas, as well as exploring and applying technical skills in two folios. Students analyse, interpret and respond to visual art.

Content
The following three areas of study are covered:
- Visual Thinking
- Practical Resolution
- Visual Arts in Context

Assessment
Students demonstrate evidence of their learning through the following assessment types:
School-based Assessment
Folio
Practical & Practitioners Statement
External Assessment
Visual Study

*There may be added costs to families for art materials

WORKPLACE PRACTICES
In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national, and global issues in an industry and workplace context. 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).

Content
There are three focus areas of study of this subject:
- Industry and Work Knowledge
- Vocational Learning
- Vocational Education and Training (VET)
- Students must include the following areas of study:
- Industry and Work Knowledge, and
- Vocational Learning and/or Vocational Education and Training (VET)

STAGE 2 SUBJECTS

For the Industry and Work Knowledge component, students study the three or more topics from the list below:

- Work in Australian Society
- The Changing Nature of Work
- Industrial Relations
- Finding Employment
- Negotiated Topic

For the Vocational Learning component, students undertake one assessment, comprising 50-60 hours of work activities in a workplace and two work reflections

Assessment

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

School-based Assessment

Folio
Performance
Reflection

External Assessment

Investigation

LOCAL DELIVERY & OPEN ACCESS

LOCAL DELIVERY

Stage 1 and 2 students have the option of studying subjects through alternative delivery mode if the need exists.

Eyre Peninsula schools with senior secondary enrolments have made a commitment to offer SACE subjects to students from other sites across the Eyre Peninsula. This is referred to as Local Delivery. This provides students in all schools across the Eyre Peninsula access to a wider range of subjects than what is physically available at their own school. Local Delivery students enrol at their home school for the subjects that are offered and then may enrol in other schools for particular subjects. Lessons are delivered via video conference. Students are mentored by a teacher from the Local Delivery site with regular contact and tutorial support. Subjects include Biology, Chemistry, Physics, Psychology, Health and Mathematical Methods. These are subject to change.

Visit http://epschools.sa.edu.au/ for more information.

OPEN ACCESS

Open Access College provides a wide range of subject choices in SACE and VET certificate courses. It is delivered from Adelaide. Open Access occurs though a blended approach of online, virtual classroom lessons in small groups. They provide face-to-face opportunities, for example workshops, excursions, camps and laboratory sessions. Open Access guidelines suggest students need to demonstrate independent learning skills, have the ability to meet deadlines and satisfactory academic achievements to learn via Open Access.

For Stage 1 subject choices visit:
https://www.openaccess.edu.au/curriculum/sace/stage-1-subjects

For Stage 2 subject choices visit:
https://www.openaccess.edu.au/curriculum/sace/stage-2-subjects

Any Open Access or Local Delivery subjects can be discussed during subject counselling.

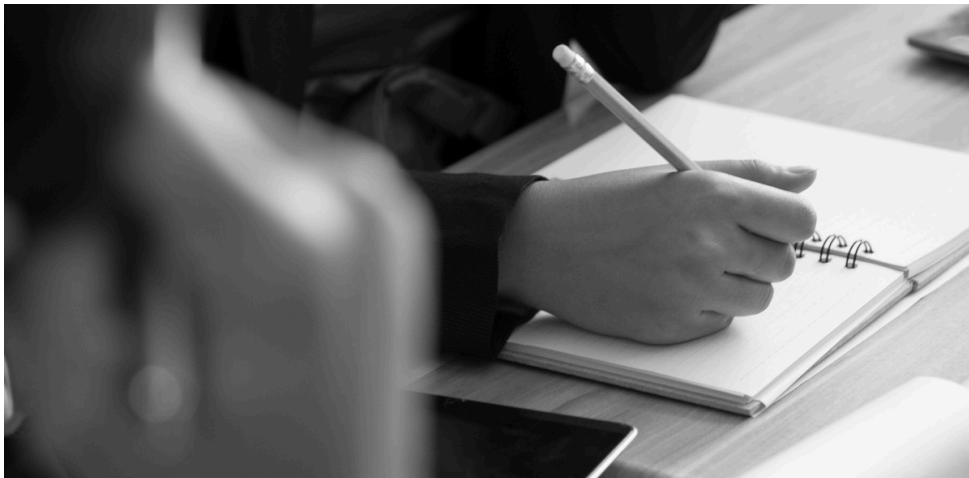
COST

In some Open Access subjects, students may be required to spend a few days in Adelaide which is an extra cost for families.

STAGE 1 OPEN ACCESS SUBJECTS

*Subject to change

- Aboriginal Studies
- Accounting
- Animal Studies
- Activating Identities and Futures
- Biology
- Business Innovation
- Chemistry
- Child Studies
- Community Studies
- Creative Arts
- Digital Communication Solutions (Digital Image Manipulation)
- Digital Communication Solutions (Photographic Image Capture)
- Digital Technology (Coding Ideas)
- Earth and Environmental Science
- Economics
- English
- English Literary Studies
- Essential English
- Essential Literacy
- Food and Hospitality
- French Beginners
- French Continuers
- Geography
- Health and Wellbeing
- History
- Indonesian Continuers
- Industry and Entrepreneurial Solutio]ns (3D Design & Printing)
- Information Processing & Publishing A (Business Documents and Advertising)
- Japanese Beginners
- Japanese Continuers
- Legal Studies
- Mathematics Essential
- Mathematics General
- Mathematics Methods
- Mathematics Specialist
- Media Studies
- Modern Studies
- Nutrition
- Physics A
- Psychology
- Research Practices
- Robotic and Electronic Systems A (Mechatronics)
- Robotic and Electronic Systems B (Mechatronics)
- Society and Culture
- Spanish Beginners
- Spanish Continuers
- Sport and Recreation
- Visual Arts
- Women Studies
- Workplace Practices



STAGE 2 OPEN ACCESS SUBJECTS

***Subject to change**

- Aboriginal Studies
- Accounting
- Activating Identities and Futures
- Biology
- Business Innovation
- Chemistry
- Child Studies
- Community Studies
- Creative Arts
- Digital Communication Solutions
- (Photography & Graphic Design)
- Digital Technology
- Earth and Environmental Science
- Economics
- English
- Essential English
- French Beginners
- French Continuers
- Geography – Global Studies
- Health & Wellbeing
- Industry and Entrepreneurial
- Solutions (Architectural Design &
- CAD)
- Indonesian Continuers
- Information Processing and Publishing (Digital Business Publications)
- Japanese Beginners
- Japanese Continuers
- Legal Studies
- Mathematical Methods
- Mathematics General
- Media Studies
- Modern History
- Nutrition
- Physics
- Psychology
- Robotic and Electronic Systems
- Society and Culture
- Spanish Beginners
- Spanish Continuers
- Specialist Mathematics
- Visual Arts
- Women's Studies
- Workplace Practices

STAGE 2 LOCAL DELIVERY SUBJECTS

***Subject to change**

STAGE 1 & 2

- Biology
- Chemistry
- English
- Health Sciences
- Nutrition
- Mathematical Methods
- Psychology
- Physics
- Scientific Science

VOCATIONAL EDUCATION &TRAINING (VET)

Flexible Industry Pathways (VET) is education and training that gives skills for particular jobs. In most cases it leads to industry-recognised qualifications.

WHAT IS FLEXIBLE INDUSTRY PATHWAYS (VET)?

A Flexible Industry Pathway is an industry-endorsed pathway from secondary school to employment in key growth industries in South Australia. The training programs have been designed in consultation with industry and have been endorsed by the South Australian Training and Skills Commission's Industry Skills Councils.

Flexible Industry Pathways include one or more VET qualifications at Certificate II to III level that industry considers suitable for school students, with enterprise and employability skills training and specific industry requirements linked to the pathway. There are several Flexible Industry Pathways. They are reviewed annually to ensure that they are an accurate response to the current employment opportunities and emerging industries in South Australia. The Flexible Industry Pathways include:

- Aged care and disability
- Agriculture
- Animal care
- Aquaculture
- Automotive retail, service and repair
- Building and construction
- Childcare
- Civil construction
- Conservation and land management
- Cyber safety
- Education
- Electrotechnology
- entrepreneurial (small business owner)
- Food processing
- Hair and beauty
- Horticulture
- Hospitality and tourism
- Information, communication and technology manufacturing and engineering
- Maritime
- Meat processing
- Plumbing
- Screen and media production, gaming and visual effects

WHAT IS VET?

Students are able to count VET qualifications for all of their free choice credits and all of their Stage 2 credits towards their SACE. Students can earn 10 SACE credits for every 70 nominal hours of VET successfully completed.

To find out whether the VET will count at Stage 1 or Stage 2 level or to find out more information about VET please check the VET recognition register at www.sace.sa.edu.au/web/ vet.

WHY DO VET?

Students There are significant benefits for students who undertake VET courses. A student can:

- gain credit towards their SACE
- gain industry recognised qualifications accredited Australia wide
- gain specific vocational training in a real workplace context
- help students gain future employment
- help students gain entry into related TAFE courses
- help students decide if this is a possible future career pathway.

SCHOOL BASED APPRENTICESHIPS

SCHOOL-BASED APPRENTICESHIPS & TRAINEESHIPS

What is a School-based Apprenticeship/Traineeship (SBAT)?

A School-based Apprenticeship (SBAT) can be a great way to start your career while completing your SACE (South Australian Certificate of Education). SBATs allow senior school students to combine paid work, training and school, while working towards their SACE and a nationally recognised qualification. Students undertaking a SBAT commence a Contract of Training through a part-time apprenticeship or traineeship. They learn skills (competencies) on-the-job and through training with a Registered Training Organisation.

What are the benefits of undertaking a School-based Apprenticeship or Traineeship?

- Earning money while going to school
- Working towards or gaining a nationally-recognised qualification
- Gaining hands-on experience in a career-orientated job
- Earning SACE credits as part of your training and completing your SACE
- Having adult responsibility as a member of the workforce
- Starting your career while you are still at school

Does a School-based Apprentice/Traineeship get paid?

The relevant industry award covers most school-based apprenticeships. Students are paid for the time spent in the workplace.

How long does a School-based Apprenticeship/Traineeship take to complete?

If the ASBA is not completed prior to the completion of year 12, students can convert to either a part-time or full-time apprenticeship until it is completed. Apprenticeships are now competency-based, which means that if all the training is successfully completed and the employer believes the apprentice or trainee is competent in all areas, their Contract of Training can be 'signed off'. Students commencing a Certificate III or IV (two years plus) generally work part-time while still attending school and continue full-time to complete the apprenticeship when their schooling is finished (SACE is achieved). A Certificate III or IV level qualification may take three to four years full-time to complete and require further study and work with your employer after you complete Year 12.

How much time does a School-based Apprentice/Traineeship spend away from school?

At least eight hours per week on-the-job is required. However, school-based apprenticeships can be organised in a number of ways. It can be by:

- working one or more days a week
- on weekends
- during school holidays
- blocks of time (e.g. a number of weeks in a row)

This is negotiated between the employer, the school and the student.
For more information, please contact Mischa Karp.

SUBJECT FLOW CHART

LEARNING AREA	YEAR 10	STAGE 1 YEAR 11	STAGE 2 YEAR 12
MATHEMATICS	MATHEMATICS	• MATHEMATICS ESSENTIALS • MATHEMATICS GENERAL • MATHEMATICS	• MATHEMATICS ESSENTIALS • MATHEMATICS GENERAL • MATHEMATICS
	MATHEMATICS 10A (Open Access)	• MATHEMATICS GENERAL • MATHEMATICS	• MATHEMATICS GENERAL • MATHEMATICAL METHODS • SPECIALIST MATHEMATICS + • MATHEMATICAL METHODS
ENGLISH	ENGLISH	• ENGLISH ESSENTIALS • ENGLISH • ENGLISH LITERARY STUDIES	• ENGLISH ESSENTIALS • ENGLISH • ENGLISH LITERARY STUDIES
SCIENCE	SCIENCE	• BIOLOGY • PHYSICS • CHEMISTRY • EARTH & ENVIRONMENTAL SCIENCE • PSYCHOLOGY	• BIOLOGY • PHYSICS • CHEMISTRY • EARTH & ENVIRONMENTAL SCIENCE • PSYCHOLOGY
HASS (History and Geography)	HASS	• ABORIGINAL STUDIES • LEGAL STUDIES • ECONOMICS • HISTORY • SOCIETY & CULTURE • GEOGRAPHY • MEDIA STUDIES	• ABORIGINAL STUDIES • LEGAL STUDIES • ECONOMICS • HISTORY • SOCIETY & CULTURE • GEOGRAPHY • MEDIA STUDIES

SUBJECT FLOW CHART

OUTDOOR EDUCATION	OUTDOOR EDUCATION	OUTDOOR EDUCATION	OUTDOOR EDUCATION
PHYSICAL EDUCATION	PHYSICAL EDUCATION	• PHYSICAL EDUCATION • CHILD STUDIES • FOOD & HOSPITALITY • HEALTH	• PHYSICAL EDUCATION • CHILD STUDIES • FOOD & HOSPITALITY • HEALTH
ART	ART	• VISUAL ART • DESIGN	• VISUAL ART • DESIGN • CREATIVE ARTS
FOOD & HOSPITALITY	FOOD & HOSPITALITY	FOOD & HOSPITALITY	FOOD & HOSPITALITY
DESIGN & TECHNOLOGY	DESIGN & TECHNOLOGY	• DIGITAL COMMUNICATION SOLUTIONS • INDUSTRY & ENTREPENEURIAL DESIGN SOLUTIONS • MATERIAL SOLUTIONS • ROBOTICS & ELECTRONIC SYSTEMS	• DIGITAL COMMUNICATION SOLUTIONS • INDUSTRY & ENTREPENEURIAL DESIGN SOLUTIONS • MATERIAL SOLUTIONS • ROBOTICS & ELECTRONIC SYSTEMS

GLOSSARY

ASBA School Based Apprenticeship - An arrangement to complete SACE and simultaneously commence accredited industry training with an employer

ATAR Australian Tertiary Admission Rank. The ATAR is derived from the university aggregate and is an indicator of how well a student has performed relative to others in the population. The ATAR is used for university entrance purposes.

CREDITS Ten credits are equivalent to one semester or six months studying a particular subject or course.

CURRICULUM PATTERN A selection of subjects required to qualify for the SACE.

LOCAL DELIVERY An alternative delivery mode delivered by a teacher on Eyre Peninsula

MODERATION Procedures designed to ensure that assessments in a subject area are compatible across all schools in the state. This is carried out by the SACE Board.

OPEN ACCESS An alternative delivery mode delivered from Adelaide

RTO Registered Training Organisation

SACE South Australian Certificate of Education

SACE BOARD Approves all subjects for SACE study. Sets and manages all assessment procedures associated with SACE

SATAC South Australian Tertiary Admissions Centre - Responsible for all application and course entrance procedures to South Australian Universities and TAFE's

SEMESTER 50 to 60 hours of programmed lesson time – subjects of one unit are a semester in length.

STAGE 1 The first of the two levels of SACE – this will usually be completed in Year 11

STAGE 2 The second of two levels of SACE – this will usually be completed in Year 12

TAS Tertiary Admission Subject, a subject which has been approved by TAFE SA and universities for tertiary admission.

VET Vocational and Education Training.

YOUTH ALLOWANCE Youth Allowance is a means tested payment made to full time students aged between 16 and 24.

SOME RELEVANT PUBLICATIONS AND WEBSITES

The following publications are made available to students at various times to help in the course counselling process. Information can also be found on the web sites listed.

DEPARTMENT FOR EDUCATION **www.education.sa.gov.au**

FLINDERS UNIVERSITY UNDERGRADUATE PROSPECTUS
www.flinders.edu.au

UNIVERSITY OF ADELAIDE UNDERGRADUATE PROSPECTUS
www.adelaide.edu.au

UNIVERSITY OF SOUTH AUSTRALIA UNDERGRADUATE PROSPECTUS
www.unisa.edu.au

TAFE SUBJECT GUIDE **www.tafesa.edu.au**

SATAC GUIDE **www.satac.edu.au**

YOUTH ALLOWANCE **www.youthallowance.centrelink.gov.au**

APPRENTICESHIPS/TRAINEESHIPS **www.aapathways.com.au**

CAREER GUIDANCE RESOURCES

Job Outlook
www.joboutlook.gov.au
Visit Outlook to learn about daily tasks, skills needs, pathways and prospects for careers you can aim for now and in the future.

The Good Careers Guide
www.goodcareersguide.com.au
Provides information on over 600 occupations and describes the education or training needed for those occupations.

www.gooduniversitiesguide.com.au
Provides information to help find courses at Australia's top universities, TAFE's and training colleges.

SACE Board
www.sace.sa.edu.au
The SACE Board website provides information about Stage 1 and 2 curricula, special provisions, community learning and assessment requirements.