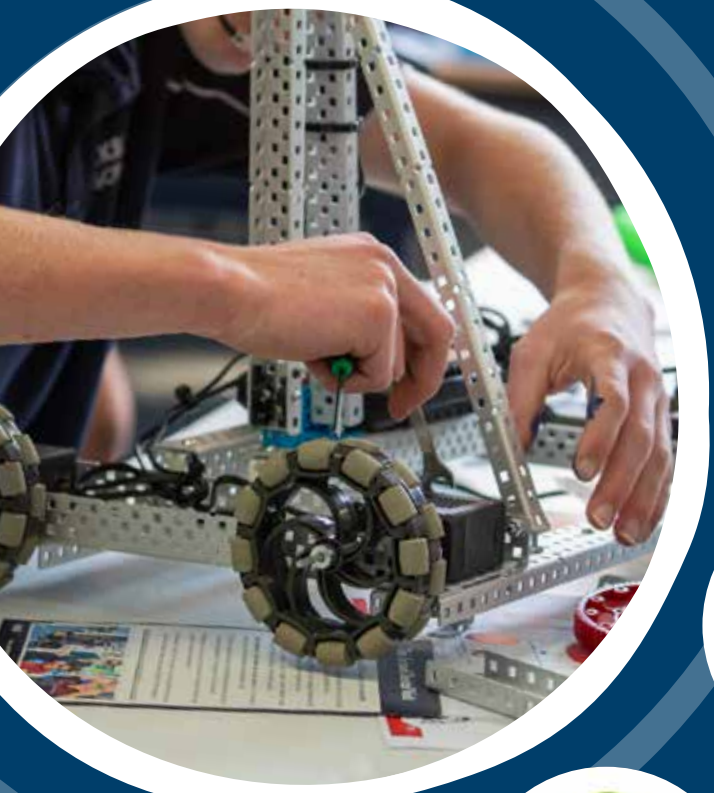
OAKBANK SCHOOL

Secondary School
Years 7-12

2026 Curriculum & Pathways Guide



Australian CURRICULUM

SACE

VET FOR SCHOOL STUDENTS

Government of South Australia
Department for Education

“At Oakbank, our aim is to empower students to explore career options and make informed choices for their future beyond school.

We want all our students to thrive and prosper...”

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Supporting Your Child's Career Development

Support from family and key people in their life is important in helping young people through the process of thinking about and planning for their career.

As a parent or carer, you can provide practical support in four areas. These are self-awareness, opportunity awareness, decision-making and transition support.

Self-awareness

Self-awareness entails knowing our own interests, abilities and values. It's also about understanding the personal or contextual factors that influence career choices. Help your child to develop self-awareness for career decision-making by:

- encouraging them to participate in extra-curricular activities to learn what they enjoy doing
- suggesting occupations and courses related to their interests
- asking what attracts them to occupations and courses of interest
- identifying themes in the activities they enjoy
- discussing results of career assessment activities they complete
- giving positive feedback to help them recognise their strengths
- encouraging exploration of occupations and courses related to their abilities
- helping them to identify what is important in life (their life values) and implications for career choices
- discussing personal or contextual factors that may influence their choices, eg perhaps your child may prefer to stay at home for tertiary study and choose from courses that are available locally, or perhaps there are limited job opportunities in their preferred trade in the local region.

Opportunity awareness

Career development partly depends on the ability to identify and explore opportunities. For your child, these will include course and career options. Provide your child with practical support to help them to identify opportunities by:

- discussing career options with them in general conversation when the opportunity arises. For example, you could talk about the jobs of people you both know.
- arranging opportunities for them to observe and interview people in different jobs
- attending career information events
- helping them to learn about different ways of entering the workforce, such as apprenticeships, traineeships and graduate programs
- encouraging them to talk to people in the workforce about their occupation or courses
- encouraging them to use internet, print and people resources to investigate options.
- Encourage your child to relate what they discover about themselves to the opportunities they find. Talk about what liking or not liking certain activities and interests might mean for different career options. In this way you will enhance their ability to identify career and course options they are likely to enjoy.

Decision-making

Decision-making is a critical part of career planning. Just like any other skill, it needs time and practice to master. Help your child to build the confidence to make future career decisions by:
encouraging them to anticipate decisions that have career implications (eg choosing school subjects)
helping them to make informed and careful career and educational decisions
assisting them to develop a flexible plan regarding their preferred course or career goals. Include action steps and timelines for completing various elements of their plan.

Transition support

Your child will face many transitions throughout their career, as they move in an out of different life roles. As a parent or carer, you can provide support to help them manage both current and future transitions. For current transitions, consider acting in a personal assistant role for your child. This may entail locating needed information or identifying and monitoring key dates (eg the closing dates for applications). We can all face setbacks during a transition, whether moving from school to TAFE or university, or between jobs. Your child might miss out on a course they wanted to do, or face several interviews before landing an apprenticeship. Help your child to bounce back after setbacks, by building their self-confidence and resilience.

My Future - Cathy Hughes

https://myfuture.edu.au/career-articles/details/supporting-your-child-s-career-development

“Broadening outlooks, developing skills, and becoming well-rounded learners”

Secondary School

Years 7-9

In Secondary School students build upon the foundations they established and begin to expand their interests, ideas and enquiries.

While they start to think more globally, they’re also encouraged to explore their relationships with the local community to a greater level. It is also in these years that students take their first steps towards considering future pathways in learning, careers and society.

Curriculum – Years 7 to 9

Year 10 studies are based around the South Australian Curriculum framework is designed to progress learning in the core subjects and begin to introduce new specialties.

Secondary School students have a Connect Group teacher who will know them well and will communicate with parents/caregivers. They also have access to specialist teachers and facilities to extend their learning across all areas of the curriculum.

Year 7 & 8 Subjects		
	Compulsory	**Modules**
Full Year	English Mathematics Science Humanities & Social Sciences PE & Health Japanese	
Part year Subjects		Agriculture Creative Arts Material Technology Food Technology

Curriculum – Year 9

Year 9 students see the introducing of a greater selection of elective subjects that allow them to tailor their learning to their interests.

Year 9 students will study the following:	
Semester 1	**Semester 2**
English	English
Maths	Maths
Science	Science
Physical Education & Health	Physical Education & Health
Humanities & Social Sciences	Humanities & Social Sciences
Elective	Elective

Year 9 Subjects

Compulsory Subjects

1	Select 1	○	i Extension English	Full Year
		○	ii General English	
		○	iii Essential English	
2	Select 1	○	i Extension Mathematics	Full Year
		○	ii General Mathematics	
		○	iii Essential Mathematics	
3	✓		Science	Full Year
4	✓		Humanities & Social Sciences (HASS)	Full Year
5	✓		Physical Education	Full Year

Elective Subjects

6 Select 4 with 4 reserves (preferenced as 1-8)

All Electives 1 term

○	i.	Agriculture A
○	il.	Agriculture B
○	iii.	Tourism
○	iv.	Media Arts
○	v.	Visual Arts
○	vi.	Extension Physical Education
○	vii	Health and Wellbeing
○	viii	Outdoor Education
○	ix	Design Technology | Maker Workshop - Wood and Metal
○	x	Design Technology | Landscape Design
○	xi	Design Technology | Start-Up Studio
○	xii	Design Technology | CAD and Simple Machines
○	xiii	Digital Technology | AI Systems
○	xiv	Digital Technology | Website Creation
○	xv	Digital Technology | Coding and Programming
○	xvi	Digital Technology | Data Science and Systems
○	xvii	Food and Hospitality | Food and Nutrition
○	xviii	Food and Hospitality | Cake and Pastries (1 unit)
○	xix	Food and Hospitality | Café Food
○	xx	Textiles | Hand Sewing
○	xxi	Japanese

“Oakbank School provides pathways for our students to reach their goals”

Secondary School

Years 10-12

These three critical years are when our students start to think more intently about their future – from tertiary studies and careers to the expectations they will face as adults.

Together with enhanced freedoms in subject choice and planning comes greater responsibility for their own actions, behaviour and time management, but all the while, still fully supported and guided by staff, their peers and the caring, close-knit Oakbank School community.

Year 10 Curriculum

Year 10 studies are based around the South Australian Curriculum framework and prepare students for their pathways for Years 11 & 12 and beyond.

Year 10 students are introduced to their SACE journey with 'Exploring Identities and Futures (EIF) and are able to and are able to provide input into subjects studied in addition to the compulsory core subjects.

Year 10 students will study the following:	
Semester 1	**Semester 2**
English	English
Mathematics	Mathematics
Science	Science
History	EIF
Physical Education & Health	Elective
Elective	Elective

Year 10 Subjects

Compulsory Subjects

1	✓		Exploring Identities and Futures (EIF)	1 Semester
2	Select 1	○	i Extension English	Full Year
		○	ii General English	
		○	iii Essential English	
3	Select 1	○	i Extension Mathematics	Full Year
		○	ii General Mathematics	
		○	iii Essential Mathematics	
4	Select 1	○	i Extension Science	Full Year
		○	ii Applied Science	
5	✓		History	1 Semester
6	✓		Physical Education & Health	1 Semester

Elective Subjects

7 Select 6 with 4 reserves (preferenced as 1-10)

All Electives 1 term

○	i	Agriculture A
○	ii	Agriculture B
○	iii	Tourism
○	iv	Media Arts
○	v	Visual Arts
○	vi	Extension Physical Education
○	vii	Health and Wellbeing
○	viii	Outdoor Education
○	ix	Design Technology | Maker Workshop - Wood and Metal
○	x	Design Technology | Entrepreneurial Product Innovation
○	xi	Design Technology | Architecture
○	xvii	Design Technology | Computer aided design
○	xviii	Digital Technology | Cybersecurity
○	xiv	Digital Technology | Networks and Systems
○	xv	Digital Technology | AI Systems
○	xvi	Digital Technology | Coding and Programming
○	xvii	Food and Hospitality | International Cuisine
○	xviii	Food and Hospitality | Cake and Pastries
○	xix	Food and Hospitality | Café Food
○	xx	Textiles | Machine Sewing
○	xxi	Workplace Practices
○	xxii	Psychology
○	xxiii	Legal Studies

South Australian Certificate of Education

SACE Years 11 & 12

Year 11 & 12 studies are based around the South Australian Certificate of Education (SACE).

The Oakbank School SACE curriculum recognises that there are many different ways for students to reach their goals – from those wishing to gain essential work qualifications including traineeships and apprenticeships to those students looking to enter university or TAFE courses.

SACE is studied at Stage 1 (Year 11) and Stage 2 (Year 12) levels. Please see the SACE website for in-depth information.

Year 11 - SACE Stage 1

Secondary School Subjects

OAKBANK SCHOOL

Year 11 (SACE Stage 1) sees Oakbank School students tailor their curriculum to their fields of interest and their goals, while continuing to develop their abilities in core subjects.

Year 11 students will study the following:	
Semester 1	**Semester 2**
English	English
Mathematics	Mathematics
Elective	Activating Identiiies & Futures (AIF)
Elective	Elective
Elective	Elective
Elective	Elective

South Australian Certificate of Education

Year 11 Subjects

Compulsory Subjects

1	✓		Activating Identities and Futures (EIF)	1 Semester
2	Select 1	○	i English	Full Year
		○	ii Essential English	
3	Select 1	○	i Mathematical Methods	Full Year
		○	ii General Mathematics	
		○	iii Essential Mathematics	

Elective Subjects

7	Select 7 with 2 reserves (preferenced as 1-9)			
		○	i. Agriculture A & B	Full Year Electives
		○	il. Biology	
		○	iii. Chemistry	
		○	iv. Physics	
		○	v. Tourism	1 Semester Electives
		○	vi. Modern History	
		○	vii Society and Culture	
		○	viii Creative Arts	
		○	ix Physical Education	
		○	x Health and Wellbeing	
		○	xi Design Technology: Material Solutions	
		○	xii Child Studies	
		○	xiii Food and Hospitality	
		○	xiv Workplace Practices	

Year 12 - SACE Stage 2

Secondary School Subjects

Year 12 (SACE Stage 2) sees Oakbank School students further tailor their curriculum to their fields of interest and their goals as independent learners managing themselves and their commitments in a supportive environment.

Year 12 students will study the following:	
Semester 1	**Semester 2**
	Elective
	Elective
	Elective
	Elective

Year 12 Subjects

Elective Subjects

7 Select 4 with 2 reserves (preferenced as 1-9)

○	i	Agriculture Production
○	ii	Biology
○	iii	Child Studies
○	iv	Creative Arts
○	v	Design Technology: Material Solutions
○	vi	English
○	vii	Essential English
○	viii	Mathematical Methods
○	ix	General Mathematics
○	x	Essential Mathematics
○	xi	Food and Hospitality
○	xii	Health and Wellbeing
○	xiii	Society and Culture
○	xiv	Modern History
○	xv	Tourism

All Year 12 subjects are Full Year

Subject Pathways

Secondary School Years 10-12

Indentities and Futures

Year 10	Year 11
Exploring Identities and Futures (EIF)	Activating Identities and Fuitures (AIF)

The Arts

Year 10	Year 11	Year 12
Creative Arts	Creative Arts Visual Arts	Creative Arts Visual Arts

Business, Enterprise and Technologies

Year 10	Year 11	Year 12
Design Technologies (multiple modules)	Design Technologies: Material Solutions	Design Technologies: Material Solutions
Digital Technologies (multiple modules)		
	Workplace Practices	Workplace Practices
Agriculture	Agriculture	Agriculture
Food & Hospitality (multiple modules)	Food & Hospitality	Food & Hospitality
	Child Studies	Child Studies

English

Year 10	Year 11	Year 12
Extension English General English Essential English	General English Essential English	General English Essential English

Health and PE

Year 10	Year 11	Year 12
Physical Education & Health Health & Wellbeing Outdoor Education	Physical Education Health & Wellbeing	Physical Education Health & Wellbeing

Humanities and Social Sciences

Year 10	Year 11	Year 12
History	Modern History Society & Culture	Modern History Society & Culture

Maths

Year 10	Year 11	Year 12
Essential Mathematics General Mathematics Mathematical Methods	Essential Mathematics General Mathematics Mathematical Methods	Essential Mathematics General Mathematics Mathematical Methods

Science

Year 10	Year 11	Year 12
Extension Science Applied Science	Chemistry Biology Physics	Chemistry Biology Physics

Identities and Futures

Year 10 → **Year 11**

Exploring Identities and Futures (EIF) → Activating Identities and Fuitures (AIF)

Year 10 (SACE Stage 1)

Exploring Identities and Futures (EIF)

Course Length: Semester
SACE: Stage 1 10 Credits
Prerequisites: None

Description

Exploring Identities and Futures (EIF) is an exciting flagship subject that responds to the rapidly changing local and global context that our students are living and learning in. EIF is a Stage 1 subject that supports students to learn more about themselves and explore their aspirations and future. EIF prepares students for a different way of thinking and learning in senior school. As students begin their SACE journey, they build the knowledge, skills, and capabilities required to be thriving learners and are empowered to take ownership of where their pathway leads, exploring interests, work, travel and/or further learning.
EIF is the result of work to revitalise the Personal Learning Plan (PLP) and Research Project (RP) to better meet the needs of current and future students in a changing world.

Assessment

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

Additional Information

Exploring Identities and Futures is a compulsory element of the SACE which students must complete with a C- or higher grade in order to gain their SACE.

Year 11 (SACE Stage 1)

Activating Identifies and Futures (AIF)

Course Length: Semester
SACE: Stage 2 20 Credits
Prerequisites: Completion on EIF with C grade

Description

In this subject, you will have the opportunity to explore ideas related to an area of personal interest and:

- consider the purpose and value of learning for self, others and/or community
- explore, select and use strategies, perspectives and feedback to progress the learning
- manage time and resources and engage in decision making to progress the learning
- evaluate and reflect upon the impact of strategies, perspectives and feedback upon the learning process and output

Assessment

School Based Assessment

- AT1 Portfolio 30% - this is a curation of 'natural' evidence to demonstrate student progress towards a chosen learning goal (no word/time limit)
- AT2 Progress Check 40% - this is a minimum of 2 assessments of the progress made in the learning at a particular stage (1,500 word limit or 10 minute multimodal equivalent)

External Assessment

- AT3 Appraisal 30% - this is an appraisal of the learning process and learning output (1,000 word limit or 6 minute multimodal equivalent)

Additional Information

Activating Identities and Futures is a compulsory element of the SACE which students must complete with a C- or higher grade in order to gain their SACE.

The Arts

Year 10	Year 11	Year 12
Creative Arts	Creative Arts Visual Arts	Creative Arts Visual Arts

Year 11 (SACE Stage 1)

Creative Arts

Course Length:
Semester each

SACE: Stage 1 10 Credits each semester

Description

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

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

Assessment

Assessment Type 1: Product

Assessment Type 2: Folio.

For a 10 credit subject, it is recommended that students provide evidence of their learning through three assessments. Students:

- develop and present one creative arts product
- undertake one inquiry and one skills assessment for the folio.

Visual Arts

Course Length:

Semester each

SACE: Stage 1 10 credits each semester

Description

Art encompasses both artistic and crafting methods and outcomes. The process of creating in both art and craft includes the initiation and development of ideas, research, analysis and exploration, experimentation with media and techniques, and resolution and production in the realisation of an artwork.

Assessment:

- 40% Folio
- 30% Two or three practical works
- 30% Visual study

Year 12 (SACE Stage 2)

Creative Arts

Course Length: Full Year

SACE: Stage 2 20 Credits

ATAR: Yes

Description

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

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

Assessment

School Assessment (70%)

Assessment Type 1: Product (50%)

Assessment Type 2: Inquiry (20%)

External Assessment (30%)

Assessment Type 3: Practical Skills (30%).

For a 20 credit subject, it is recommended that students provide evidence of their learning through five assessments, including the external assessment component. Students:

- develop and present two creative arts products
- undertake two inquiries
- undertake one practical skills assessment.

Visual Arts

Course Length: Full Year

Assumed Knowledge

Completion of one semester of Stage 1 Visual Arts in the C grade band or higher.

ATAR: Yes

Description

Students work as an artist in their selected genre. They develop projects, skills and techniques using their chosen media, through one or more of the following: painting, video, installation, assemblage, digital imaging, drawing, mixed media, printmaking, photography, wood, plastic or metal fabrication, sculpture, ceramics, and textiles.

Content

- Conceive, develop, and make work(s) of art that reflect individuality and development and communication of a personal visual aesthetic
- Demonstrate visual thinking, evaluation of ideas in technical skills with media, materials and technologies
- Apply technical skills in using media, materials, and technologies to solve problems and resolve works of art
- Communicate knowledge and understanding of their own works and the connections between their own and other practitioners' works of art
- Analyse, interpret, and respond to visual arts in cultural, social, and/or historical contexts

Assessment:

School Assessment (70%)

Assessment Type: Visual Thinking Folio

Assessment Type 2: Practical Resolution

External Assessment (30%)

Assessment Type 3: Visual Study

Business, Enterprise and Technologies

Year 10	Year 11	Year 12
Design Technologies (multiple modules)	Design Technologies: Material Solutions	Design Technologies: Material Solutions
Digital Technologies (multiple modules)		
Tourism	Tourism	Tourism
	Workplace Practices	Workplace Practices
Agriculture	Agriculture	Agriculture
Food & Hospitality (multiple modules)	Food & Hospitality	Food & Hospitality
	Child Studies	Child Studies

Year 11 (SACE Stage 1)

Design Technologies: Material Solutions

Course Length: Semester

SACE: Stage 1 10 Credits

Description

In Design & Technology Material Solutions 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.

Assessment

Assessment Type 1: Specialised Skills Task

Assessment Type 2: Design Process and Solution.

For a 10-credit subject, students should provide evidence of their learning through three assessments. Students undertake:

- two specialised skills tasks
- one design process and solution task.

Tourism

Course Length: Semester
SACE: Stage 1 10 Credits

Description

In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry. They investigate local, national, and global tourism; and explore tourism as a business. Students gain an understanding of the complex economic, social, cultural and environmental impacts of tourism. A student's understanding of the sustainable management of tourism is central to the subject.

Assessment

The course includes a variety of tasks involving written assignments, oral activities, group work and negotiated multimodal capabilities.

1. Case Study
2. Source Analysis
3. Practical Activity
4. Investigation

Workplace Practices 1&2

Course Length: Semester
SACE: Stage 1 10 Credits

Description

Students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the value of unpaid work to society, future trends in the world of work, workers' rights and responsibilities and career planning.

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).

Assessment

Assessment Type 1: Folio

Assessment Type 2: Performance

Assessment Type 3: Reflection.

For a 10 credit subject, students should provide evidence of their learning through four assessments. Students undertake:

- at least one assessment for the folio
- one assessment for the performance
- at least one assessment for the reflection.

Agriculture

Course Length: Full Year
SACE: Stage 1 10 Credits each semester

Description

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

Assessment

Assessment Type 1: Agricultural Reports

Assessment Type 2: Applications.

For a 10-credit subject, students provide evidence of their learning through four assessments.

Students complete:

- at least one practical report
- one report with a focus on science as a human endeavour
- at least one applications task.

Food and Hospitality

Course Length: Semester
SACE: Stage 1 10 Credits

Description

The food and hospitality industry is dynamic and changing. In Stage 1 Food and Hospitality, students examine some of the factors that influence people's food choices and the health implications of those choices. They also gain an understanding of the diversity of the food and hospitality industry in meeting the needs of local people and visitors.

Students may be required to participate in activities outside school hours, both within the school and in the wider community.

Assessment

Assessment Type 1: Practical Activity

Assessment Type 2: Group Activity

Assessment Type 3: Investigation.

Child Studies

Course Length: Semester
SACE: Stage 1 10 Credits

Description

In Stage 1 Child Studies, students examine the period of childhood from conception to 8 years, and issues related to the growth, health, and well-being of children. They examine diverse attitudes, 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

Assessment Type 1: Practical Activity

Assessment Type 2: Group Activity

Assessment Type 3: Investigation.

Year 12 (SACE Stage 2)

Design & Technology

Course Length: Full Year
SACE: Stage 2 20 Credits
Prerequisites: 1 Semester of Stage 1 Design & Technology
ATAR: Yes

Description

In Stage 2 students use an iterative design process to explore possible solutions to a problem or opportunity. They 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 evaluation of the solution and vice versa.

In this subject, a 'solution' is an outcome of the design and realisation process in relation to the chosen context. A solution could be fully realised or a model, prototype, system, part, process (i.e. procedures to output a product), or product.

Students analyse influences on a solution including ethical, legal, economic, and/or sustainability issues. They consider the practical implications of these issues on society or on design solutions.

Students apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices when creating the solution.

Assessment

School assessment (70%)

Assessment Type 1: Specialised Skills Task (20%)

Assessment Type 2: Design Process and Solution (50%)

External assessment (30%)

Assessment Type 3: Resource Study (30%)

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

- two specialised skills tasks
- one design process and solution task
- one resource study.

Tourism

Course Length: Full Year
SACE: Stage 2 20 Credits
ATAR: Yes

Description

Tourism at this level consists of content based on four themes and three of the topics below. Themes include:

- Operations and Structures of the Tourism Industry
- Travellers Perceptions, and the Interactions of the Host Community and Visitor
- Planning for and Managing Sustainable Tourism
- Evaluating the Nature of work in the Tourism Industry

Possible Topics

- Applications of Technology in Tourism
- The Economics of Tourism
- Establishing a Tourism Venture
- Indigenous People and Tourism
- Management of Local Area Tourism
- The Impacts of Tourism
- Marketing Tourism
- Special Interest Tourism
- Responsible Travel
- The Role of Governments and Organisations in Tourism
- Tourism Industry Skills

Assessment

School Assessment (70%)

Course Work Folio (20%), Practical Activity (25%) and Investigation (25%)

External Assessment (30%)

Written Examination (30%) 2 hour.

Workplace Practices

Course Length: Full Year
SACE: Stage 2 20 Credits
ATAR: Yes

Description

Students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the value of unpaid work to society, future trends in the world of work, workers' rights and responsibilities and career planning.

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).

Stage 2 focuses in on the students chosen industry/s and the knowledge, issues, skills and capabilities relevant to these.

Assessment

School Assessment (70%)

Assessment Type 1: Folio (25%)

Assessment Type 2: Performance (25%)

Assessment Type 3: Reflection (20%)

External Assessment (30%)

Assessment Type 4: Investigation (30%).

For a 20 credit subject, students should provide evidence of their learning through seven or eight assessments, including the external assessment component. Students undertake:

- at least three assessments for the folio
- one or two assessments for the performance
- at least two assessments for the reflection
- one investigation.

Agriculture

Course Length: Full Year

SACE: Stage 2 20 Credits

Prerequisites:

Minimum C grade in full year of Stage 1 Agriculture

Description

Students who choose this subject will focus their studies on learning about the scientific principles and concepts that underpin agricultural systems and the management of animals, plants and soils. More specifically in Animal Systems students will learn about digestion, nutrient uptake, animal nutrition requirements and feeding options as well as animal reproduction and breeding programmes. In plant systems student will learn about plant structure and function, how a plant grows and how plant growth can be manipulated to maximise production. In Soil and Water Systems students will learn about the important soil characteristics such as structure, texture, pH and how these characteristics s affect plant growth as well as the importance of soil organic matter and soil water.

Content

- Animal Systems
- Plant Systems
- Soil and Water Systems
- Experimental Investigation

Assessment

School Assessment (70%)

Agricultural Reports (30%)
Applications (40%)

External (30%)

Experimental Investigation (30%)

Food and Hospitality

Course Length: Full Year

SACE: Stage 2 20 Credits

Prerequisites: 1 semester of Stage 1 Food and Hospitality

ATAR: Yes

Description

Stage 2 Food and Hospitality focuses on the contemporary and changing nature of the food and hospitality industry. Students critically examine contemporary and future issues within the food and hospitality industry and the influences of economic, environmental, legal, political, sociocultural, and technological factors at local, national, and global levels.

Students may be required to participate in activities outside school hours, both within the school and in the wider community.

Assessment

School Assessment (70%)

Assessment Type 1: Practical Activity (50%)

Assessment Type 2: Group Activity (20%)

External Assessment (30%)

Assessment Type 3: Investigation (30%).

Child Studies

Course Length: Full Year

SACE: Stage 2 20 Credits

Prerequisites: 1 semester of Stage 1 Food and Hospitality

ATAR: Yes

Description

Stage 2 Child Studies focuses on children's growth and development from conception to 8 years. Students critically examine attitudes and values about parenting/care-giving and gain an understanding of the growth and development of children. This subject enables students to develop a variety of research, management, and practical skills.

Childhood is a unique, intense period of growth and development. Children's lives are affected by their relationships with others; their intellectual, emotional, social, and physical growth; cultural, familial, and socio-economic circumstances; geographic location; and educational opportunities.

Assessment

School Assessment (70%)

- Assessment Type 1: Practical Activity (50%)
- Assessment Type 2: Group Activity (20%)

External Assessment (30%)

- Assessment Type 3: Investigation (30%).

English

Year 10	Year 11	Year 12
Extension English General English Essential English	General English Essential English	General English Essential English

Year 11 (SACE Stage 1)

General English

Course Length:
Full Year

SACE:
Stage 1 10 Credits each semester

Description

Stage 1 English has an emphasis on responding to texts, creating texts, and intertextual study. Students critically and creatively engage with a variety of types of texts including novels, film, media, poetry, and drama texts.

Assessment

Assessment Type 1: Responding to Texts

Assessment Type 2: Creating Texts

Assessment Type 3: Intertextual Study

Four assessments in total, with at least one assessment from each assessment type.
At least one assessment will be an oral or multimodal presentation, and at least one will be in written form.

Essential English

Course Length:
Full Year

SACE: Stage 1 10 Credits each semester

Description

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

Assessment

Assessment Type 1: Responding to Texts

Assessment Type 2: Creating Texts

Four assessments in total, with at least one assessment from each assessment type.
At least one assessment will be an oral or multimodal presentation, and at least one will be in written form.

Year 12 (SACE Stage 2)

General English

Course Length: Full Year
SACE: Stage 2 20 Credits
ATAR: Yes

Description

In Stage 2 English students analyse the interrelationships of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

Assessment

School assessment (70%)

Assessment Type 1: Responding to Texts (30%)

Assessment Type 2: Creating Texts (40%)

External assessment (30%)

Assessment Type 3: Comparative Analysis (30%).

For a 20-credit subject, students should provide evidence of their learning through eight assessments, including the external assessment component.

Students complete:

- three responses to texts
- four created texts (one of which is a writer's statement)
- one comparative analysis.

Essential English

Course Length: Full Year
SACE: Stage 2 20 Credits
ATAR: Yes

Description

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

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

Assessment

School assessment (70%)

Assessment Type 1: Responding to Texts (30%)

Assessment Type 2: Creating Texts (40%)

External assessment (30%)

Assessment Type 3: Language Study (30%)

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

- three assessments for responding to texts
- three assessments for creating texts
- one language study.

Health and PE

Year 10	Year 11	Year 12
Physical Education & Health Health & Wellbeing Outdoor Education	Physical Education Health & Wellbeing	Physical Education Health & Wellbeing

Year 11 (SACE Stage 1)

Physical Education

Course Length: Semester
SACE: Stage 1 10 Credits
Prerequisites: None

Description

Students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. Physical activities can include sports, theme-based games, fitness and recreational activities.

Assessment

Assessment Type 1: Performance Improvement

Assessment Type 2: Physical Activity Investigation.

Health and Wellbeing

Course Length: Semester
SACE: Stage 1 10 Credits

Course Description: Students develop the knowledge, skills and understandings required to explore and understand influences and make decisions regarding health and wellbeing. They consider the role of health and wellbeing in different contexts and explore ways of promoting positive outcomes for individuals, communities and the global society. Students may explore principles and frameworks relating to health and wellbeing.

Content:

- Health literacy
- Health determinants
- Social equity
- Health promotion Assessment Components
- Practical action
- Issue inquiry

Assessment

Assessment Type 1: Practical Action (60%)

Assessment Type 2: Issue Inquiry (40%)

Year 12 (SACE Stage 2)

Physical Education

Course Length: Full Year

SACE: Stage 2 20 Credits

Prerequisites: Completion of Stage 1 Physical Education

Description

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

Physical activities can include sports, themebased games, laboratories, and fitness and recreational activities. Classes can undertake a single-focus approach (e.g. single sport) or multiple sports, games, and/or activities. The use of technology is integral to the collection of data such as video footage, heart rates, fitness batteries, and game statistics.

Theory components:

- Effects of training on physical performance
- Biomechanics and technology
- Learning theories
- Psychology of sporting performance
- Group dynamics

Assessment

School Assessment (70%)

Assessment Type 1: Diagnostics 30%

Assessment Type 2: Improvement Analysis 40%

External Assessment (30%)

Assessment Type 3: Group Dynamics

Health and Wellbeing

Course Length: Full Year

SACE: Stage 2 20 Credits

Assumed Knowledge: Completion of Stage 1 Health and Wellbeing in the C grade band or higher.

ATAR: Yes

Description

Course Description:

Students develop the knowledge, skills and understandings required to explore and analyse influences, and make informed decisions regarding health and wellbeing. Students evaluate current trends and issues that impact on health and wellbeing. They reflect on personal and community actions to promote and improve sustainable outcomes for individuals and our global society. Students explore and develop skills as advocates for change and consider moral and ethical perspectives.

Content:

- Health literacy
- Health determinants
- Health promotion
- Social equity

Assessment

Assessment Type 1: Initiative (40%)

Assessment Type 2: Folio (30%)

Assessment Type 3: Inquiry (30%)

Humanities and Social Sciences

Year 10	Year 11	Year 12
History	Modern History Society & Culture	Modern History Society & Culture

Year 11 (SACE Stage 1)

Modern History

Course Length: Semester
SACE: Stage 1 10 Credits

Description

In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements, the ideas that inspired them, and their short-term and long-term consequences for societies, systems, and individuals.

Students explore the impacts of these developments and movements on people's ideas, perspectives, circumstances, and lives. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies.

The developments and movements have been subject to political debate. Students consider the dynamic processes of imperialism, revolution, and decolonisation, and how these have reconfigured political, economic, social, and cultural systems. Students also look at how recognition of the rights of individuals and societies has created challenges and responses.

Assessment

Assessment Type 1: Historical Skills

Assessment Type 2: Historical Study.

For a 10-credit subject, students provide evidence of their learning through four assessments.

Students undertake:

- three historical skills assessments
- one historical study.

Society & Culture

Course Length: Semester
SACE: Stage 1 10 Credits

Description

Students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups.

Assessment

Assessment Type 1: Sources Analysis

Assessment Type 2: Group Activity

Assessment Type 3: Investigation.

Maths

Year 10	Year 11	Year 12
Essential Mathematics General Mathematics Mathematical Methods	Essential Mathematics General Mathematics Mathematical Methods	Essential Mathematics General Mathematics Mathematical Methods

In Year 11 all students must complete at a minimum Semester 1 of a Mathematics subject and receive a Minimum C- grade to receive their complulsory 10 SACE Credits for Mathematics.

Year 11 (SACE Stage 1)

Essential Mathematics

Course Length: Full Year
SACE: Stage 1 20 Credits
Prerequisites: None

Description

Essential Mathematics is designed for a range of students including those who are seeking to meet the SACE numeracy requirement, and students who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on extending students' mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts, in flexible and resourceful ways.

Assessment

Assessment Type 1: Skills and Applications Tasks

Assessment Type 2: Folio.

For a 10-credit subject, students provide evidence of their learning through four assessments.

Students undertake:

- at least two skills and applications tasks
- at least one folio task.

General athematics

Course Length: Full Year
SACE: Stage 1 20 Credits
Prerequisites: None

Description

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. Topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, networks and matrices, and discrete models. Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Assessment

Assessment Type 1: Skills and Applications Tasks

Assessment Type 2: Mathematical Investigation.

For a 10-credit subject, students should provide evidence of their learning through four assessments.

Students undertake:

- at least two skills and applications tasks
- at least one mathematical investigation.

Mathematical Methods

Course Length:
Full Year

SACE: Stage 1 10 Credits each semester

Prerequisites: C grade or higher

Description

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

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

Assessment

Assessment Type 1: Skills and Applications Tasks

Assessment Type 2: Mathematical Investigation.

For a 10-credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%.

Students complete:

- at least two skills and applications tasks
- at least one mathematical investigation.

Year 12 (SACE Stage 2)

Essential Mathematics

Course Length: Full Year

SACE: Stage 2 20 Credits

Prerequisites: None

ATAR: Yes

Description

Essential Mathematics is designed for a range of students, including those who are seeking to meet the SACE numeracy requirement, and students who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on extending students' mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts, in flexible and resourceful ways.

Assessment

School Assessment (70%)

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

External Assessment (30%)

- Assessment Type 3: Examination

General Mathematics

Course Length: Full Year
SACE: Stage 2 20 Credits
Prerequisites: None
ATAR: Yes

Description

General Mathematics extends students' mathematicall skills in ways that apply to paractical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions and discrete modelling using networks and matrices.

Assessment

School Assessment (70%)

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

External Assessment (30%)

- Assessment Type 3: Examination

Mathematical Methods

Course Length: Full Year
SACE: Stage 2 20 Credits
Prerequisites: Completion of Stage 1 Mathematics
ATAR: Yes

Description

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

Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Content

Stage 2 Mathematical 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

School Assessment (70%)

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

External Assessment (30%) Assessment

- Type 3: Examination

Additional Information

Students are expected to own a graphics calculator, approximately $200, preferably a Casio fx-CG50AU, Casio fx-CG20 AU, or a Casio fx9860G AU

Year 12 (SACE Stage 2)

Modern History

Course Length: Full Year
SACE: Stage 2 20 Credits
ATAR: Yes

Description

In Modern History students will investigate the development of modern nations during the rapid change of the 20th Century. Students will develop insights into the characteristics of a modern nation, and the crises and challenges which have confronted it. In the study of Germany 1918- 1948 students investigate how Germany went from burning cash for fuel, the Golden Age of culture and hope, the total collapse of democracy and rise of Hitler, total world war, institutionalised genocide, culminating in the 40- year fracturing of Germany.

The Changing World Order considers how nations, including some emerging, sought to impose their influence and power, and how nations sought to forge their own destiny. It directly investigates the origin and evolution of the Cold War, and its visible impact on our current world. There will be specific examination of nuclear warfare, espionage, political assassinations both literally and figuratively, the covert and overt toppling of governments, proxy wars, protest, riot, and revolution both velvet and violent. If you want to know how the Soviet Union collapsed, why we dropped nuclear bombs in our backyard, and the basis for our current global order, this course is for you.

Topics which will be studied throughout this course include:

- Germany 1918-48
- The Changing World Order 1945-

Assessment

School assessment (70%)

- Assessment Type 1: Historical Skills
- Assessment Type 2: Historical Study

External assessment (30%)

- Assessment Type 3: Examination

Society & Culture

Course Length: Full Year
SACE: Stage 2 20 Credits
ATAR: Yes

Description

Through the study of Society and Culture, students develop the ability to influence their own futures, by developing skills, values and understandings that enable effective participation in contemporary society.

The social inquiry approach to learning forms the core of the study of Society and Culture. Through the study of a topic, students develop skills in various approaches to, and methods of, investigating and analysing contemporary social issues. They become familiar with the limits and potential of these approaches and methods, and with the ethical issues associated with them.

Assessment

School Assessment (70%)

- Assessment Type 1: Folio (50%)
- Assessment Type 2: Interaction (20%)

External Assessment (30%)

- Assessment Type 3: Investigation (30%).

Science

Year 10	Year 11	Year 12
Extension Science Applied Science	Chemistry Biology Physics	Chemistry Biology Physics

Year 11 (SACE Stage 1)

Biology

Course Length: Full Year

SACE: Stage 1 10 Credits each semester

Prerequisites: None before Semester 1, Semester 1 before Semester 2

Description

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.

Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives, society, and the environment. They apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world.

Assessment

Assessment Type 1: Investigations Folio

Assessment Type 2: Skills & Applications Tasks.

For a 10-credit subject, students provide evidence of their learning through four assessments.

Students complete:

- at least one practical investigation
- one investigation with a focus on science as a human endeavour
- at least one skills and applications task.

Physics

Course Length: Fuil Year

SACE: Stage 1 10 Credits each semester

Prerequisites: None before Semester 1, Semester 1 before Semester 2

Description

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies, and innovations.

Through further developing skills in gathering, analysing, and interpreting primary and secondary data to investigate a range of phenomena and technologies, students increase their understanding of physics concepts and the impact that physics has on many aspects of contemporary life.

Assessment

Assessment Type 1: Investigations Folio

Assessment Type 2: Skills and Applications Tasks.

For a 10-credit subject, students provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%.

Students complete:

- at least one practical investigation
- one investigation with a focus on science as a human endeavour
- at least one skills and applications task.
- Year 10

Chemistry

Course Length: Full Year

SACE: Stage 1 10 Credits each semester

Prerequisites: None before Semester 1, Semester 1 before Semester 2

Description

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

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

Through the study of Chemistry, students develop the skills that enable them to be questioning, reflective, and critical thinkers; investigate and explain phenomena around them; and explore strategies and possible solutions to address major challenges now and in the future (for example, in energy use, global food supply, and sustainable food production).

Students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges, and pursue future pathways, including in medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.

Assessment

Assessment Type 1: Investigations Folio

Assessment Type 2: Skills & Applications Tasks.

For a 10-credit subject, students provide evidence of their learning through four assessments.

Year 12 (SACE Stage 2)

Biology

Course Length: Full Year

SACE: Stage 2 20 Credits

Prerequisite: Minimum C grade in full year of Stage 1 Biology

Description

Students learn about the cellular and overall structures and functions of a range of living organisms. Through investigation, students develop an understanding of how biology impacts their lives, society, and the environment. Science inquiry skills and science as a human endeavour are integral to students' learning and are interwoven through the topics.

Content • DNA and proteins • Cells as the basis of life • Homeostasis • Evolution • Science inquiry skills • Science as a human endeavour

Assessment

School Assessment (70%)

- Skills and application tasks (40%)
- Investigations folio (30%)

External Assessment 30%

- Exam (30%)

Physics

Course Length: Full Year

SACE: Stage 2 20 Credits

Prerequisite: 2 semesters of Stage 1 Physics completed to a "B" minimum are required for entry to this course.

Description

The study of Physics offers opportunities for students to understand and appreciate the natural world. This subject requires the interpretation of physical phenomena through a study of motion and relativity, electricity and magnetism, and light and atoms. The beginning of the course focuses on motion and relativity, such as 2D motion, Newton's Laws, gravity and special relativity. The latter parts of the course cover electric and magnetic fields, along with the study of light, and the physics of atomic structure.

After Stage 2, students can pursue scientific pathways, for example, in engineering, renewable energy generation, communications, materials innovation, transport and vehicle safety, medical science, scientific research, and the exploration of the universe.

Stage 2 Physics is organised around the following three topics:

- Motion and relativity
- Electricity and magnetism
- Light and atoms

Assessment

School Assessment (70%)

Assessment Type 1: Investigations Folio

Assessment Type 2: Skills and Applications Tasks

External Assessment (30%)

Assessment Type 3: Examination

Chemistry

Course Length: Full Year

SACE: Stage 2 20 Credits

Prerequisite: Minimum C grade in full year of Stage 1 Chemsutry

Description

Students learn about the nature of matter and the means by which chemical reactions can be studied and controlled. Through investigation, students develop an understanding of how chemistry impacts their lives, society, and the environment. Science inquiry skills and science as a human endeavour are integral to students' learning and are interwoven through the topics. Content • Nature of matter • Using and Controlling Reactions • Organic molecules • Materials Science • Science inquiry skills • Science as a human endeavour

Assessment

School Assessment (70%)

Skills and application tasks (40%
Investigations folio (30%)

External Assessment 30%

Exam (30%)

“Our Learning Pathways give students flexible options to reach their goals.”

Vocation Education & Training & School Based Apprenticeships

VET in SACE

As part of their SACE, students can complete vocational education and training (VET) that is within the AQF (Australian Qualifications Framework). The SACE Board's recognition arrangements enable students to build meaningful pathways in the SACE through VET.

The recognition arrangements for VET in the SACE include recognition of:

- completed qualifications
- partly completed qualifications (for which a student has completed one or more units of competency)
- skill sets.

The SACE Board recognises VET that:

- is listed on the training.gov.au website
- is delivered and assessed by, or under the auspices of, registered training organisations (RTOs), which are registered to deliver and/or assess the VET qualification
- is delivered and assessed in accordance with the VET Quality Framework
- can be certified on a transcript, statement of attainment, or qualification issued by an RTO.

The SACE enables students to include a significant amount of VET in their SACE studies. Students can gain recognition for up to 150 SACE credits at Stage 1 and/or Stage 2 for successfully completed VET.

Adelaide Hills Student Pathways 2026 VET Courses

ahsps.com.au

AHSP member schools offer a range of different VET courses. These courses are shown under each host school below. Further course information and application details are available on the website.Applications for courses close at the end of Term 3 for the following year.

Oakbank School

Animal Care & Husbandry

Qualification: AHC32816
Certificate lll in Animal Care and Husbandry
Course Location: Oakbank School
RTO: RST (140107)
Duration: 3 Semesters (18 months)
SACE Credits: Up to 120, Stage 2 Credits
Price: TBC

Information Technology (with a focus on Cybersecurity)

Qualification: ICT30120
Certificate lll in Information Technology
Course Location: Oakbank School
RTO: Adelaide Institute of Business and Technology (40312)
Duration: 2 Semesters
SACE Credits: 60, Stage 2 Credits
Price: $1,475

Birdwood High School

Engineering Pathways

Qualification: MEM20422
Certificate ll in Engineering Pathways
Course Location: Birdwood High School
RTO: PEER (45744)
Duration: 2 Semesters
SACE Credits: 55, Stage 1 credits
Price: $636

Food Processing (Baking)

Qualification: FBP20122
Certificate ll in Food Processing (Specialising in Baking)
Course Location: Birdwood High School
RTO: TAFE SA (41026)
Duration: 2 Semesters
SACE Credits: 70, Stage 1 credits
Price: $312

Screen & Media (3D Animation & 3D Modelling)

Qualification: CUA31020
Certificate lll in Screen and Media
Course Location: Birdwood High School
RTO: Marden Senior College (40046)
Duration: 2 Semesters
SACE Credits: 75, Stage 2 credits
Price: $500

Cornerstone College

Fitness Instructor

Qualification: SIS30321 Certificate lll in Fitness
Course Location: Cornerstone College
RTO: Active Training (40276)
Duration: 3 Terms
SACE Credits: 95, Stage 2 Credits
Price: $1,400 (Fee for Service)00
(Fee for Service)

Hills Christian Community School

Christian Ministry and Theology (Veta Morphus)

Qualification: 11236NAT Certificate III in Christian Ministry and Theology (Veta Morphus)
Course Location: Hills Christian Community School
RTO: Evolation Learning Pty Ltd (45219)
Duration: 2 Semesters
SACE Credits: 70, Stage 2 Credits
Price: $2,500

VET & School Based Apprenticeships

Secondary School Pathways

VET at Oakbank School & Adelaide Hills Student Pathways

Nationally Recognised Vocational Education & Training

Oakbank School is a member of the Adelaide Hills Student Pathways (AHSP) group, which provides a number of accredited Vocational Education and Training (VET) courses each year to students and others from within the Adelaide Hills' community.

The successful completion of certain VET units may be included in a student's SACE units, and a full Certificate III or higher may potentially be used towards an ATAR for University entrance.

While there is a range of options available through the AHSPs Alliance, Oakbank School is proud to host the Certificate III in Agriculture, Certificate III in Animal Care and Husbandry and Certificate III in Information Technology.

VET courses require family support including transport support, student's full commitment and full attendance. Students attendance to school may be considered in their readiness for VET studies.

Course viability depends on numbers. It is best to get your application in as soon as possible to secure your place. Applications are due in term 3.

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VET Readiness Orientation (VETRO)

Students applying for VET are required to provide evidence of completion of a relevant VET Pathway to show readiness for their VET training. This may include work experience, VET tasters, immersion activities, part-time work. The schools VET Coordinator will work with students and families to identify the necessary evidence.

School Based Apprenticeships and Traineeships

The training you do as part of your School Based Apprenticeship or Traineeship (SBAT) can also count towards your SACE.

An SBAT gives you the unique opportunity to combine VET training, with an employment contract whilst still completing your SACE.

SBATs are generally highly valued by employers and are a valid pathway for students to transition from school to employment, further training or higher education.

SBATs are not just available in the traditional trade pathways, such as Plumbing, Automotive, Hair and Beauty, Building and Construction for example, but can be undertaken in areas such as Business and Administration, Sport and Recreation, Dental Assistance just to name a few.

VET for tertiary entrance

A maximum of 20 credits achieved from VET can count towards tertiary entrance for university and TAFE.

For completed VET to count as Recognised Studies, it must be:

- Certificate III level (or higher) in the AQF (Australian Quality Framework)
- recognised in the SACE at Stage 2 for at least 10 credits.
- Recognised Studies, including VET, can only count to a maximum of 20 credits in an ATAR. Students also need to satisfy all other university entrance criteria.

Heathfield High School

Commercial Cookery

Qualification: SIT20421 Certificate ll in Cookery
Course Location: Piltarilla Skill Centre, Heathfield High
RTO: Adelaide Institute of Hospitality AIOH (40138)
Duration: 1 Semester
SACE Credits: 55, Stage 1 Credits
Price: $237.50

Construction Pathways

Qualification: CPC20220 Certificate ll in Construction Pathways
Course Location: Building & Construction Centre, Heathfield High
RTO: ATEC (0022)
Duration: 38 weeks
SACE Credits: 40, Stage 1 Credits
Price: $190 Qualification: SIT20421 Certificate II in Cookery

Introduction to Hospitality (Cookery & Barista)

(Partial) and SIT20322 Certificate n Hospitality (Partial)

Course Location: Piltarilla Skill Centre, Heathfield High
RTO: Adelaide Institute of Hospitality AIOH (40138)
Duration: 5 Weeks
SACE Credits: 15, Stage 1 Credits
Price: $450

Mt Barker High School

Electrotechnology (CareerStart)

Qualification: UEE22020 Certificate ll Electrotechnology (CareerStart)
Course Location: Mt Barker High School, Trade Training Centre
RTO: PEER (45744)
Duration: 2 Semesters
SACE Credits: 55, Stage 1 credits
Price: $636

Plumbing (Pre-Apprenticeship)

Qualification: 22569VIC Certificate ll in Plumbing (Pre-Apprenticeship)
Course Location: Mt Barker High School, Trade Training Centre
RTO: PEER (45744)
Duration: 3 Semesters
SACE Credits: 70, Stage 1 Credits (upon completion of 3 Semesters)
Price: $636

Automotive Servicing Technology

Qualification: AUR20520 Certificate ll in Automotive Servicing Technology
Course Location: TAFE SA, Mt Barker Campus
RTO: TAFE SA (41026)
Duration: 4 Semesters
SACE Credits: Stage 2 50 credits (35 credits for Year 1)
Price: $273

St Francis de Sales College

Allied Health Assistance

Qualification: HLT33021 Certificate lll in Allied Health Assistance
Course Location: TAFE SA, Mt Barker Campus
RTO: TAFE SA (41026)
Duration: 3 Semesters
SACE Credits: 70, Stage 2 Credits (upon completion of 3 Semesters)
Price: TBC

Early Childhood Education & Care

Qualification: CHC30121 Certificate lll in Early Childhood Education & Care
Course Location: St Francis de Sales College, 8 Dutton Road Mount Barker
RTO: Queensford College (31736)
Duration: 3 Semesters
SACE Credits: Up to 155, Stage 2 Credits
Price: $600

Open Access College

Department for Education - Online Learning School

Students who wish to study subjects that are not delivered onsite may be supported through Open Access learning. In order to undertake Open Access studies, students must first demonstrate a need, commitment and ability to study in an online environment.

Teaching and learning at the College occurs through:

- a blended approach of online, virtual classroom lessons in small groups
- face to face opportunities eg workshops, excursions, camps, laboratory sessions
- access to year level and subject specific web sites
- custom designed support materials

Students have one 50 minute online learning session during which they explore the content and are given the independent learning materials. Open Access Teachers may add additional tutorial sessions. Students are expected to manage their time and work through the materials independently, They are expected to communicate when they need support.

For the full list of SACE subjects available at Open Access please visit- https://www.openaccess.edu.au/curriculum/sace

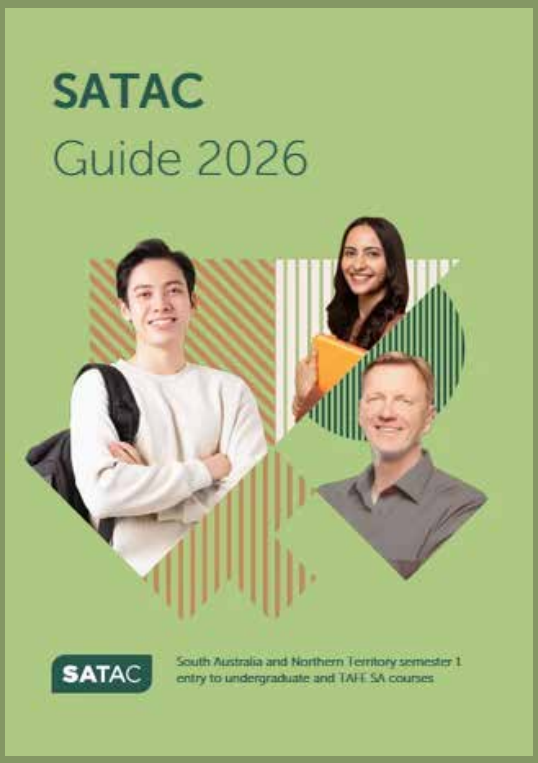
Applying for Tertiary Studies

Applications for University and TAFE courses in South Australia are managed through SATAC.

2026 SATAC Guide

The SATAC Guide provides information about applying for undergraduate and TAFE SA courses through SATAC.

All Year 12 students in South Australia and the Northern Territory have access to the Guide via the SATAC website **satac.edu.au/satac-publications**.



Tertiary Entrance 2026 | 2027 | 2028

The Tertiary Entrance booklet contains information about transitioning from school to tertiary studies. It's aimed at students studying the SACE in South Australia.

Students in Years 10, 11, and 12 can use this booklet to help them make subject choices in school that fit their future study goals. This booklet covers everything from the ATAR to prerequisites, scaling, and adjustment factors.

What is an ATAR?

Preparing for Tertiary Studies

SATAC

The South Australian Tertiary Admissions Centre (SATAC) performs a range of functions that support and facilitate the processing and assessment of applications for tertiary study in South Australia and the Northern Territory.

The Australian Tertiary Admission Rank (ATAR) is a rank given to secondary school students on a range from 0 to 99.95. The ATAR shows how you performed in your studies compared to other students completing an Australian Year 12 program. SATAC calculates the ATAR for SACE and NTCET students.

What is the ATAR used for?

Tertiary institutions use the ATAR to select students for their courses.

Course selection can be competitive. This happens when courses have more applicants than places available to offer. For this reason, tertiary institutions need a way of ranking applicants for each course.

The ATAR is a fair and transparent tool used to compare the academic results of students for the purpose of tertiary selection.

How to get an ATAR (SACE/NTCET students)

To qualify for an ATAR you first need a university aggregate. SATAC calculates the university aggregate by combining the scaled scores from your best 90 credits of study.

To be eligible for a university aggregate you need to:

- qualify for the SACE/NTCET
- follow the rules for precluded combinations
- follow the rules for counting restrictions
- complete at least 90 credits of study in Tertiary Admissions Subjects (TAS) and Recognised Studies at Stage 2
- of the 90 credits of study at least 60 credits of study must be from 20 credit TAS or valid pairs.

The university aggregate is calculated from your best scaled scores from three 20 credit TAS (60 credits) plus the best outcome from the flexible option (30 credits).

Scaled scores are reported to you out of 20.0 for 20 credit subjects and out of 10.0 for 10 credit subjects. If you don't attempt the publicly assessed component of a TAS (e.g. an exam or final recital) you will be given a scaled score of 0.0. Subjects with scaled scores of 0.0 can be used to calculate the university aggregate.

*90 credits of TAS must be completed in a maximum of three attempts which can be in non-consecutive years.

How SATAC calculates the ATAR

To calculate an ATAR from your university aggregate, SATAC looks at the percentage of students who achieved the same aggregate as you, or better.

We then assign a percentile rank (between 0 and 100) for each university aggregate achieved. For example:

- You get an aggregate of 78.00 out of 90.00.
- 10% of students also get 78.00 out of 90.00 or better.
- The aggregate of 78.00 now corresponds to a rank of 90.00 (100 minus 10).

We do this every year for SACE and NTCET students who qualify for a university aggregate. The group of students who qualify for an aggregate in a given year is the cohort.

The next step is looking at where the cohort sits compared to the entire population of students across Australia who are in the same age group.

Each year the cohort may differ from other years in that it may represent a smaller or larger percentage of the population who are in the same age group. The percentage from the given year is the participation rate.

We calculate the participation rate using population statistics from the Australian Bureau of Statistics and measuring these against the size of the cohort.

SATAC adjusts the percentile rank to take account of the participation rate and where you sit relative to the entire population. The result is the ATAR.

So, if you achieve an ATAR of 95.00 it shows that you performed as well as, or better than, 95% of the population.

Note

It is important to remember that the ATAR is a rank, not a score. It compares overall performance across the group, rather than individual performance in specific subjects. Its purpose is to select students for tertiary courses.

What is an ATAR?

Preparing for Tertiary Studies

Your **ATAR** is calculated from your **university aggregate**.
You need **90 subject credits** to calculate an aggregate.

60 + **30**

3 x 20 credit TAS
A **valid pair** of 10 credit subjects can be counted in lieu of a 20 credit TAS

Flexible Option
The best outcome from a **combination** of approved options to the value of **30 credits**

- **20** credit TAS
- **½20** credit TAS*
- **10** credit TAS*
- Recognised Studies**

The university aggregate is the best possible outcome from these options

90

The ATAR is a rank that tertiary Institutions use to select students for their courses. To get an ATAR from your university aggregate, SATAC looks at where your aggregate sits compared to other students.

The university aggregate calculation is subject to counting restrictions and precluded combinations.

Note!
* One or more may be used
** Maximum 20 credits of Recognised Studies can be counted

Applications Timeline

Preparing for Tertiary Studies

SATAC Undergraduate Timeline

Explore your options

- Read the guide - Go online
- Attend open days

Apply Online

Register early and apply with mySATAC

Submit **Documents** and/or **Pay Fees** online

Early Bird application fee available **until 30 September 2025**

Complete **2025 Study**

ATAR

Last Chance...

Check or change preferences by **5 January 2026**

Offers!

Main offer round

15 January 2026

Second **January Offer Round**

28 January 2026

Recommended websites for supporting students career development

Student Pathways
studentpathways.sa.edu.au
To explore, plan and connect with their career while still at school.

My Future
myfuture.edu.au
Lots of career exploration information

VET courses
Available to Oakbank students through the Adelaide Hills Student Pathways Alliance (AHSP)
ahsps.com.au/courses

Your Career
For finding VET Certificate Information including outside of school or for apprenticeships
yourcareer.gov.au
(formerley myskills.gov.au)

Apprenticeships
https://www.aapathways.com.au/

SACE Students Online
https://apps.sace.sa.edu.au/students-online/login.do
Username: SACE Registration No. (available from the school)
Password – dd/mm of birthday – for example 1st April would be 0104

SACE
https://www.sace.sa.edu.au/studying

SATAC
satac.edu.au

Oakbank School
2026 Secondary School Curriculum Handbook
2026.2 July 2025

OAKBANK
SCHOOL

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