



OAKBANK
SCHOOL

SECONDARY SCHOOL
Curriculum
PATHWAYS GUIDE 2027



Government of South Australia
Department for Education

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SECONDARY SCHOOL *Curriculum* PATHWAYS GUIDE 2027

The Oakbank School curriculum offers a broad range of learning opportunities designed to build academic confidence and inspire curiosity.

This Curriculum Guide outlines the courses and learning pathways available to students from Years 7–12.

In Years 7 and 8, students study a core group of subjects that provide a strong foundation for future learning, complemented by a variety of modules that offer experiences across all learning areas. During Years 9 and 10, students build on this foundation by selecting elective subjects that align with their interests, strengths, and future aspirations. Students undertake studies towards the South Australian Certificate of Education (SACE) in Years 11 and 12, preparing them for a wide range of post-school pathways, including further education, training, and employment.

A strong partnership between students, families, and Oakbank School supports every learner to thrive, grow, and achieve their personal best.

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At Oakbank School we see and value every child.

We empower our students to thrive by connecting them with real-world learning experiences, enhancing their personal character, intellectual curiosity and academic confidence.

We provide a foundation for all students to achieve a fulfilling and purpose-driven future.

When Oakbank students thrive, so does our community!

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

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Secondary School

Years 7-8

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.

Year 7-8 studies are based around the South Australian Curriculum framework, which 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.



Curriculum

Year 7

Students in Year 7 study a breadth of subjects across all learning areas to set in place a firm foundation for their secondary studies. The Core subject areas are studied across the year to allow students to progress in these essential areas. The Modules are generally studied for period of eight to ten weeks, which allows students to experience a wide range of learning areas in preparation for future years.

Year 8

Students in Year 8 study a breadth of subjects across all learning areas to build upon the foundation established in Year 7. The Core subject areas are studied across the year to allow students to progress in these essential areas. The Modules are from a range of learning areas and allow for students and parents to make informed decisions about elective subjects in future years

Year 7 & 8 Subjects			
	Full Year	Core	Modules
		Part year Subjects	
		English	Agriculture
		Mathematics	Creative Arts
		Science	Music
		Humanities & Social Sciences	Business Studies
		Health & Physical Education	Design & Technology
		Japanese	Food Technology

Core Subjects

7 English

Students engage with a variety of texts, growing in their understanding of language features, literary devices, and visual elements. They analyse texts considering audience and context, and create written, oral or multimodal responses in different contexts.

7 Mathematics

Students develop further knowledge of rational numbers, shape, and measurement, applying concepts to real-world situations. They are introduced to algebra and graphing, laying foundations for senior mathematics. The focus is on understanding, fluency, problem-solving, reasoning, and using mathematical modelling to represent ideas with confidence and flexibility.

7 Science

Through a sequence of units, students build curiosity and understand our responsibility to the world. Topics include living systems, our solar system, motion and forces, and substance interactions. Students design, conduct, and evaluate experiments, considering their impact on future science.

7 Humanities and Social Sciences

Students examine the ancient world, Aboriginal and Torres Strait Islander histories, and early civilisations. Through History, Geography, and Civics and Citizenship, they explore environmental challenges, resource management, liveability, and the foundations of Australia's democracy. Essential inquiry skills are developed through questioning, investigation, evaluation, and communication.

7 Health and Physical Education

Students participate in various sports and physical activities, developing leadership, personal, and social skills in teams. Classroom lessons also cover relationships and sexual health education from the SHINE SA curriculum.

7 Japanese

All students are introduced to Japanese language and culture, suitable for all backgrounds. They broaden their understanding of language development and cultural appreciation and expand their appreciation of culture.

Modules

7 Agriculture

Students learn about the history and development of agriculture globally and in Australia, including plant physiology, propagation, Indigenous and modern practices, and fruit production. The module also covers goat and pig enterprises, fundamental agricultural concepts, and hands-on plant-based activities.

7 Creative Arts

Students explore creativity and build confidence using a range of materials and techniques. They learn how artists communicate ideas, plan and create artworks, discuss their creations, and examine art from diverse cultures and eras. The course encourages experimentation, collaboration, and appreciation for various art styles.

7 Music

Students are introduced to rhythm and melody, developing teamwork by playing in an ensemble. Suitable for all experience levels, the course helps students build confidence as musicians and performers.

7 Business Studies

Students develop entrepreneurial skills by creating a business idea, working through a development cycle, preparing a business plan, and pitching their concept to classmates.

7 Design and Technology

Students acquire design skills by prototyping solutions using advanced digital design and manufacturing techniques. The course includes workshop safety protocols and fundamental design concepts.

7 Food Technology

Students learn key food safety principles and food preparation skills, with opportunities to make simple dishes and evaluate their outcomes.

Core Subjects

8 English

Students engage with a variety of texts, deepening their understanding of language features, literary devices, and visual elements. They analyse texts in relation to audience and context, preparing for more complex texts in later years, and create written, oral or multimodal texts in different contexts.

8 Mathematics

Students extend their knowledge of numbers, algebra, geometry, statistics, and probability, applying these concepts to real-life situations. Emphasis is placed on fluency, understanding, reasoning, and problem-solving, helping students confidently transfer skills across topics and subjects.

8 Science

Through guided units, students strengthen their curiosity and sense of responsibility for the world. Topics include cellular and multicellular life, geology, energy transfers, and atomic theory. Students design, conduct, and evaluate experiments, considering their significance for the future.

8 Humanities and Social Sciences

Students investigate the medieval and pre-modern world (650–1750 CE), examining how cultures, beliefs, and environments shaped societies. Through History, Geography, and Civics and Citizenship, they study migration, urbanisation, natural hazards, and Australia's legal system, while developing research, analysis, and communication skills for real-world issues.

8 Health and Physical Education

Students participate in a variety of sports and physical activities, focusing on leadership, teamwork, and social skills. SHINE SA curriculum lessons provide education on relationships and sexual health.

8 Japanese

Students build on Year 7 Japanese, further developing language and cultural understanding. They extend their understanding of language development and cultural appreciation and expand their appreciation of culture.

Modules

8 Agriculture

Students focus on farm safety and practical skills by designing, planting, and maintaining a group vegetable patch, alongside an individual home patch assignment. The course covers managing animal enterprises like poultry, sheep, and calves, emphasising safe, responsible practice and teamwork.

8 Creative Arts

Students develop personal ideas and make informed art choices, experimenting with varied materials and techniques. They explore artworks from diverse cultures, including Aboriginal and Torres Strait Islander artists, and reflect on how art represents people, places, and events. Students share and discuss their work, building confidence and independence.

8 Music

Students develop rhythm and melody skills, tackling more challenging ensemble pieces. They grow as performers and musicians, gaining greater appreciation for music as a performing art.

8 Business Studies

Students extend their business skills, analysing enterprise's role in society. They develop business plans, assess influence and risk, and evaluate chances of success.

8 Design and Technology

Students advance through the design cycle, prototyping solutions with digital design and manufacturing skills. They continue to develop workshop safety knowledge, taking greater responsibility in practical environments.

8 Food Technology

Students build on food safety and preparation skills by making more complex dishes and evaluating their processes and results. processes and outcomes.

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Oakbank
School
provides
pathways for
our students
to reach their
goals

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Secondary School

Years 9-10

Curriculum

Year 9 & 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 9 students see the introduction 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 - Maths - Science - Humanities & Social Sciences - Health & Physical Education	 - English - Maths - Science - Humanities & Social Sciences
 Elective	 - Elective - Elective

Year 9 Subjects	 Core Subjects			
	Students will be placed in English and Mathematics classes to support student success			
	1		i Extension English or ii General English or iii Essential English	Full year
	2		i Extension Mathematics or ii General Mathematics or iii Essential Mathematics	Full year
	3		Science	Full year
	4		Humanities & Social Sciences (HASS)	Full year
	5		Health & Physical Education	1 semester
	 Elective Subjects			
	6	Select 3 with 4 reserves (preferred as 1-7)		
			i. Agriculture Productivity	All Electives 1 semester
			ii. Agriculture Sustainability	
			iii. Media Arts	
			iv. Creative Arts	
			v. Fashion Design	
			vi. Health and Wellbeing	
			vii Outdoor Education	
			viii Design Technology Wood & Metal	
			ix Food and Hospitality	
			x Japanese	

Core Subjects

Students will be placed in **English** and **Mathematics** classes to support student success

9 English

Course Length: Full Year

- i Extension English or
- ii General English or
- iii Essential English

Year 9 English builds upon the foundations established in Years 7&8 as students tackle more complex texts and explore concepts of authorship and audience. Students will study a novel or other long form text, and explore different responses to that text. They will also create texts using a range of language features and literary devices to convey meaning. Students will grow in their understanding of the cultural influences on perspectives and interpretation of texts, and respond to this in a variety of ways.

9 Mathematics

Course Length: Full Year

- i Extension Mathematics or
- ii General Mathematics or
- iii Essential Mathematics

Year 9 Mathematics further develops students' understanding of number, algebra, geometry, measurement, statistics, and probability. Students engage with real-world scenarios and use multiple strategies and representations, developing mathematical ideas and transferring understanding across contexts. They embrace mistakes, learn from them and demonstrate perseverance and adaptability. Students are grouped for success, working independently and collaboratively, when engaging with routine and non-routine problems. They use their Mathematical fluency and understanding of concepts to think flexibly, reason and problem solve.

9 Science

Course Length: Full Year

Year 9 Science develops student understanding across biology, chemistry, physics, and earth sciences. Students conduct a case study into an endangered species and explore agricultural applications of reproduction. In the study of body systems, students focus on adaptations to extreme environments. Chemistry topics include atomic structure and chemical reactions. The energy unit investigates sound and light, including their roles in music and communication. Students also examine interactions within Earth's dynamic systems. Through inquiry and experiments, students build scientific skills and apply their learning to real-world challenges.

9 Humanities & Social Sciences (HASS)

Course Length: Full Year

In Year 9 HASS, students examine the dramatic transformations that shaped the modern world between 1750 and 1918. They investigate the impacts of industrialisation, colonisation, social reform and global conflict, exploring how these events continue to influence societies today. Through History, Geography and Civics and Citizenship, students analyse environmental sustainability, food and resource security, Australia's legal and political systems, and the role of active citizenship in shaping communities. Students refine their inquiry skills by evaluating evidence, comparing perspectives, investigating complex issues and constructing persuasive, evidence-based arguments about the world around them.

9 Health & Physical Education

Course Length: 1 Semester

Students participate in a range of physical activities and sports throughout practical lessons with a focus on developing leadership skills, and personal and social skills when working with others in teams. Students participate in classroom lessons from the SHINE SA curriculum that focus on relationships and sexual health education.

+ Elective Subjects

Course Lengths: All Year 9 elective subjects are 1 Semester in length.

9 Agriculture: Productivity

Students explore maximising productivity and income from agricultural enterprises. They plan, grow, and manage a group vegetable patch and learn about animal and plant systems, such as field crops, vines, pastures, cattle, aquaculture, poultry, and sheep. Students develop practical, research, and problem-solving skills, with assessment tasks including field experiments and research assignments.

9 Agriculture: Sustainability

Students investigate a range of agricultural enterprises with a focus on sustainability, including managing sheep, cattle, viticulture, and aquaculture. They examine environmental issues such as soil, water, and waste management, participate in practical management activities, and conduct research, developing safe and responsible practices.

9 Media Arts

The Media Arts course enables students to explore forms of digital media and create artistic works using digital tools, including video creation and editing, photography, and other media forms. Projects are completed individually and in groups, helping students develop both creative and teamwork skills.

9 Creative Arts

Year 9 Creative Arts students specialise in visual art practices, exploring a mix of traditional and contemporary media and techniques. Through experimentation, they create and present works such as drawings, paintings, sculptures, and digital art. Students analyse and evaluate art in historical, social, and cultural contexts, understanding visual arts' contribution to identity and community. The subject fosters critical reflection and appreciation, highlighting the dynamic role of visual arts in culture.

9 Fashion Design

Students focus on fashion design, creating wearable art by experimenting with textiles, colour, form, and function. They are introduced to design thinking, fashion illustration, garment construction, and embellishment. Critiquing historical and contemporary fashion, students explore identity, challenge norms, and reflect on fashion's influence on culture.

9 Health & Wellbeing

The course covers factors affecting health and wellbeing, introducing physical, psychological, and emotional influences. Students consider how these factors change over time and work on a project to promote health within the school community.

9 Outdoor Education

Students develop leadership, teamwork, and problem-solving skills through outdoor activities like team-building, orienteering, bushwalking, and research. They learn about wellbeing, sustainability, and environmental awareness by engaging with local habitats and practical experiences.

9 Design and Technology

Students study design and technology with a focus on repurposing materials rather than making new products. They learn safe tool use and create functional items, thinking critically about waste and its environmental and social impacts. Through hands-on projects, they develop problem-solving and workshop skills, reflecting on how repurposing can support sustainable communities.

9 Food & Hospitality

Students experience various aspects of the food and hospitality industry, developing their performance and teamwork skills and evaluating food production processes. The course encourages students to attempt new experiences, learn from errors, and refine their skills through practical assessment.

9 Japanese

This elective lets students advance their Japanese language and culture studies, with progression to be negotiated with the Japanese teacher and Learning and Culture leader. Continued study is available in following years, including via the School of Language.



Year 10 students will study the following:

Semester 1	Semester 2
 - English - Mathematics - Science - History - Physical Education or Health A	 - English - Mathematics - Science - EIF
 Elective 1	 - Elective 2 - Elective 3



Core Subjects

Students will be placed in **English, Mathematics** and **Science** classes to support student success

Year 10 Subjects	2		i Extension English	Full Year
			ii General English	
			iii Essential English	
	3		i Extension Mathematics	Full Year
			ii General Mathematics	
			iii Essential Mathematics	
	4		i Extension Science	Full Year
			ii Applied Science	
	1		Exploring Identities and Futures (EIF)	1 Semester
	5	Select 1 	i Physical Education	1 Semester
			ii Health & Wellbeing A	1 Semester
	6		History A: World War II	1 Semester



Elective Subjects

7 Select **3** with **4** reserves (preferenced as 1-7)

-  i Agriculture A
-  ii Agriculture B
-  iii Media Arts
-  iv Creative Arts
-  v Physical Education B
-  vi Health and Wellbeing B
-  vii Outdoor Education
-  viii Design Technology | Wood and Metal
-  ix Food and Hospitality
-  x Psychology
-  xi Legal Studies
-  xii History B: Pop Culture

All Electives 1 semester

Core Subjects

Students will be placed in **English**, **Mathematics** and **Science** classes to support student success

10 English

Course Length: Full Year

- i Extension English
- ii General English
- iii Essential English

The Year 10 English course covers a range of text types and literary techniques to prepare students for their compulsory SACE Stage 1 English subjects. Students will engage with a range of text types to broaden their communication skills and allow them to progress in their understanding of authorship, audience and literary features. Students will deepen their understanding of the cultural influences on perspectives and interpretation of texts, and respond to this in a variety of ways.

10 Mathematics

Course Length: Full Year

- i Extension Mathematics
- ii General Mathematics
- iii Essential Mathematics

Within Year 10 Mathematics students cover a wide range of concepts and skills that support students in pursuing their intended academic and/or career path. These concepts and skills are developed through contextualised and hands-on learning opportunities. To demonstrate their understanding students engage with various assessment types, such as folio tasks (ex. creating a predictive model for bushfires), which allow our students to meaningfully connect their learning with the real-world and prepare for their SACE journey.

10 Science

Course Length: Full Year

- i Extension Science
- ii Applied Science

Year 10 Science deepens student knowledge across biology, chemistry, physics, and Earth and space sciences. In biology, students explore the transmission of genetic

information, inheritance, and evolution, with applications to human variation and biodiversity. Chemistry topics focus on the periodic table, the structure of atoms, and patterns in chemical reactions. The physics unit investigates the laws of motion, energy transformations, and the principles behind electricity and magnetism. In Earth and space sciences, students examine global systems, including the carbon cycle, climate change, and the sustainability of Earth's resources. Throughout the year, students design and conduct experiments, analyse data, and apply scientific thinking to evaluate contemporary issues and challenges, preparing them for further studies and informed participation in society.

10 History A: WWII

Course Length: 1 Semester

In Semester 1, Year 10 History focuses on World War II and the human experiences behind global conflict. Students investigate the causes, major events and impacts of the war while exploring how ideologies, leadership and propaganda shaped societies and individual choices. Through the study of soldiers, civilians, resistance movements, prisoners of war and victims of discrimination and genocide, students develop empathy and a deeper understanding of the personal experiences of people living through times of conflict and uncertainty.

10 Physical Education or 10 Health & Wellbeing A

Course Length: 1 Semester

- ☐ i Physical Education
- ☐ ii Health & Wellbeing A

Physical Education

Throughout this course, students will develop and refine skills across a range of games, including invasion, striking and fielding, target, and net and wall games. Learners will use critical thinking to evaluate influences and support networks impacting identity, relationships, and challenges, and propose respectful behaviour strategies both online and offline. Practical and theoretical activities encourage analysis of how community and nature-based participation supports lifelong wellbeing. Through reflection and teamwork, students will adapt movement skills and strategies, and demonstrate leadership, fair play, and ethical decision-making.

Health & Wellbeing A

Throughout this course, students explore strategies for lifelong physical activity, health, and wellbeing by developing practical skills and theoretical understanding. They critically examine the influences, support networks, and resources that shape personal identity and relationships, and propose strategies for resilience, respectful behaviour, and managing change online and offline. Practical and inquiry-based activities enable students to analyse how equality, diversity, inclusion, and respectful behaviour create safe environments. Participation in nature and community programs supports wellbeing, while reflection encourages leadership, ethical behaviour, and responsible decision-making. Additionally, students participate in and reflect on classroom lessons from the SHINE SA curriculum that focus on relationships and sexual health education.

Exploring Identities and Futures (EIF)

Course Length: Semester
SACE: Stage 1 10 Credits

Exploring Identities and Futures (EIF) supports students to explore their aspirations. 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.

Please refer to the SACE 11-12 subject list for EIF description.

Elective Subjects

All elective subjects in Year 10 are 1 Semester in length

10 Agriculture A

Students study animal management and physiology, with topics including reproduction, nutrition, disease, and pest management. There is a strong focus on developing confidence with livestock (sheep and cattle) handling and management of the aquaculture program. Seasonal horticultural maintenance of school enterprises is included as practical experience.

10 Agriculture B

Students undertake studies in biology, chemistry, and applied agriculture. Biology content includes nutrient cycles, genetics, and global warming as related to agriculture; chemistry focuses on reaction rates, wine making, photosynthesis, and food production; agriculture applies scientific principles to goats, sheep, aquaculture, and cattle, including topics such as reproduction and digestion. Crop and animal enterprise studies are tailored to student interest.

10 Media Arts

The Media Arts course allows students to explore different forms of digital media and create artistic works using digital tools. Students will also experience video creation and editing, photography and other forms of digital media creation. Projects will be undertaken both individually and in groups, allowing students to develop their own skill sets, and to grow their team dynamics skills to produce a product.

10 Creative Arts

Building on prior experience, Year 10 Creative Arts students extend their exploration of media, materials, and techniques across two- and three-dimensional forms. The course supports deeper engagement with the creative process, from conceptual development and visual research, through to resolved artmaking and informed critique. Students articulate their ideas in visual and written forms, responding to artworks from various periods and cultures. They analyse the impact of visual arts on personal, social, and global identities, considering diverse perspectives and fostering a critical appreciation of how art can inspire change and reflection within communities.

10 Physical Education B

This course extends students' understanding of physical education by exploring the body's acute and chronic responses to exercise and principles of training and adaptation. Students engage in collaborative coaching and leadership tasks, developing communication, teamwork, and ethical decision-making skills. Both practical and theoretical components are included, with active participation and analysis of various activities. The unit culminates with a major assessment where students lead coaching sessions, evaluate performance, and apply biomechanical and physiological concepts to improve participation and wellbeing.

10 Health and Wellbeing B

Health and Wellbeing B builds on the foundation established in Health and Wellbeing A. Students will deepen their understanding of the long term influences on public health and wellbeing, and undertake a specific study in a chosen area. This course sets a strong base for students to undertake Health and Wellbeing at SACE Stage 1 or 2.

10 Outdoor Education

Students learning occurs through practical experiences and reflections. Students will develop leadership, teamwork, and problem-solving skills through a range of outdoor education activities, including team-building, orienteering, bushwalking, and nature-based research. They will also deepen their understanding of wellbeing, sustainability, and environmental awareness by exploring local habitats, cooking outdoors, and reflecting on their learning experiences.

10 Design Technology

Year 10 students undertake advanced design and technology, building on previous workshop experience in woodwork and metalwork. They engage in the full design process, from brief to evaluation, using various materials and methods to create products. Projects challenge students to apply technical skills, experiment with techniques, and address design problems creatively and responsibly. By analysing products and evaluating their cultural, social, and economic significance, students gain insights into the impact of design and craftsmanship in daily life.

10 Food and Hospitality

The Year 10 Food and Hospitality course gives students the opportunity to experience more sophisticated food preparation techniques and to stretch their understanding into unfamiliar areas. Students will focus on both front and back of house operations, preparing themselves for SACE Stage 1 and 2 Food and Hospitality. A focus within the course is to grow students capability to self-critique and to improve the production and presentation of food service.

10 Psychology

Year 10 Psychology is an exciting introduction to the science of human behaviour, the mind and criminal psychology. Students begin by exploring the foundations of psychology, including different types of psychologists, how behaviour is defined, and how biological, psychological and social factors all influence the way people think and act. The course encourages students to think critically about behaviour, wellbeing and human experiences, while exploring how psychology influences society and everyday life.

10 Legal Studies

Year 10 Legal Studies gives students the opportunity to explore the fascinating world of law, justice and crime. Students investigate how the Australian legal system works, how laws are created and enforced, and how legal decisions shape society and everyday life. Through real-world case studies, current legal issues and class debates, students examine topics such as crime, rights and responsibilities, policing, courts and the role of justice in modern Australia.

10 History B: Pop Culture

Semester 2 explores the rise and influence of pop culture from the mid-20th century to today. Students investigate how music, film, television, fashion, sport, technology and social media have shaped identities, values and social change across different generations. They examine how global events, youth movements and technological advances influenced popular culture and transformed everyday life in Australia and around the world.

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Oakbank School provides pathways for our students to reach their goals

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Secondary School

SACE Stages 1&2 Years 11-12

These 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.

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) 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 Mathematics Activating Identities & Futures (AIF)	 English Mathematics
 Elective 1 Elective 2 Elective 3	 Elective 4 Elective 5 Elective 6 Elective 7



Year 11 Subjects	 Core 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		
	Select 7 with 2 reserves (preferred as 1-9)		
		i. Agriculture A & B	Full Year Electives
		ii. Biology	
		iii. Chemistry	
		iv. Physics	
		v. Modern History	1 Semester Electives
		vi. Society and Culture	
		vii. Creative Arts	
		viii. Sports Studies	
		ix. Health and Wellbeing	
		x. Design Technology: Material Solutions	
		xi. Child Studies	
		xii. Food and Hospitality	
		xiii. Workplace Practices	



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



Elective Subjects	
7	Select 4 with 2 reserves (preferred as 1-9)
Year 12 Subjects	☐ i Agricultural Production ☐ ii Biology ☐ iii Chemistry ☐ iv Physics ☐ v Child Studies ☐ vi Creative Arts ☐ vii Design Technology: Material Solutions ☐ viii English ☐ ix Essential English ☐ x Mathematical Methods ☐ xi General Mathematics ☐ xii Essential Mathematics ☐ xiii Food and Hospitality ☐ xiv Health and Wellbeing ☐ xv Sports Studies ☐ xvi Society and Culture ☐ xvii Modern History ☐ xviii Workplace Practices All Year 12 subjects are Full Year

📍 Identities and Futures

Year 10

Year 11

Exploring Identities and Futures (EIF)

Activating Identities and Futures (AIF)

Identities and Futures subjects are a compulsory element of SACE. In Year 10, all students study Stage 1 Exploring Identities and Futures (EIF) and in Year 11 Stage 2 Activating Identities and Futures (AIF). Students must complete each subject with a C- or higher grade in order to gain their SACE.

Year 10 (SACE Stage 1 subject)

📍 Exploring Identities and Futures (EIF)

Course Length: Semester
SACE: Stage 1 10 Credits

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: uncovering their interests, discovering the world, exploring work and/or further learning. The exploration of identities and futures in this subject will continue into the AIF subject at Stage 2.

Assessment

School Based Assessment

- AT1: Exploring me and who I want to be
- AT2: Taking action and showcasing my capabilities

Each assessment has a weighting of at least 30%.

Year 11 (SACE Stage 2 subject)

📍 Activating Identities and Futures (AIF)

Course Length: Semester
SACE: Stage 2 10 Credits

Prerequisites: Completion of EIF with C grade

Activating Identities and Futures promotes independent, lifelong learning by empowering students to influence their lives and communities. Students select a personal Learning Goal, take ownership of their learning journey, and use a variety of strategies, seeking feedback to improve.

Achievement is shown through a meaningful Output of Learning—such as a plan, proposal, skill demonstration, or creative product—that benefits the student and others. Students deepen their self-awareness and decision-making through reflection and feedback, building on skills from Stage 1 Exploring Identities and Futures.

Assessment

School Based Assessment

- AT1: Portfolio (35%)
- AT2: Progress Checks (35%)

External Assessment

- Assessment Type 3 Appraisal 30%

Stage 1 & 2 Subjects

Secondary School Years 10-12

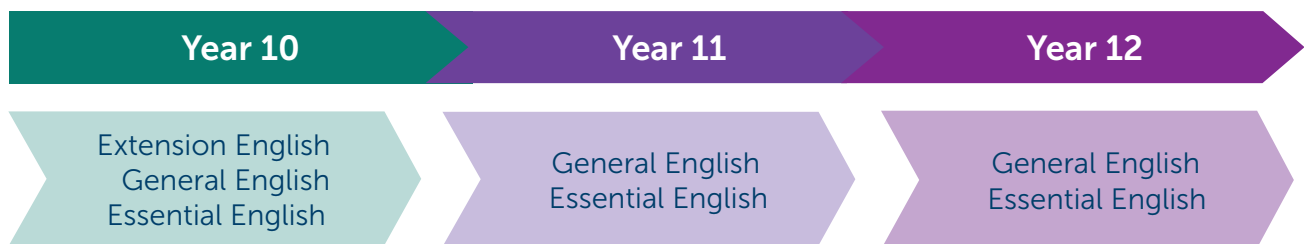
Identities and Futures



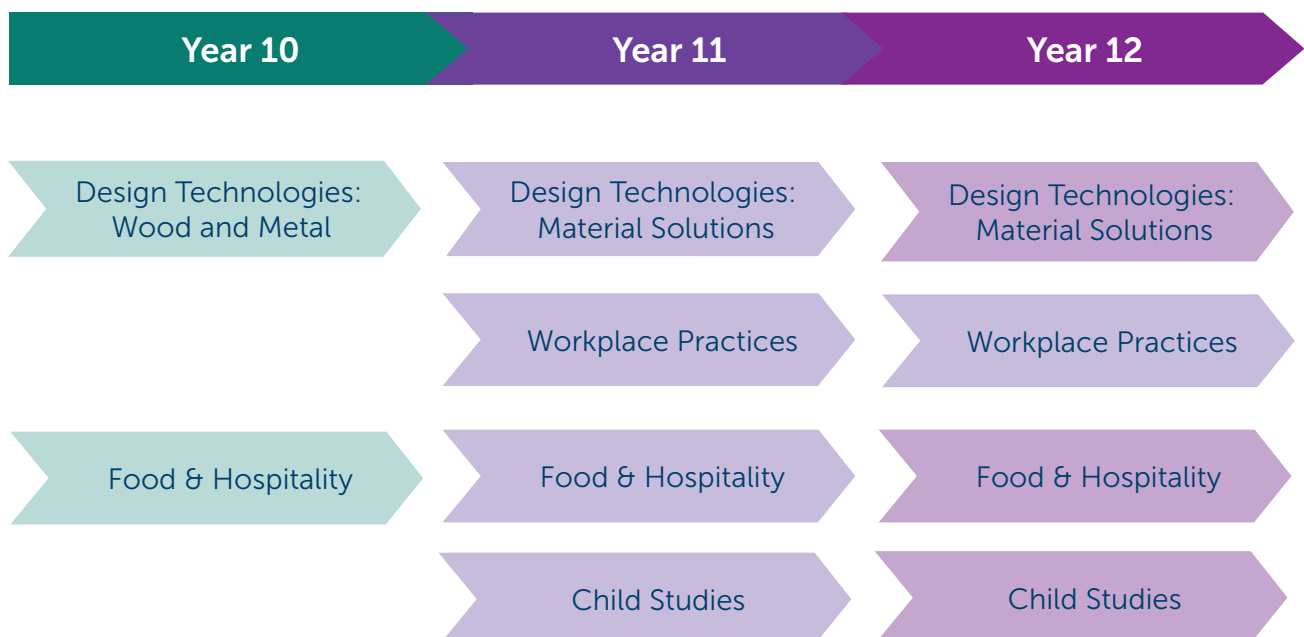
The Arts



English



Business, Enterprise and Technologies



Subject Pathways

Secondary School Subjects Years 10-12

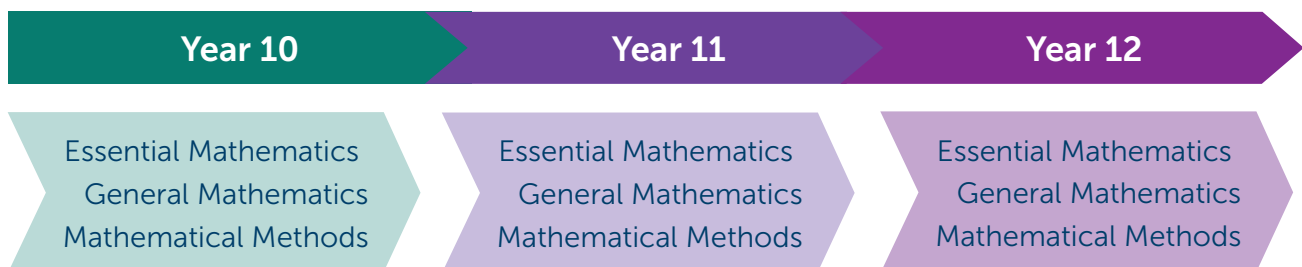
Health and PE



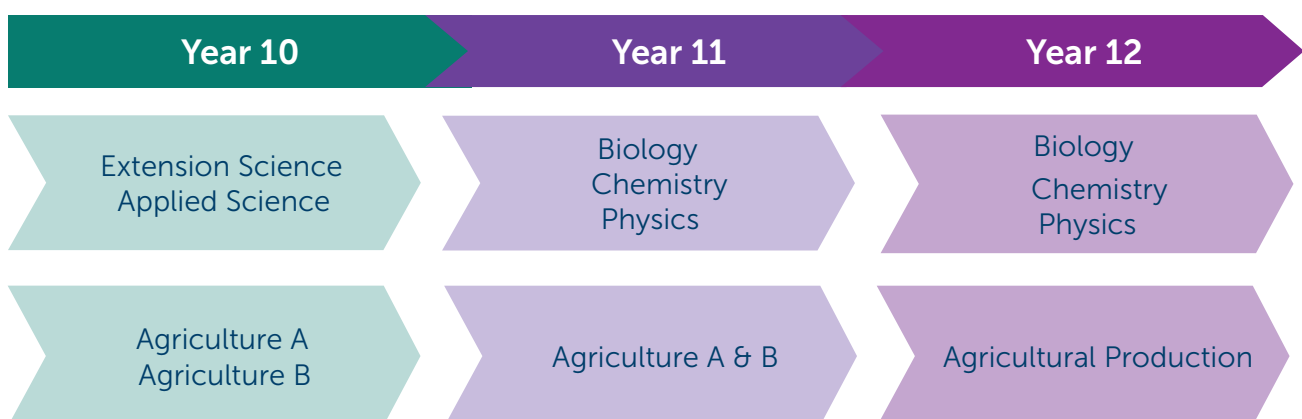
Humanities and Social Sciences



Maths



Science



Stage 1 & 2 Subjects

Secondary School Years 11-12

The Arts

Year 10

Year 11

Year 12

Creative Arts

Creative Arts

Creative Arts

Year 11 (SACE Stage 1)

Year 12 (SACE Stage 2)

Creative Arts

Course Length:

1 Semester

SACE: Stage 1 10 Credits

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.

Creative Arts

Course Length: Full Year

SACE: Stage 2 20 Credits

ATAR: Yes

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.

Stage 1 & 2 Subjects

Secondary School Subjects Years 11-12

English

Year 10

Year 11

Year 12

English

General English
Essential English

General English
Essential English

Students must complete a minimum of 2 semesters (full year) of an English subject and receive a Minimum C- grade to receive their compulsory 20 SACE Credits for English.

Year 11 (SACE Stage 1)

General English

Course Length:

Full Year

SACE:

Stage 1 10 Credits each semester

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

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.

Stage 1 & 2 Subjects

Secondary School Years 11-12

Year 12 (SACE Stage 2)

General English

Course Length: Full Year

SACE: Stage 2 20 Credits

ATAR: Yes

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

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.

Stage 1 & 2 Subjects

Secondary School Subjects Years 11-12

Business, Enterprise and Technologies

Year 10

Year 11

Year 12

Design Technologies:
Wood and Metal

Design Technologies:
Material Solutions

Design Technologies:
Material Solutions

Workplace Practices

Workplace Practices

Food & Hospitality

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

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.

Stage 1 & 2 Subjects

Secondary School Years 11-12

Workplace Practices

Course Length: Semester

SACE: Stage 1 10 Credits

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.

Food and Hospitality

Course Length: Semester

SACE: Stage 1 10 Credits

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

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

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%)

AT 1: Specialised Skills Task (20%)

AT 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.

Workplace Practices

Course Length: Full Year

SACE: Stage 2 20 Credits

ATAR: Yes

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.

Stage 1 & 2 Subjects

Secondary School Years 11-12

Food and Hospitality

Course Length: Full Year

SACE: Stage 2 20 Credits

Prerequisites: 1 semester of Stage 1 Food and Hospitality

ATAR: Yes

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

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%).

Stage 1 & 2 Subjects

Secondary School Subjects Years 11-12

Health and PE

Year 10

Physical Education
Health & Wellbeing
Outdoor Education

Year 11

Sports Studies
Health & Wellbeing

Year 12

Sports Studies
Health & Wellbeing

Year 11 (SACE Stage 1)

Sports Studies

Course Length: Semester

SACE: Stage 1 10 Credits

Prerequisites: None

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 in sport. 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

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%)

Stage 1 & 2 Subjects

Secondary School Years 11-12

Year 12 (SACE Stage 2)

Sports Studies

Course Length: Full Year

SACE: Stage 2 20 Credits

Prerequisites: Completion of Stage 1 Sports Studies

Through Sports Studies, 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 in sport.

Physical activities can include sports, themed 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

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%)

Stage 1 & 2 Subjects

Secondary School Subjects Years 11-12

Humanities and Social Sciences

Year 10

History A: WWII
History B: Pop Culture

Year 11

Modern History
Society & Culture

Year 12

Modern History
Society & Culture

Year 11 (SACE Stage 1)

Modern History

Course Length: Semester

SACE: Stage 1 10 Credits

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

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.

Stage 1 & 2 Subjects

Secondary School Years 11-12

Year 12 (SACE Stage 2)

Modern History

Course Length: Full Year

SACE: Stage 2 20 Credits

ATAR: Yes

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

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%).

Stage 1 & 2 Subjects

Secondary School Subjects Years 11-12

Maths

Year 10

Mathematics

Year 11

Essential Mathematics
General Mathematics
Mathematical Methods

Year 12

Essential Mathematics
General Mathematics
Mathematical Methods

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

Year 11 (SACE Stage 1)

Essential Mathematics

Course Length: Full Year

SACE: Stage 1 20 Credits

Prerequisites: None

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways. This subject is intended for students planning to pursue a career in a range of trades or vocations.

Assessment

Assessment Type 1: Skills & Applications Tasks

Assessment Type 2: Folio.

Students provide evidence of their learning through six or seven assessments. Each assessment type has a weighting of at least 20%.

Students undertake:

- at least four skills and applications tasks
- at least two folio tasks.

General Mathematics

Course Length: Full Year

SACE: Stage 1 20 Credits

Prerequisites: None

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

Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Assessment

Assessment Type 1: Skills & Applications Tasks

Assessment Type 2: Mathematical Investigation.

For a 20-credit subject, students should provide evidence of their learning through six or seven assessments. Each assessment type has a weighting of at least 20%.

Students complete:

- four or five skills and applications tasks
- two mathematical investigations.

Stage 1 & 2 Subjects

Secondary School Years 11-12

Mathematical Methods (Mathematics)

Course Length:
Full Year

SACE: Stage 1 20 credits

Prerequisites: C grade or higher in
Mathematical Methods in Year 10

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 in 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.

Assessment

Assessment Type 1: Skills & Applications Tasks

Assessment Type 2: Mathematical Investigation.

For a 20-credit subject, students should provide evidence of their learning through six or seven assessments. Each assessment type has a weighting of at least 20%.

Students complete:

- four or five skills and applications tasks
- two mathematical investigations.

Year 12 (SACE Stage 2)

Essential Mathematics

Course Length: Full Year

SACE: Stage 2 20 Credits

Prerequisites: Completion of a full year of Stage 1 Essential or General Mathematics

ATAR: Yes

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

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

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

Assessment

School Assessment (70%)

Assessment Type 1: Skills & Applications Tasks (30%)

Assessment Type 2: Mathematical Investigation (40%)

External Assessment (30%)

Assessment Type 3: Examination (30%)

Stage 1 & 2 Subjects

Secondary School Subjects Years 11-12

General Mathematics

Course Length: Full Year

SACE: Stage 2 20 Credits

Prerequisites: Completion of Stage 1 General Mathematics

ATAR: Yes

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

Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Assessment

School Assessment (70%)

Assessment Type 1: Skills & Applications Tasks (30%)

Assessment Type 2: Mathematical Investigation (40%)

External Assessment (30%)

Assessment Type 3: Examination (30%)

Additional Information for Mathematical Methods

Students are expected to own a graphics calculator, approximately \$250, preferably a Casio fx-CG50 AU, Casio fx-CG20 AU, or a Casio fx9860G AU

Mathematical Methods

Course Length: Full Year

SACE: Stage 2 20 Credits

Prerequisites: Completion of Stage 1 Mathematics

ATAR: Yes

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

Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

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
- Topic 6: Sampling and confidence intervals.

Assessment

School Assessment (70%)

Assessment Type 1: Skills and Applications Tasks (50%)

Assessment Type 2: Mathematical Investigation (20%)

External Assessment (30%)

Assessment

Type 3: Examination (30%)

Stage 1 & 2 Subjects

Secondary School Years 11-12

Science

Year 10

Extension Science
Applied Science

Agriculture A
Agriculture B

Year 11

Chemistry
Biology
Physics

Agriculture A & B

Year 12

Chemistry
Biology
Physics

Agricultural Production

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

Biology introduces students to the fascinating diversity of life on Earth — how living things are structured, how they function, and how they interact with each other and their environments. Students investigate biological systems across a range of scales, from microscopic cellular processes to broad ecosystem dynamics. Through inquiry-based learning, they develop the skills and knowledge to explore everyday biological observations, understand how living systems are interconnected, and consider the impact of human activity on the natural world.

Topics covered in stage 1 Biology:

- Cells and Microorganisms
- Infectious Disease
- Multicellular Organisms
- Biodiversity and Ecosystems

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.

Stage 1 & 2 Subjects

Secondary School Subjects Years 11-12

Chemistry

Course Length: Full Year

SACE: Stage 1 10 Credits each semester

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

Chemistry helps students understand how the world is chemically constructed, how human activity affects the environment, and how we use the planet's resources wisely. Students explore how scientific knowledge evolves with new evidence and technology, and consider both the benefits and risks of chemical discoveries. They learn to engage with real-world examples of chemical issues with social and environmental themes, and develop an appreciation for sustainability that aim to reduce environmental harm. The course builds critical thinking, investigation, and problem-solving skills. Students examine global challenges like energy use, food supply, and sustainable production, developing the tools to explore practical solutions both now and in the future.

Topics covered in the stage 1 course are:

- Materials and their atoms
- Combining atoms
- Molecules
- Mixtures and Solutions
- Acids and Bases
- Redox Reactions

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.

Physics

Course Length: Full Year

SACE: Stage 1 10 Credits each semester

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

Stage 2 Biology extends understanding of living systems and the environment, preparing students for careers in biological science. Students investigate complex biological phenomena across cellular, organismal, and ecosystem levels, applying sophisticated inquiry and analytical skills to draw well-reasoned, evidence-based conclusions. They critically evaluate the impact of human activity on the natural world and engage with research and innovation. Students explore how biologists collaborate across disciplines to address significant local, national, and global challenges. This prepares them to think independently and contribute their own scientific insights to real-world problems. Stage 2 Biology equips students with the depth of knowledge and scientific literacy essential for success in fields such as medical research, veterinary science, biotechnology, marine science, agriculture, biosecurity, environmental rehabilitation, and conservation.

Topics covered in Stage 2 Biology:

- DNA and Proteins
- Cells as a basis for Life
- Homeostasis
- Evolution

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

Stage 1 & 2 Subjects

Secondary School Years 11-12

Agriculture A & B

Course Length: Full Year

SACE: Stage 1 20 credits

Agriculture encompasses the primary industries and includes enterprises such as livestock (for fibre, meat, milk, and egg production), broadacre cropping, horticulture, viticulture, forestry, and aquaculture. Through the study of agriculture, students develop and apply their knowledge and understanding of concepts from science, technology, economics, and marketing. Work health, safety, and ethical principles underpin all aspects of this subject.

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.

Students develop skills in critical thinking that inspire them to explore strategies and possible solutions to address major challenges now and in the future related to the global food supply. They explore and understand agricultural science as a human endeavour, and are encouraged to pursue future pathways, including in agriculture, horticulture, land management, agricultural business practice, natural resource management, veterinary science, food and marine sciences, biosecurity, and quarantine.

Assessment

Assessment Type 1: Agricultural Reports

Assessment Type 2: Applications.

For a 20-credit subject, students provide evidence of their learning through six or seven assessments. Each assessment type has a weighting of at least 20%.

Students complete:

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

At least one assessment should involve collaborative work.

Stage 1 & 2 Subjects

Secondary School Subjects Years 11-12

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

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%)

Chemistry

Course Length: Full Year

SACE: Stage 2 20 Credits

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

Chemistry provides students with a deep and broad understanding of how the world is chemically constructed. In depth exploration of chemical concepts help students build the strong foundational knowledge needed for advanced study and future careers in science-related fields. Students examine how scientific understanding grows and evolves with new evidence and emerging technologies, developing an appreciation for the dynamic and ever-expanding nature of chemistry as a discipline. They explore the relationship between human activity and the environment, gaining insight into how chemical knowledge shapes responsible decision-making at both personal and societal levels.

Topics covered in the Stage 2 course are:

- Monitoring the Environment
- Managing Chemical Processes
- Organic and Biological Chemistry
- Managing Resources

Assessment

School Assessment (70%)

Skills and application tasks (40%)

Investigations folio (30%)

External Assessment 30%

Exam (30%)

Stage 1 & 2 Subjects

Secondary School Years 11-12

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.

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

Agriculture

Course Length: Full Year

SACE: Stage 2 20 Credits

Prerequisites:

Minimum C grade in full year of Stage 1 Agriculture

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 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%)

Alternative Content Delivery

Secondary School Subjects



open access
COLLEGE

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>

“

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

”

Learning Pathways

Vocational Education & Training (VET) & 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.

VET & School Based Apprenticeships

Secondary School Subjects

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.

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.



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.

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.

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.

VET & School Based Apprenticeships

Secondary School Subjects

Adelaide Hills Student Pathways 2027 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 III 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: Check website

Information Technology (with a focus on Cybersecurity)

Qualification: ICT30120
Certificate III in Information Technology (Cybersecurity)
Course Location: Oakbank School
RTO: Adelaide Institute of Business and Technology (40312)
Duration: 2 Semesters
SACE Credits: 60, Stage 2 Credits
Price: Check website

Birdwood High School

Engineering Pathways

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

Food Processing (Baking)

Qualification: FBP20122
Certificate II 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: Check website

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

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

Cornerstone College

Fitness Instructor

Qualification: SIS30321 Certificate III in Fitness
Course Location: Cornerstone College
RTO: Active Training (40276)
Duration: 3 Terms
SACE Credits: 95, Stage 2 Credits
Price: Check website

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: Check website

Heathfield High School

Commercial Cookery

Qualification: SIT20421 Certificate II 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: Check website

Construction Pathways

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

Introduction to Hospitality (Cookery & Barista)

(Partial) and SIT20322 Certificate in 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: Check website

Mt Barker High School

Electrotechnology (CareerStart)

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

Plumbing (Pre-Apprenticeship)

Qualification: 22569VIC Certificate II 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: Check website

Automotive Servicing Technology

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

St Francis de Sales College

Allied Health Assistance

Qualification: HLT33021 Certificate III 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: Check website

Early Childhood Education & Care

Qualification: CHC30121 Certificate III 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: Check website



Applying for Tertiary Studies

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

SATAC
satac.edu.au

2027 SATAC Guide

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

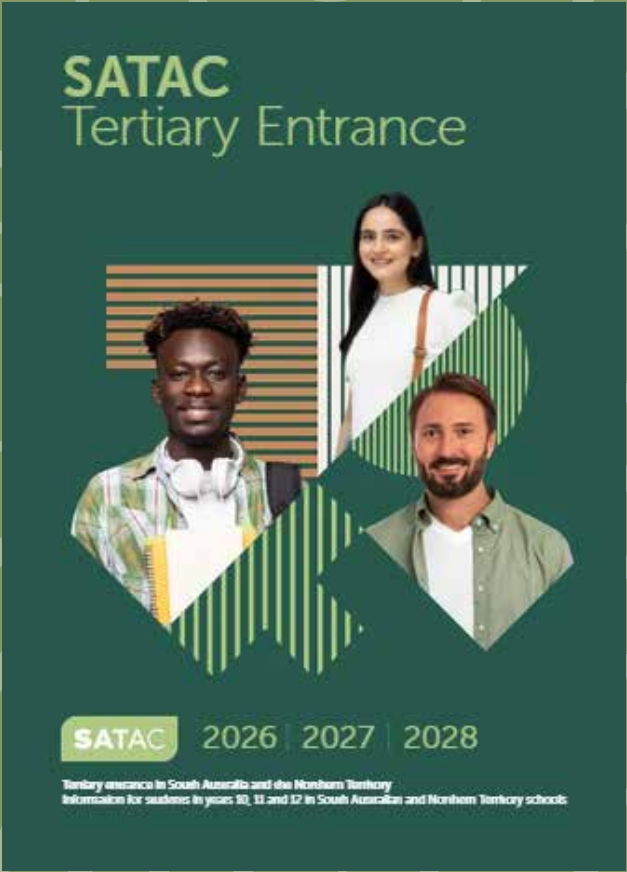
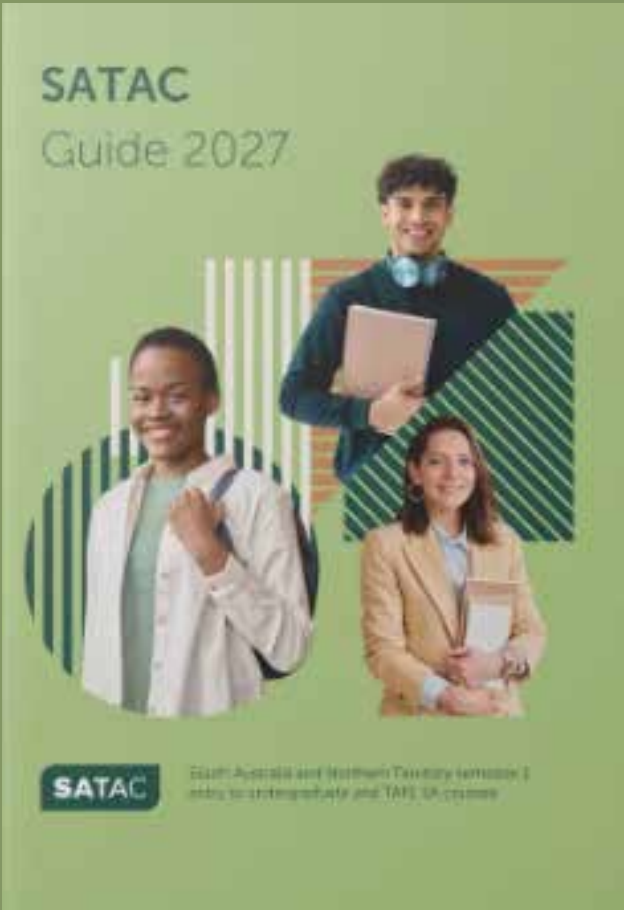
All Year 12 students in South Australia and the Northern Territory have access to the Guide via the SATAC website satac.edu.au/satac-publications.

Tertiary Entrance 2027 | 2028 | 2029

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.

2027
SATAC Guide &
Tertiary Entrance
booklets will be
released mid to
late July



SATAC, ATARs & Applications

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**

The **university
aggregate** is the
best possible
outcome from
these options

90

20
credit
TAS

1/2 20
credit
TAS*

10
credit
TAS*

Recognised
Studies**

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

Tertiary Applications

Preparing for Tertiary Studies

SATAC Undergraduate Timeline



Recommended websites

for supporting students career development

**Student
Pathways**

Student Pathways

studentpathways.sa.edu.au

To explore, plan and connect with their career while still at school.

 **myfuture**

My Future

myfuture.edu.au

Lots of career exploration information

AHSP
Adelaide Hills Student Pathways

VET courses

Available to Oakbank students through the Adelaide Hills Student Pathways Alliance (AHSP)

ahsps.com.au/courses

 **Your
Career™**

Your Career

For finding VET Certificate Information including outside of school or for apprenticeships

yourcareer.gov.au

(formerley myskills.gov.au)

 Australian
**Apprenticeships
Pathways**

Apprenticeships

aapathways.com.au

STUDENTS ONLINE

 **South Australian
Certificate of Education**

SACE Students Online

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

Username: SACE Registration No.
(available from the school)

Initial password – dd/mm of birthday –
for example 1st April would be 0104

SACE

sace.sa.edu.au/studying

SATAC

SATAC

satac.edu.au



**OAKBANK
SCHOOL**

oakbank.sa.edu.au

154 Onkaparinga Valley Road,
Oakbank, South Australia 5243

Call (08) 8398 7200

Email dl.0762.info@schools.sa.edu.au



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[oakbank_school](https://www.instagram.com/oakbank_school)



Government of South Australia

Department for Education

education.sa.gov.au