

Cummins Area School

Subject Handbook 2019

quality learning
Digital Technology
community questioning
numeracy
assessment Agriculture
Pedagogy
integration socratic questioning student voice
Rural Care
Science and Engineering
birth-year 12 SACE improvement
Technology deeper thinking
Intellectual Stretch
wellbeing for learning
pathways quality teaching
self-regulation for learning
ask to tell Trade Training School
multiple entry points
grit for learning
mindset for learning
Food and Fibre
mentoring
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subject selection
what is an A



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Principal's Message

Dear Parents and Students,

Cummins Area School acknowledges that in today's world the curriculum opportunities for young people will be forever changing. We are designing a curriculum based on many future jobs that are yet unknown.

We aim to develop students who are successful within and beyond schooling. They will be effective communicators who are literate and numerate, able to collaborate and to operate confidently in the twenty-first century.

We want our students to develop twenty century thinking skills such as:

- GRIT for LEARNING
- POSITIVE MINDSET for LEARNING
- SELF REGULATION for LEARNING

All of which will provide a strong platform for academic success.

The Curriculum Handbook is designed to help students select subjects that will best support them to achieve their pathway beyond school.

It is important for students to consider the following when choosing their subjects:

- Does this subject enable me to use and showcase my strengths?
- Do I enjoy this subject?
- Will this subject provide me with the qualifications and background knowledge and skills I will need for the future?
- Does this subject allow me to keep my pathway options open?

I encourage the students to self-reflect upon their previous achievements and choose their subjects that will support their success.

Our teaching staff look forward to working in partnership with you and your child over 2018 and 2019 to select their subjects where they can shine and grow as a learner.

Regards
Melissa Degner

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YEAR 8 – 10 OVERVIEW

Year 8**Compulsory Subjects**

Pastoral Care (full year)
Health & Physical Education (full year)
Humanities (full year)
Mathematics (full year)
Agricultural Science
Digital Technologies
Food & Fibre
Geography and Civics & Citizenship
Material Products
Science
Visual Art

Year 9**Compulsory Subjects**

Pastoral Care (full year)
Health & Physical Education (full year)
Humanities (full year)
Mathematics (full year)
Agricultural Science
Science
Geography and Civics & Citizenship

Choice Subjects – students select five of these

Business & Work Studies
Digital Technologies
Drama
Drawing & Painting
Extended Agriculture
Film & Sound Production
Home Economics
Languages – Auslan
Languages - Spanish
Material Products – Metal
Material Products – Wood
Media Studies
Music
Photography & Graphic Design
Printmaking & Ceramics

Year 10**Compulsory Subjects**

Pastoral Care (full year)
English (full year)
Health & Physical Education (full year)
History (full year)
Mathematics (full year)
Science (full year)

Choice Subjects – students select six of these

Agriculture (full year; counts as two)
Business & Work Studies
Digital Technologies
Drama
Drawing & Painting
Film & Sound Production
Food & Hospitality
Geography

Languages – Auslan
Languages - Spanish
Material Products – Metal
Material Products – Wood
Music
Photography & Graphic Design
Printmaking & Ceramics

YEAR 11 & 12 OVERVIEW

Stage 1

Compulsory Subjects

English (20 Credits)
Mathematics (20 Credits)
Pastoral Care
Research Project Stage 2 (10 Credits)

Choice Subjects – students must choose a further 70 credits

Face to Face

Agriculture - VET
Ancient History
Biology
Business and Enterprise
Chemistry
Child Studies
Community Studies
Design and Technology –Material Products Furniture
Design and Technology – Material Products Metal
Drama
Food and Hospitality
Geography
Health
Languages – Auslan
Languages - Spanish
Media Studies
Modern History
Music
Physical Education
Physics
Specialist Mathematics
Visual Arts

Other Stage 1 subjects could be delivered by the following options:

- Open Access
- Local Delivery
- Face to Face if sufficient interest

Stage 2

Choice Subjects - Students must choose:

- 3 subjects for SACE Completion
- 4 subjects for ATAR Eligibility (University entrance)

Face to Face

Agricultural & Horticultural Studies
Biology
Business and Enterprise
Chemistry
Community Studies A & B (not ATAR eligible)
Child Studies
Design and Technology –Material Products Furniture
Design and Technology – Material Products Metal
English
English Literary Studies
Essential English

Food and Hospitality
Health
Mathematical Methods
General Mathematics
Essential Mathematics
Modern History
Physical Education
Physics
Visual Arts

Other Stage 2 subjects could be delivered by the following options:

- Open Access
- Local Delivery
- Face to Face if sufficient interest

Australian Curriculum

The Australian Curriculum is designed to teach students what it takes to be confident and creative individuals and become active and informed citizens. It sets the goals for what all students should learn as they progress through their school life.

From the first year of schooling to Year 10, students develop knowledge and skills in eight learning areas:

English
Mathematics
Science
Health and Physical Education (HPE)
Humanities and Social Sciences (HASS)
The Arts
Technologies
Languages

In secondary schooling, students are taught by specialist teachers. Towards Year 10, the curriculum is designed so students develop skills for civic, social and economic participation. Students also have opportunities to make choices about their learning and to specialise in areas of interest.

The curriculum assists students to consider pathways for study in senior secondary schooling from a range of academic and vocational options.

SACE

What Is SACE?

The South Australian Certificate of Education (SACE) is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study.

By completing the SACE, students prepare for further learning, work and life, by:

- Building essential skills and knowledge
- Making informed choices about future study and work, based on their strengths and interests
- Gaining a certificate that gives them a head-start on their pathway beyond school

Students who successfully complete the SACE requirements are awarded the SACE certificate.

How do students get the SACE?

Most students gain their SACE over three years of study. There are two stages:

Stage 1, which most students do in Year 11, apart from the Personal Learning Plan, which most students are likely to do in Year 10 and Stage 2, which most students do in Year 12.

Each subject or course successfully completed earns 'credits' towards the SACE, with a minimum of 200 credits required for students to gain the certificate. A semester is equivalent to 10 credits (= approx. 60 hours).

Students will receive a grade from A to E for each subject at Stage 1 and from A+ to E- at Stage 2. To achieve the SACE, students must complete the following requirements with a C grade or higher at Stage 1 and a C- or higher for Stage 2 requirements:

- Personal Learning Plan (10 credits at Stage 1)
- Literacy – at least 20 credits at Stage 1 or 2 from a range of English subjects or courses
- Numeracy – at least 10 credits at Stage 1 or 2 from a range of mathematics subjects or courses
- Research Project – an in-depth major project (10 credits Stage 2)
- Other Stage 2 subjects or courses totalling at least 60 credits
- Other Stage 1 or 2 subjects totalling at least 90 credits

What is the Personal Learning Plan?

The Personal Learning Plan is a SACE subject that all students undertake at the start of their SACE, in Year 10 or 11. The subject is worth 10 credits and students need to achieve a C grade or higher.

The Personal Learning Plan helps students to:

- Identify strengths and interests
- Set personal and learning goals
- Choose the right SACE subjects and study options for their future plans
- Look at different career paths and choices
- Gain skills for future study and employment

What is the Research Project?

The Research Project is a Stage 2 subject that all SACE students undertake. In our school students complete the Research Project at Stage 1. The subject is worth 10 credits, and students need to achieve a C- grade or higher to achieve their SACE. There are two Research Project options – Research Project A and Research Project B. Research Project B can be included as part of a student's Australian Tertiary Admission Rank (ATAR).

The Research Project enables students to:

- Undertake in-depth research and study a topic of personal interest
- Develop skills in planning, research, analysis and communication
- Gain experience of tertiary-style study through self-directed learning

What is VET and how can I do it?

VET stands for Vocational Education and Training. VET gives students skills for work, particularly in the trades and industry. VET options in the SACE encourage students to complete, or make significant progress towards completing, VET qualifications while completing the SACE.

To complete the SACE, students must achieve 200 SACE credits, 180 of which can be gained through VET. Within these, students must also satisfy the literacy and numeracy requirements of the SACE. The remaining 20 credits are gained from the Personal Learning Plan (10 credits) and the Research Project (10 credits).

The SACE Board determines whether the SACE credits earned for a particular VET qualification will be recognised at Stage 1 or Stage 2. Students can refer to the VET Recognition Register for more information about recognition at Stage 1 and Stage 2.

www.sace.sa.edu.au/subjects/recognised-learning/vet-in-the-sace

What is Community Learning?

Students are able to earn SACE credits for community-based learning in two ways – Community-developed Programs and Self-directed Community Learning.

Community-developed Programs include, for example, the Australian Music Examinations Board, the Duke of Edinburgh's Award and the SA Country Fire Service. Program details are updated as new course information becomes available.

Self-directed Community Learning is gained through informal community activities such as coaching a sports team, being the primary carer of a family member, or leading an environmental project in the community.

Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning.

For more information on community learning, visit: www.sace.sa.edu.au/subjects/recognised-learning

University and TAFE entry

Students who complete the SACE are eligible for university entry, provided they meet certain requirements.

To be eligible for selection into a university course in 2019, students need to complete their SACE and obtain 90 credits at Stage 2, including at least 60 credits from Tertiary Admissions Subjects (TAS) and the other 30 credits from TAS and/or recognised studies. Students will also need to gain an Australian Tertiary Admission Rank (ATAR) and comply with rules regarding subject combinations and counting restrictions.

TAFE SA recognises the SACE as meeting the Course Admission Requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes.

Details of university and TAFE entry requirements for 2017 onwards will be included in the SATAC booklet *Tertiary Entrance 2016, 2017, 2018*.

Visit the SATAC website at www.satac.edu.au for more information about tertiary entry. Detailed information about TAFE SA course admission requirements are available at www.tafesa.edu.au

Students with disabilities

The SACE offers a range of modified subjects at Stage 1 and Stage 2 to provide opportunities for students with identified intellectual disabilities to demonstrate their learning.

A student's achievement in a modified subject will be reported as 'Completed', with the appropriate number of SACE credits. The SACE certificate will indicate that the student has achieved the SACE using one or more modified subjects. For more information about modified subjects, visit:

www.sace.sa.edu.au/the-sace/students-families/students-with-disabilities

Special Provisions

Special provisions are available if a student has an illness, disability or experiences an unforeseen circumstance which significantly impacts their ability to participate in an assessment.

For school-assessed tasks in Stage 1 or Stage 2, schools decide if a student is eligible for special provisions. The SACE Board will determine a student's eligibility for special provisions for external assessments at Stage 2 (examinations, investigations, etc.).

If a student applies for special provisions they need to provide evidence of how this impacts their ability to access assessment conditions. For more information, visit:

www.sace.sa.edu.au/the-sace/students-families/about-the-sace

Exams / External Assessment

To help prepare students for Stage 2 examinations, we have mid-year exams at Stage 1 for all students in some subjects and end of year exams for Year 10s and Stage 1 in some subject areas. This allows students to develop exam skills and strategies.

An expert from outside the school will assess 30% of a student's work in every subject in Stage 2. This is called external assessment. Work that is externally assessed may be in the form of an oral or written exam, practical performance, presentation, investigation or folio.

Year 8 Curriculum

All Year 8 students complete a full year of Pastoral Care, Humanities (combining English and History), Mathematics and HPE. They cover the remaining curriculum areas in a variety of subjects:

Design & Technologies – Agricultural Science; Food & Fibre; Material Products

Digital Technologies – Digital Technologies

Geography – Geography; Civics & Citizenship

Science – Agricultural Science; Science

Visual Arts – Visual Art

Year 9 Curriculum

All Year 9 students complete a full year of Pastoral Care, Humanities (combining English and History), Mathematics and HPE. They also complete a semester of Science and a semester of Agricultural Science (incorporating Design & Technologies).

Electives are selected from the following learning areas:

Design & Technologies – Extended Agriculture; Home Economics; Material Products - Metal; Material Products - Wood

Digital Technologies – Digital Technologies

Geography – Geography; Civics & Citizenship

Media Arts – Film & Sound Production

Visual Arts – Drawing & Painting; Photography & Graphic Design; Printmaking & Ceramics

Work Studies – Business & Work Studies

Year 10 Curriculum

All Year 10 students complete a full year of Pastoral Care (incorporating PLP), English, History, Mathematics, Science and HPE.

Electives are selected from the following learning areas:

Design & Technologies – Food & Hospitality; Material Products – Metal; Material Products - Wood

Digital Technologies – Digital Technologies

Geography – Geography

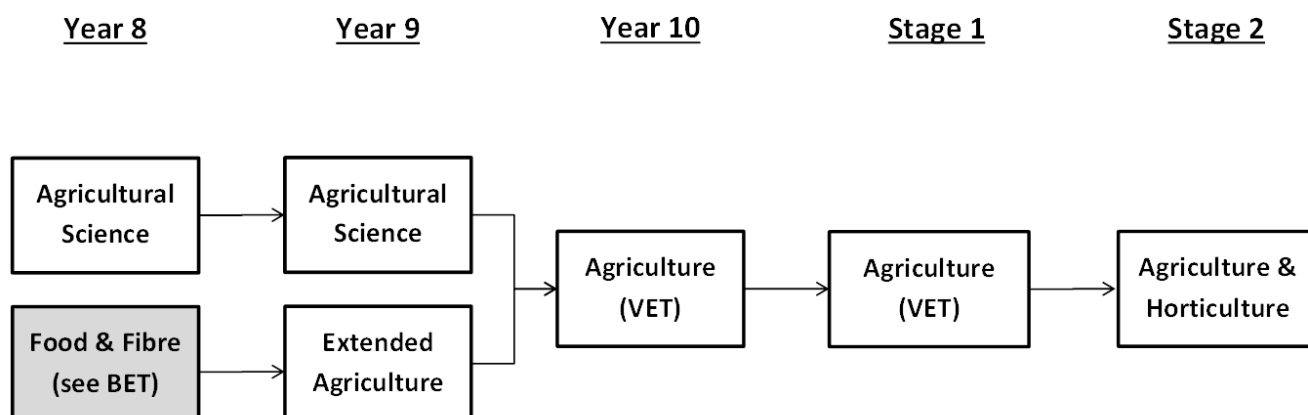
Media Arts – Film & Sound Production

VET – Agriculture (Cert II)

Visual Arts – Drawing & Painting; Photography & Graphic Design; Printmaking & Ceramics

Work Studies – Business & Work Studies

Agriculture



Agricultural Science – Year 8/9

PLEASE NOTE: Stage 1 Agriculture may be offered as a SACE Unit depending on the availability of VET Units.

In Years 8 and 9 students undertake one semester of Agricultural Science. This is primarily based on the Science curriculum area; however, Agriculture is utilised to provide context and meaning where possible.

Extended Agriculture – Year 9

Pre-requisite: A proven commitment to Year 8 Agricultural Science

This subject is delivered via two 80 minute lessons per week.

Course outline:

- **Vegetable Garden** – production, promotion and marketing of vegetables
- **Australian Sheep and Wool Industry** – breeds, management, wool, Wool 4 School design competition

Assessment:

Agriculture falls under a number of Australian Curriculum Learning Areas. Student work is assessed under:

- Design & Technology
- Science
- Economics & Business

Pathways:

Further studies in Agriculture and will assist in subjects such as Science and Biology.

Agriculture (VET) – Year 10

Pre-requisite: A proven commitment to Year 9 Agriculture. Due to the high demand for students to participate in this class, results and

efforts from Year 9 reports will be taken into consideration. Students who are participating in an Australian School Based Apprenticeship are able to enrol in full year Agriculture, however will need to ensure that their work day does not coincide with any double Ag lessons. This is to ensure the safety of the students.

Students who complete a full year of Agriculture in BOTH Year 10 & Year 11 can complete a full Certificate II in Agriculture, however not all units can be delivered by the school meaning several will need to be delivered by TAFE.

Course Outline:

- **Occupational Health and Safety** – focus on OHS on farms, identifying & managing risks/hazards
- **Tractor** – parts of a tractor and maintenance, tractor safety, different hitching (3 point linkage, pin, ball, hydraulics), learning to drive tractor, reversing trailers/equipment using tractor
- **Fencing** – components of a fence, tools and equipment needed for fencing, installing/maintaining fences, fence repairs, costing fences, electric vs. conventional fences
- **Adelaide Show Led Steers** – Ruminant digestive system, feed rations (determining and preparing), recording growth and development of animals, fat and muscle scoring, different beef cuts of meat, marketing meat, animal conformation, handling steers, preparing animals for show, feeding and watering animals

Assessment:

This course uses a variety of options for assessment including oral, practical demonstrations of skills, as well as some written based tasks.

Topics covered in Year 10 will count towards the following national competencies:

- AHCOHS201A – Participate in OHS Practices (20 hours)
- AHCMOM202A – Operate Tractors (40 hours)
- AHCLSK211A – Provide Feed for Livestock (30 hours)
- AHCLSK205A – Handle Livestock Using Basic Techniques (30 hours)
- AHCLSK204A – Carry out Regular Livestock Observation (40 hours)
- AHCINF202A – Install, Maintain and Repair Fencing (30 hours)

With a total of 190 nominal hours – the Year 10 Ag Full Year course can potentially give students 25 credits towards their Stage 1 SACE.

Pathways:

Completion of Certificate II in Agriculture in Year 11 / Agricultural Industry Career Pathway

Further studies in Agriculture as part of SACE

Agriculture (VET) – Stage 1

Students studying Agriculture as part of their Stage 1 SACE will be completing competencies towards the national Certificate II in Agriculture. For students who have completed a full year of Ag in Year 10, and complete a full year of Ag in Year 11 (including the extra units delivered by TAFE), they will finish a Certificate II in Agriculture.

Semester 1 – Agriculture A

Competencies to be delivered:

- AHC SOL201A – Determine Basic Properties of Soil &/or Growing Media (20 hours)
- AHC MOM203A – Operate Basic Machinery and Equipment (20 hours)
- AHC WRK209A – Participate in Environmentally Sustainable Work Practices (20 hours)
- AHC PMG201A – Treat Weeds (40 hours)

****Optional Extra Competencies to complete Certificate II in Agriculture (delivered by TAFE). Please note that there is possibly a fee to complete these units.*

**AHC SHG201A – Crutch Sheep (40 hours)*

**AHC SHG206A – Prepare Handpiece and Downtube for Machine Shearing (20 hours)*

Semester 2 – Agriculture B

Competencies to be delivered:

- AHC CHM201A – Apply Chemicals Under Supervision (30 hours)
- AHC LSK202A – Care for Health and Welfare of Livestock (40 hours)

****Optional Extra Competencies to complete Certificate II in Agriculture (delivered by TAFE). Please note that there is possibly a fee to complete these units.*

**AHC WOL203A – Carry Out Wool Pressing (10 hours)*

**AHC WOL201A – Pen Up Sheep (10 hours)*

**AHC SHG202A – Assist in Preparing for Shearing and Crutching (20 hours)*

**AHC SHG205A – Grind Combs and Cutters (20 hours)*

Assessment:

This course uses a variety of options for assessment including oral, practical demonstrations of skills, as well as some written based tasks.

For every 70 nominal hours completed, students receive 10 credits towards their SACE Stage 1.

Agriculture Production – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NO	NO	FULL YEAR	2AGD20

Agriculture & Horticulture Studies is an elective Stage 2 subject where students develop skills in investigation design, analysis and evaluation of information, and obtain knowledge and understanding relevant to primary industries. The Agriculture & Horticulture course is primarily based on cropping and sheep enterprises.

The school's Agricultural facilities and Farm are used for practical tasks, with field trips being utilised where possible. Formal classroom work provides the opportunity for self-directed learning that complements the context within which the practical work is being undertaken.

There are three assessment types for this course:

Agricultural Reports (30%):

- Chemical Use Practical
- Soils Investigation (Design Practical)
- Science as a Human Endeavour (SHE Task)

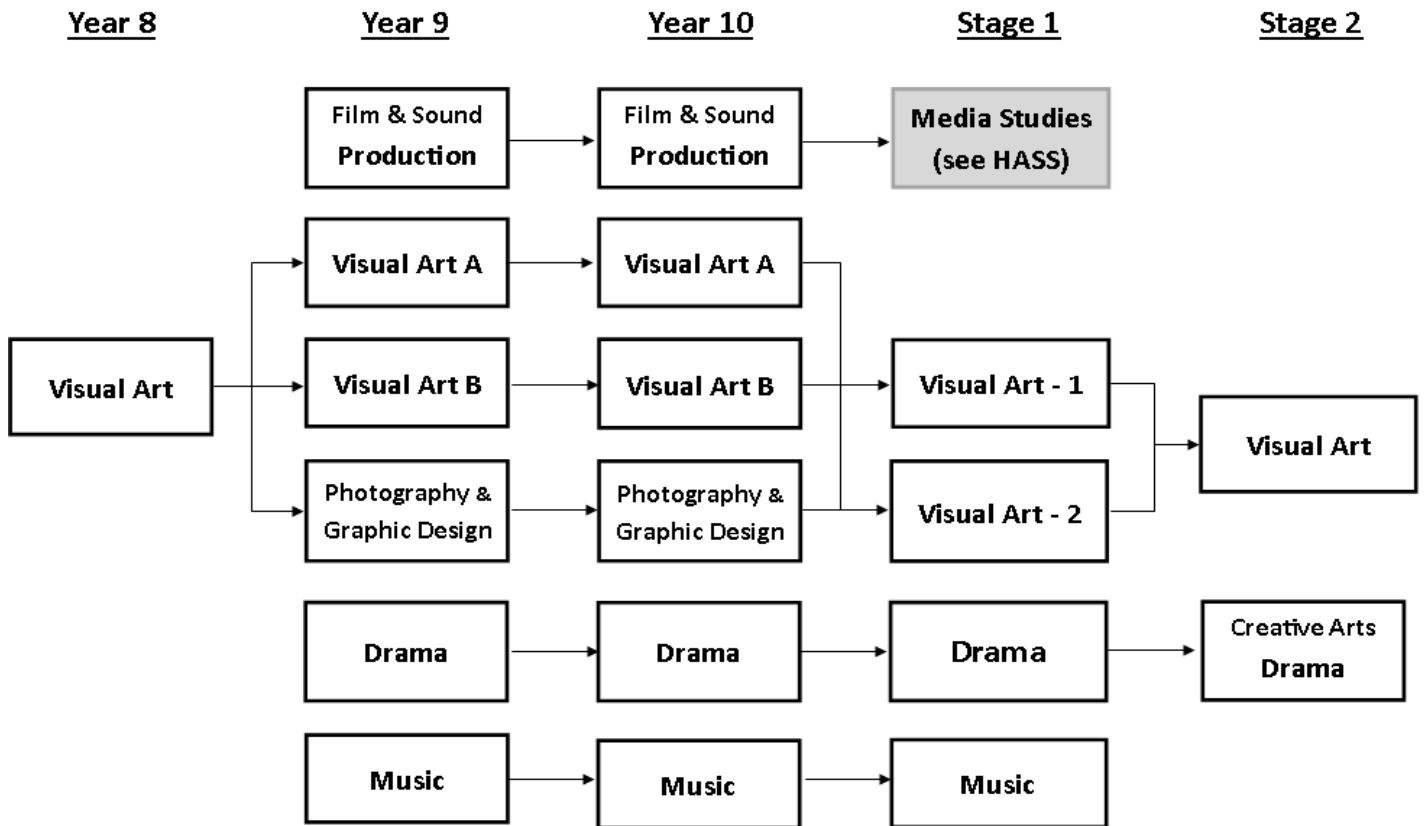
Applications (40%):

- Paddock Crop Planning
- National Merino Challenge
- Lamb Production

External Investigation (30%):

Students develop and conduct an individual Practical Investigation based on Primary Production enterprise in agriculture. Examples include growing horticultural crops in the field, intensive animal systems like poultry or feedlotting sheep or cattle. Students collect primary and secondary data and analysis and evaluate findings.

The Arts



Visual Arts – Year 8

VISUAL ARTS (ART and DESIGN):

For Year 8 students, the aim of this course is to provide a broad range of experiences and to develop skills in the following areas of Visual Arts:

Topics:

- Drawing
- Painting
- Printmaking
- Ceramics
- 3D Construction
- Design
- Lateral Thinking Skills
- Art Appreciation and Analysis
- Presentation Skills
- Art History

- Painting techniques (portraits and landscapes)
- Drawing (charcoal, pastels, pencil)
- Perspective
- Photography
- Art Appreciation and Analysis
- Presentation Skills
- Art History
- Lino Printing
- Monotype printing
- Ceramics – hand-building
- Art Appreciation and Analysis
- Presentation Skills
- Art History

Visual Art A & B – Year 9

These semester courses develop lateral thinking, presentation and research skills associated with Art with a variety of different art making techniques.

Pre-requisites: NIL

Possible Topics:

Photography & Graphic Design – Year 9

Students will use a range of photographic equipment and processes to record, enhance, produce and present quality photographic images. Adobe Photoshop will be explored and utilised for this purpose.

The course requires students to gain a basic understanding and appreciation of the following concepts:

Topics:

- Planning, Taking, Editing and Critiquing a photograph or a product

- The history and development of photography
- Technical aspects of cameras and lighting
- Using and recording the design process in order to produce quality products
- Using Photoshop to edit and enhance photos

To study this course, students can utilise a digital camera from home or they may negotiate to use a school camera.

Drama– Year 9/10

In Drama, students:

- refine and extend their understanding and use of role, character, relationships and situation
- extend the use of voice and movement to sustain belief in character
- maintain focus and manipulate space and time, language, ideas and dramatic action
- experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences
- draw on drama from a range of cultures, times and locations as they experience drama
- explore the drama and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies
- learn that over time there has been further development of different traditional and contemporary styles of drama and that dramatists can be identified through the style of their work, as they explore drama forms
- explore meaning and interpretation, forms and elements, and social, cultural and historical influences of drama as they make and respond to drama
- evaluate actors' success in expressing the directors' intentions and the use of expressive skills in drama they view and perform
- maintain safety in drama and in interaction with other actors
- build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse performances.

Film & Sound Production – Year 9/10

Students engage in two modes of learning; Production and Analysis. In Production tasks, students learn to produce media texts, such as short films, to manipulate genre, shape technical conventions for effect and collaboratively apply design, production and distribution processes. In Analysis tasks, students analyse a topic through the lens of social and cultural values, and evaluate the impact of social and cultural values in making meaning in media texts.

Topics:

- Teen Movies
- Film Conventions
- Film Production
- Video Essay

Pathways:

This course leads to Stage 1 Media Studies

Music– Year 9/10

Music is for students who have an interest in music through either playing an instrument or singing. The course will be designed to allow students to evaluate the different elements and characteristics of a variety of different music styles. Students will reflect upon the evolution of musical styles and genres and the influences from those times. They will also reflect on the development of tradition and contemporary styles of music and how musicians can be identified through the style of their music. Students explore the meaning and interpretation, forms and elements, social, cultural and historical contexts of music as they make and respond to music.

Over the semester, students will individually or as a music group or choir, rehearse and perform varying forms and styles. From this they can build on their understanding of previous bands and choirs and the roles of different artists as the students explore more diverse music types.

Visual Art A & B – Year 10

This course offers a broad range of art forms for students to experience. They will further develop and explore media, techniques and skills associated with Art and learn about the installation of artworks.

Students will present final visual artworks and the support work displaying their developmental process. They produce a written practitioner's statement of 250 words. They may exhibit final artworks within the school community and if possible, the wider community.

Students will use critical analysis and personal research to gain an understanding of historical and contemporary artists and artworks and develop the use of art terminology. Students may visit exhibitions and become familiar with local artists and art in the community.

Pre-requisites: NIL

Topics:

- Charcoal
- Street Art/Mural painting
- Painting techniques
- Biro drawing
- Presentation Skills
- Relief Printmaking – Lino (multi-colour)
- Intaglio Printmaking – Acetate scratch board
- Pottery
- Ceramics – Tile making
- Presentation Skills

Pathways:

This course leads to SACE Stage 1 Visual Arts - Art.

Photography & Graphic Design – Year 10

Students will use a range of photographic equipment and processes to record, enhance, produce and present quality photographic images. Various hardware and software will be explored and utilised for this purpose.

The course requires students to gain a basic understanding and appreciation of the following concepts:

- Planning, Taking, Editing and Critiquing a photograph or a product
 - The history and development of photography
 - Technical aspects of cameras and lighting
 - Using and recording the design process in order to produce quality products
 - Using Photoshop to edit and enhance photos
- To study this course, students can utilise a digital camera from home or they may negotiate to use a school camera.

Drama: - Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NO	NO	SEMESTER	1DRM10

Students acquire the skills and understanding to generate creative and imaginative solutions to the challenge of staging theatrical works. Drama values the exploration of all forms of learning, integrating the creative with the physical and the intellectual.

Students analyse texts and other materials, performances, and their own learning. As students experience diverse perspectives and challenge their own imaginations, they have the opportunity to develop confidence in their own ideas.

Assessment:

- Presentation of Dramatic Works
- Dramatic Theory and Practice
- Individual Investigation and Presentation

Music: - Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	POSSIBLY	NO	SEMESTER	1MXE10

Music is for students who have an interest in music through either playing an instrument or singing. The course will be designed to allow students to evaluate the different elements and characteristics of a variety of different music styles. Students will reflect upon the evolution of musical styles and genres and the influences from those times. They will also reflect on the development of tradition and contemporary styles of music and how musicians can be identified through the style of their music. Students explore the meaning and interpretation, forms and elements, social, cultural and historical contexts of music as they make and respond to music.

Over the semester, students will individually or as a music group or choir, rehearse and perform varying forms and styles. From this they can build on their understanding of previous bands and choirs and the roles of different artists as the students explore more diverse music types.

Visual Arts: A - Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NO	NO	SEMESTER	1VAA10

This course provides students with an opportunity to develop visual art skills through analysis, research and practice, and to assist them in undertaking further study at Stage 2. Students work in two dimensional art forms and conceive, develop and resolve art works using a creative problem solving process. Students will experiment in a range of teacher led workshops covering various media and artistic styles concentrating on Portraits and an Environmental Issue.

The course has three assessment components:

- **Folio – Environmental Issue** – students produce a folio that documents their visual learning and supports their resolved, practical artworks.
- **Practical – Environmental Issue** – consists of a series or a resolved artwork that links to the Folio. A 250 word Practitioner's Statement is prepared by the student explaining aspects of their work.
- **Visual Study - Portraits** – explores artists' styles, ideas, media, materials, methods and techniques. Students research and critically analyse artworks from local, national and international portrait artists. 750 words and 12 A3 pages.

Students will exhibit final artworks within the school and if possible, the wider community in a gallery setting. They will visit exhibitions and become familiar with local artists and art in the community.

NOTE: Students can choose two separate semesters of Visual Art to give them a total of 20 credits towards their SACE.

This course leads to SACE Stage 2 Visual Art.

Visual Arts: B - Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NO	NO	SEMESTER	1VAA10

This course provides students with an opportunity to develop visual art skills through analysis, research and practice, and to assist them in undertaking further study at Stage 2. Students work in two and three dimensional art forms and conceive, develop and resolve art works using a creative problem solving process. Students will experiment in a range of teacher led workshops covering various media and artistic styles concentrating on Sculpture.

The course has three assessment components:

- **Folio – Recycled Art** – students produce a folio that documents their visual learning of recycled art and supports their resolved, practical artwork/s.
- **Practical – Recycled Art** – consists of a series or a resolved artwork that links to the Folio. A 250 word Practitioner's Statement is prepared by the student explaining aspects of their work.
- **Visual Study – Landscapes** – explores artists' styles, ideas, media, materials, methods and techniques in creating landscapes. Students research and critically analyse artworks from local, national and international artists. 750 words and 12 A3 pages.

Students will exhibit final artworks within the school and if possible, the wider community in a gallery setting. They will visit exhibitions and become familiar with local artists and art in the community.

NOTE: Students can choose two separate semesters of Visual Art to give them a total of 20 credits towards their SACE.

This course leads to SACE Stage 2 Visual Art.

Visual Arts – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	YES	FULL YEAR	2VAA20

This course is intended to provide students with an opportunity to understand art through analysis, research and practice, and to assist them in undertaking further education or employment within the visual art field.

The course has three assessment components:

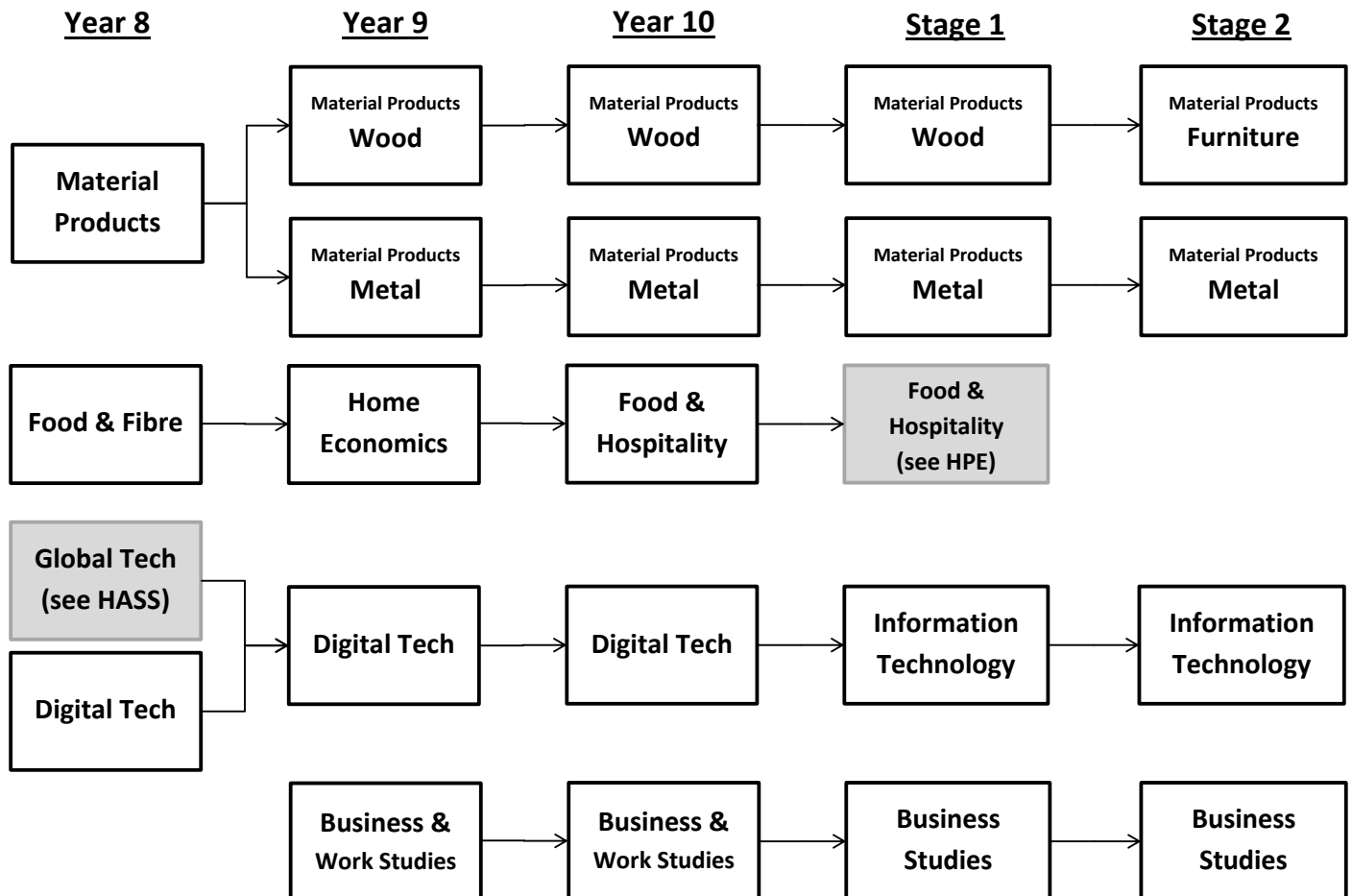
- Folio (40%) - students document their visual learning in support of each of their two final pieces. Each back-up book must contain twenty completed A3 sketchbook pages.
- Practical (30%) - students produce two major art pieces and write a 500 word Artist's Statement for each.
- Visual Study (30%) - students explore the style, ideas, concepts, media, techniques and technologies of an area of personal interest. Through individual research, students present 2000 words containing evidence of their learning that includes analysis, opinions, practical experimentation and evaluations over twenty A3 pages.

Due to the time consuming nature of this course, students may be required to make an extra time commitment, either after school or during study lessons. Further, the Arts Curriculum Area recommends that students select one Visual Arts course only.

Costs: students may need to purchase special materials for their practical projects and may also be invited to attend a 2-day excursion to Adelaide (\$300 approx).

This subject leads to a variety of TAFE, University and Art/Design School courses in South Australia and interstate. A folio of work is sometimes required to gain entry.

Business, Enterprise and Technology



Food & Fibre – Year 8

Year 8 students undertake Food & Fibre for 1 Semester only.

This is an integration of Home Economics and Agriculture. It looks at Food and Fibre Production in Australia, incorporating Paddock through to Plate.

This subject is delivered via 7 lessons per week.

Topics may include:

- Grain Production
- Vegetable Garden
- Chickens
- Cotton/Textiles
- Dairy

Assessment:

Food and Fibre falls under a number of Australian Curriculum Learning Areas. Student work is assessed under:

- Design & Technology
- Science

Pathways:

Further studies in Agriculture, Home Economics, Food & Hospitality and will assist in subjects such as Science and Biology.

Year 8 students undertake Material Products for 1 Semester only.

Material Products – Year 8

This course is an integration of Designing, Planning, Producing and Evaluating in areas that could include Timber and its products, joining, gluing and finishing.

Oxy-Acetylene equipment, welding, safety, metal bending and fabrication.

This subject is delivered via 4 lessons per week (2 double lessons)

Topics may include:

- Timber –Solid/Particleboard and Plywood.
- Machines, Power tools and Hand tools
- Metal Fabrication
- Oxy-Acetylene and welding techniques
- Drawing and Design techniques

Assessment:

Material Products fits in the Design & Technology learning area of the Australian Curriculum.

Student work is assessed under:

Design and Technologies

Knowledge and Understandings

8.3 Describe ways to create effective designed solutions that consider ethics, social values and sustainability factors through selecting and combining properties and characteristics of resources.

Processes and Production Skills

8.7 Critique, explore and investigate needs or opportunities and a range of materials, components, tools and techniques to collaboratively develop produce creative and sustainable designed solutions in response to design briefs

8.8 Generate, develop, communicate, test, evaluate and communicate design ideas, plans and processes for identified needs and audiences using manual and digital technologies and collaborative techniques

8.9 Competently and safely use a broad range of materials, components, tools and techniques when designing, and project managing production of sustainable designed solutions for technologies contexts and evaluating using identified criteria for success,

Pathways:

Further studies in Material Products, Wood and Metal fabrication, interest in Design, Fabrication, Manual Arts, the construction industry and post-graduation study.

Digital Technologies – Year 8

Learning in Digital Technologies focuses on developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems.

Topics may include:

- Programming
- Data
- Networks & Hardware
- Collaborative online project

Assessment:

A variety of activities including tests, worksheets, investigations, projects and oral and multimodal presentations.

Material Products: Wood – Year 9

Year 9 students undertake Material Products-Wood for 1 Semester only.

This course is an integration of Designing, Planning, Producing and Evaluating in areas that include Timber and its products, jointing, gluing, turning and finishing.

This subject is delivered via 4 lessons per week (2 double lessons)

Topics may include:

- Timber –Solid/Particleboard and Plywood.
- Machines, Power tools and Hand tools
- Wood Lathe-techniques and tools
- Traditional Jointing-applications and techniques
- Drawing and Design techniques

Assessment:

Material Products fits in the Design & Technology learning area of the Australian Curriculum.

Student work is assessed under:

Design and Technologies

Knowledge and Understandings

10.3 Investigate and make judgments about how properties and characteristics of resources can be combined to design and produce designed solutions appropriate for purpose, with consideration of ethics, social values and sustainability factors.

Processes and Production Skills

10.4 Critique, explore and investigate needs or opportunities to develop design briefs and justify the selection of an increasingly sophisticated range of technologies, materials and systems to produce creative designed solutions

10.5 Apply design thinking, creativity, innovation, enterprise and project management skills to develop, evaluate, modify and communicate design ideas;

sequence production and management plans using digital technologies

10.6 Work flexibly to safely test, select, justify and use appropriate technologies to design, produce and evaluate designed solutions using identified criteria for success and suggesting improvements to design processes

Pathways:

Further studies in Material Products Wood, interest in Design, Fabrication, Manual Arts, the construction industry and post-graduation study.

Material Products: Metal – Year 9

Year 9 students undertake Material Products-Metal Fabrication for 1 Semester only.

This course is an integration of Designing, Planning, Producing and Evaluating in areas that include Metal and its products, jointing, fabrication and finishing.

This subject is delivered via 4 lessons per week (2 double lessons)

Topics may include:

- Metal-welding, joining and fabrication
- Machines, Power tools and Hand tools
- Oxy-Acetylene equipment and safety
- Braze and Fusion welding techniques
- Drawing and Design techniques

Assessment:

Material Products fits in the Design & Technology learning area of the Australian Curriculum.

Student work is assessed under:

Design and Technologies

Knowledge and Understandings

10.3 Investigate and make judgments about how properties and characteristics of resources can be combined to design and produce designed solutions appropriate for purpose, with consideration of ethics, social values and sustainability factors.

Processes and Production Skills

10.4 Critique, explore and investigate needs or opportunities to develop design briefs and justify the selection of an increasingly sophisticated range of technologies, materials and systems to produce creative designed solutions

10.5 Apply design thinking, creativity, innovation, enterprise and project management skills to develop, evaluate, modify and communicate design ideas;

sequence production and management plans using digital technologies

10.6 Work flexibly to safely test, select, justify and use appropriate technologies to design, produce and evaluate designed solutions using identified criteria for success and suggesting improvements to design processes

Pathways:

Further studies in Material Products Metal, interest in Design, Fabrication, Manual Arts, the construction industry and post-graduation study.

Home Economics – Year 9

This course is for one semester and may include:

- Investigation of Dietary Guidelines and their relation to healthy eating.
- Analysis of food labelling, additives and packaging requirements.
- Food as a feature of social occasions.
- Recycling and the environment / sustainability.
- Understanding of fibre in food and textiles
- Practical design and evaluation.

Students will have the opportunity to investigate a wide range of issues related to the above topics. They will design and create a variety of products followed with critical evaluation.

Digital Technologies – Year 9

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

Topics may include:

- Programming skills development
- Programming
- Web development
- Data
- Networks & Hardware
- Collaborative online project
-

Audience: Students who are reasonable at using technology, and would like to extend their skills in problem-solving with technology. This subject will prepare students for tertiary studies not requiring deep knowledge of digital technologies.

Assessment:

A variety of activities including tests, worksheets, investigations, projects and oral and multimodal presentations.

Business & Work Studies – Year 9

This course is intended for students who have an interest in the world of business. Students will develop skills in information management, decision-making, problem solving and the ability to exercise initiative. Students will also develop an understanding of current business terminology and practices.

Areas of study include:

- Structure of business
- Roles and processes of business
- Responsibilities of employers and employees
- Evaluating and responding to change
- Business documents / basic accounting
- Creating a basic resume and portfolio

Student work is assessed under:

- Economics and Business
- Work Studies

Material Products: Wood – Year 10

Carcase Construction: Cabinet Making:

This course is designed for students who are interested in learning about furniture construction techniques or who are interested in a Construction Pathway in the Senior School. Woodwork will focus on a design, make and evaluate methodology.

This course will concentrate on:

- Basic frame and carcass construction
- Use of manufactured board
- Sanding and finishing techniques
- Glues, finishes and simple jigs
- Safe use of hand and power tools
- Safe use of machinery e.g. Panel Saw, Radial Arm Saw etc.
- Develop skills in technical drawing

Students are given tasks to equip them with the knowledge, skills and understanding about materials, tools and processes.

Assessment:

Material Products fits in the Design & Technology learning area of the Australian Curriculum.

Student work is assessed under:

Design and Technologies

Knowledge and Understandings

10.2 Explain factors influencing design and how products, services and environments evolve and the impact of emerging technologies on design decisions and preferred futures

10.3 Investigate and make judgments about how properties and characteristics of resources can be combined to design and produce designed solutions appropriate for purpose, with consideration of ethics, social values and sustainability factors

Processes and Production Skills

10.4 Critique, explore and investigate needs or opportunities to develop design briefs and justify the selection of an increasingly sophisticated range of technologies, materials and systems to produce creative designed solutions

10.5 Apply design thinking, creativity, innovation, enterprise and project management skills to develop, evaluate, modify and communicate design ideas; sequence production and management plans using digital technologies

10.6 Work flexibly to safely test, select, justify and use appropriate technologies to design, produce and evaluate designed solutions using identified criteria for success and suggesting improvements to design processes

Pathways:

Stage 1 and 2 Material Products and Furniture Construction, interest in Design, Fabrication, Manual Arts, the construction industry and post-graduation study.

Material Products: Metal – Year 10

Metal Fabrication and Welding techniques:

This course is designed for students who are interested in learning about metalwork construction techniques or who are interested in the Construction Pathway in the Senior School.

This course will concentrate on:

- Gas welding with a focus on fusion welding and braze welding and cutting
- MIG and Arc welding techniques
- Metal Fabrication techniques
- Basic machining- Metal lathe
- Developing skills in technical drawing
- Safety with hand and power tools
- Safe work practices

Students are given tasks to equip them with the knowledge, skills and understanding about materials, tools and processes.

Assessment:

Material Products fits in the Design & Technology learning area of the Australian Curriculum.

Student work is assessed under:

Design and Technologies

Knowledge and Understandings

10.2 Explain factors influencing design and how products, services and environments evolve and the impact of emerging technologies on design decisions and preferred futures

10.3 Investigate and make judgments about how properties and characteristics of resources can be combined to design and produce designed solutions appropriate for purpose, with consideration of ethics, social values and sustainability factors.

Processes and Production Skills

10.4 Critique, explore and investigate needs or opportunities to develop design briefs and justify the selection of an increasingly sophisticated range of technologies, materials and systems to produce creative designed solutions

10.5 Apply design thinking, creativity, innovation, enterprise and project management skills to develop, evaluate, modify and communicate design ideas; sequence production and management plans using digital technologies

10.6 Work flexibly to safely test, select, justify and use appropriate technologies to design, produce and evaluate designed solutions using identified criteria for success and suggesting improvements to design processes

Pathways:

Stage 1 and 2 Material Products Metal, interest in Design, Fabrication, Manual Arts, the construction industry and post-graduation study.

Food & Hospitality – Year 10

This course is the initial choice for students wishing to enter the Food and Hospitality Pathway.

The course aims to develop:

- Awareness of the sectors in the hospitality industry
- Knowledge of effective / healthy meal planning
- Knowledge of food origins and production / cultures
- Management skills for small catering purposes
- Practical food preparation skills
- Safe food handling skills
- Use of technology in kitchen operations

Students will be involved in the planning, implementing and evaluating a variety of food practicals.

Assessment:

Assessment falls under Design and Technology and includes Practicals, Case Studies and an Investigation.

Digital Technologies – Year 10

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

Topics may include:

- Programming skills development
- Programming
- Web development

- Data
- Networks & Hardware
- Collaborative online project

Audience:

Students who are reasonable at using technology, and would like to extend their skills in problem-solving with technology.
This subject will prepare students for tertiary studies not requiring deep knowledge of digital technologies.

Assessment:

A variety of activities including tests, worksheets, investigations, projects and oral and multimodal presentations.

Business & Work Studies – Year 10

This course is designed to give students the opportunity to further develop their understanding of Business concepts and the Work Environment.

Areas of study may include:

- Business environment / sustainability
- People at work
- Role of the government and its influence on business and work.
- Budgeting / GST/ profit and loss
- Labour market
- Skills for life and work
- Work, Health and Safety
- Change and Technology

This subject is assessed under:

- Economics and Business
- Work Studies

Material Products: Wood – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	YES	NO	SEMESTER	1MMP10

Frame Construction Furniture:

This semester course is designed for students who are interested in learning about framed furniture construction techniques (Leg and Rail) or who are interested in a construction pathway.

Course content: This course will focus on the development of a range of woodwork disciplines including traditional jointing techniques using the “leg and Rail”, principle. And the use of hand and power tools related to their construction through a range of formative and summative assessment tasks. Students will have the opportunity to investigate and design an individual product using their developed skills.

Assessment:

Skills and applications tasks 20%

- Processes and Techniques
- Materials Application

Folio 20%

- Design brief, ideas and planning of product. Investigation of ideas related to product.

Product/Evaluation 60%

- Design solution from folio

Pathways:

Stage 2 Material Products Furniture, interest in Design, Fabrication, Manual Arts, the construction industry and post-graduation study.

Material Products: Metal – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	YES	NO	SEMESTER	1MMP10

Metal Fabrication:

This semester course is designed for students who are interested in learning about metal fabrication, welding and construction techniques or who are interested in a construction pathway.

Course content:

This course will focus on the development of a range of metalwork disciplines and materials including MIG and Arc, Oxy-Acetylene, Braze and Fusion. And the use of hand and power tools related to their construction through a range of formative and summative assessment tasks. Students will have the opportunity to investigate and design an individual product using their developed skills.

Assessment:

Skills and applications tasks 20%

- Processes and Techniques
- Materials Application

Folio 20%

- Design brief, ideas and planning of product. Investigation of ideas related to product.

Product/Evaluation 60%

- Design solution from folio.

Pathways:

Stage 2 Material Products Metal, interest in Design, Fabrication, Manual Arts, the construction industry and post-graduation study.

Food & Hospitality – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NO	NO	SEMESTER	1FOH10A

Students focus on the dynamic nature of the Food and Hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality. Students work independently and collaboratively to achieve common goals.

Topics may include:

- skills and safe work practices in the preparation,
- storage and handling of food, complying with current health and safety legislation.
- Students investigate and debate contemporary food and hospitality issues and current management practices.
- Group catering
- Cultural Diversity

Assessment:

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

Digital Technologies – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NO	NO	SEMESTER	1IFT10

Students investigate existing information technology systems to discover their nature and components. They develop a range of information technology skills and techniques while creating their own systems that can be tested and evaluated. Students develop and apply specialised skills and techniques in the use of software in a number of information technology areas.

The course will consist of two of the follow topics:

- Computer Systems
- Relational Databases
- Application Programming
- Multimedia Programming
- Website Programming
- Dynamic Websites

Assessment:

- at least one assessment for the folio
- at least two skills and applications tasks
- one project

Pathways: Stage 2 Information Technology

Business Studies – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NO	NO	SEMESTER	1BUE10

This subject focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally.

Core Topics: teacher selects at least 1

- Introduction to Business and Enterprise
- Business and Enterprise in Practice

Option Topics; teacher to select 2-3

- Establishing a Business
- Business Management and Communication
- Financial Planning and Management
- Technology for Business
- Marketing
- Employment Relations
- Entrepreneurship: The Enterprising Person
-
- Assessment:
- Folio
- Practical
- Issues Study
-
-
-

Material Products: Furniture – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	NO	FULL YEAR	2MMA20

This full year course is designed for students who are interested in learning about furniture construction techniques or who are interested in the Construction Pathway.

Course content- This course is designed to be as relevant as possible to the student group with the assessment tasks being shaped to aid in the development of many manufacturing technologies such as tools, machines and different systems to convert materials into useful products. Also helping the students improve communication through oral and written techniques that incorporate information and communication technologies. The students can combine their designing and making skills with knowledge and understanding of materials, information and systems.

Assessment:

Skills and applications tasks 20%

- Small carcass storage project
- Working fishing rod/reel holder
- Materials application
- Study of materials used for the manufacture of an identified product.

Product 50%

- Minor project- Individually negotiated, but could be a door/drawer for their Major Product.
- Major project- design solution

External component 30%

- Folio: Product design
- Folio: Product evaluation

Pathways:

This course leads to various TAFE courses, general employment, trades, apprenticeships and post graduate study.

Material Products: Metal – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	NO	FULL YEAR	2MMB20

This full year course is designed for students who are interested in learning about Metal and various construction techniques or who are interested in the Construction Pathway.

Course content- This course is designed to be as relevant as possible to the student group with the assessment tasks being shaped to aid in the development of many manufacturing technologies such as tools, machines and different systems to convert materials into useful products. Also helping the students improve communication through oral and written techniques that incorporate information and communication technologies. The students can combine their designing and making skills with knowledge and understanding of materials, information and systems.

Assessment:

Skills and applications tasks 20%

- Welding/Cutting skills assessment
- Metal Lathe test piece
- Materials application
- Study of materials used for the manufacture of an identified product

Product 50%

- Minor project- Metal Lathe Turning Piece.
- Major project- Design Solution

External component 30%

- Folio: Product design
- Folio: Product evaluation

Pathways:

This course leads to various TAFE courses, general employment, trades, apprenticeships and post graduate study.

Food & Hospitality – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	NO	FULL YEAR	2FOH20

Students develop an understanding of contemporary approaches and issues related to food and hospitality. They work independently and collaboratively to achieve common goals. Students develop skills and safe work practices in the preparation, storage and handling of food. They investigate contemporary issues in the food and hospitality industry.

Areas of study:

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

Assessment: at least 7 tasks

School Assessment:

- Practical Activity - at least 4-5 (50%)
- Group Activity – at least 1-2 (20%)

External Assessment:

- Investigation- 1 x 2000 words (30%)

Information Technology – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NO	NO	FULL YEAR	2IFT20

Students investigate existing information technology systems to discover their nature and components. They develop a range of skills and techniques while creating their own systems that can be tested and evaluated. Students develop and apply specialised knowledge and understanding in the use of software in a number of information technology areas.

Students study both core topics and two of the option topics.

Core Topics

- Topic 1: Information Systems
- Topic 2: Computer and Communication Systems

Option Topics

- Topic 1: Relational Databases
- Topic 2: Application Programming
- Topic 3: Multimedia Programming
- Topic 4: Website Programming
- Topic 5: Dynamic Websites

Assessment:

School Assessment (70%)

- Assessment Type 1: Folio (20%)
- Assessment Type 2: Skills and Applications Tasks (30%)
- Assessment Type 3: Project (20%)

External Assessment (30%)

- Assessment Type 4: Examination (30%)

Business & Enterprise – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NO	NO	FULL YEAR	2BUE20

Students will study two core topics:

- The Business Environment
- The Work Environment

And two option topics, chosen by the teacher from:

- People, Business, and Work
- Business and the Global Environment
- Business, Law, and Government
- Business and Technology
- Business and Marketing

Students will gain a broad understanding of the business world. The subject allows students to better appreciate their relationship with all forms of business. Involvement with business is an integral component of the course. Students will develop contacts with businesses for their assessment tasks.

School Assessment:

- Folio (30%),
- Practical (20%)
- Issues Study (20%)

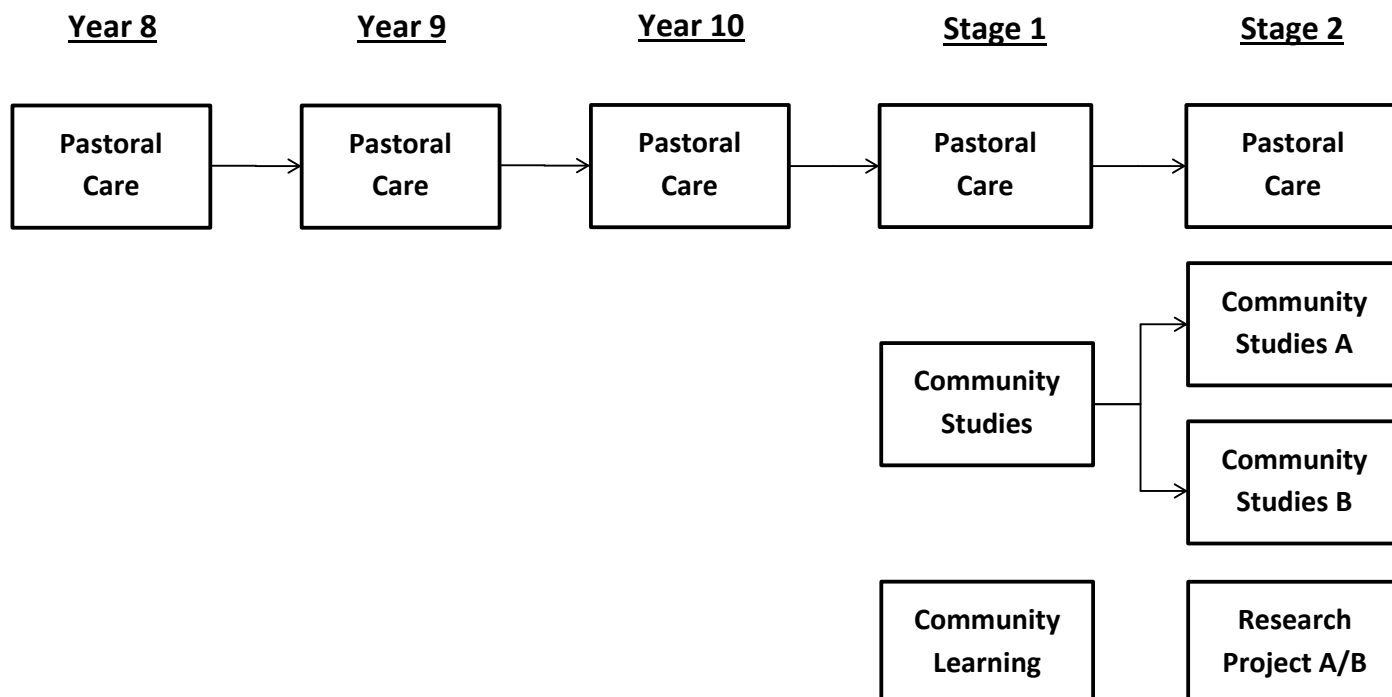
External Assessment:

- Report (30%).

Pathways:

This course leads to Tertiary Study and a variety of careers – e.g. accounting, economics and business. There are no pre-requisite study requirements for this course.

Cross-Disciplinary



Pastoral Care – Year 8-12

Pastoral Care is a compulsory subject for students in Years 8-12 designed to help students develop their Social and Emotional Learning.

Students will participate in a range of activities designed to address the General Capabilities of the Australian Curriculum and SACE, with particular focus on the Personal and Social, Ethical Understanding and Intercultural Capabilities.

Students will be given opportunities to develop an understanding of themselves as learners and the way their dispositions and attitudes impact on themselves and others. There will be a focus on students recognising their role within the school community, the broader local community and the global community.

Whole School focus in dispositions includes:

- Grit for Learning
- Mindset for Learning
- Self-Regulation for Learning

Personal Learning Plan – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NO	NO	YEAR	1PLP10

The Personal Learning Plan is a compulsory SACE subject undertaken in Year 10. PLP allows students to explore in some depth future pathways, personal goals, strengths and challenges. All students

involved with PLP will complete Work Experience within the community as part of their studies.

PLP topics covered are: Personal Development and Work Skills

The program focuses on students: developing an understanding of themselves and their skills; identifying, exploring, developing and refining a range of possible future career pathways; setting personal and learning goals and developing strategies to achieve them; understanding, developing and linking the capabilities to their personal and learning goals; and reviewing their experiences and achievements.

In Year 10 PLP is delivered across the whole year during Pastoral Care time (1 lesson a day).

If PLP is not successfully completed throughout the year, it will need to be undertaken by the student at another time. The course is not offered as a Year 11 subject.

Community Studies – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NO	NO	SEMESTER	1COM10

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

They develop their capability to work independently and to apply their skills and knowledge in practical ways in their community.

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

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

Assessment:

Successful completion of the following:

- Contract of Work
- Folio
- Community Activity
- Reflection

Community Studies A – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NO	NO	FULL YEAR	ASSORTED

Stage 2 Community Studies can be studied as a 10-credit subject or a 20-credit subject in one or more of the ten areas of study.

Content:

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

- Arts and the Community
- Business and the Community
- Communication and the Community
- Design, Construction, and the Community
- Environment and the Community
- Foods and the Community
- Health, Recreation, and the Community
- Science and the Community
- Technology and the Community
- Work and the Community.

Assessment:

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

School-based Assessment:

- Contract of Work
- Folio
- Presentation

External Assessment:

- Reflection

Information on the External Assessment

Reflection: The reflection is a piece of writing of and up to a maximum of 1000 words, or equivalent in multimedia format for a 20-credit subject.

Community Studies B – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NO	NO	FULL YEAR	ASSORTED

Community Studies B — Interdisciplinary Learning and the Community. Students will base their learning on the knowledge, skills and understanding described in an Interdisciplinary field of study in a Board-accredited SACE Stage 2 subject (e.g. Creative Arts, Business or Physics). Each student will show evidence of learning against some of the learning requirements described in the selected SACE 2 subject for the school assessment component. In addition they will demonstrate learning for the external assessment through a community application activity that is based on the selected subject. The evidence of learning will be assessed according to the Community Studies B Performance Standards. Community Studies B enrolments can occur at the beginning of the year or a student may be withdrawn from a Board-accredited SACE Stage 2 Interdisciplinary subject and enrolled in Community Studies B — Interdisciplinary Learning and the Community (2IBY20) during the year.

Community Learning - SACE

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NO	NO	FULL YEAR	ASSORTED

The SACE Board recognises that learning doesn't just happen in the classroom, but in all kinds of settings. SACE students can earn credits for community service or activities through recognised Community-developed programs or self-directed community learning.

Community-developed programs:

Many community organisations develop and accredit their own programs, and many of these are eligible for recognition towards the SACE. eg the Australian Music Examinations Board, The Duke of Edinburgh's International Award, and the SA Country Fire Service. Students who have received an award or certificate from one of the organisations detailed in the Recognised Community-developed Programs table may be eligible for SACE credits.

Students can apply for recognition of a Community-developed program by completing the application form and submitting the form to their school's SACE Coordinator.

Areas of community learning:

- Community development
- Independent living
- Performance
- Recreational skills and management
- Self-development
- Sports skills and management
- Volunteering
- Work skills and career development

Self-directed Community Learning

Credit for this may be gained through learning experiences that do not follow a formal, accredited curriculum.

Individual students may participate in a range of programs or sets of activities that are not formally accredited. Examples of this type of learning include:

- officiating at a series of sporting events
- performing in sport at an elite level
- planning and coordinating community or recreational events

- taking a leadership role in community landcare or conservation groups
- taking a leadership role in community theatrical productions
- taking a leadership role in volunteer organisations

This is assessed through an application form and an interview.

The 70% school-based assessment (which is moderated) and the 30% external assessment are combined for the student's final result, which is reported as a grade between A+ and E-.

Research Project A/B – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NO	NO	SEMESTER	2RPA/B10

Students must complete the Research Project at Stage 1 or Stage 2, with a C- grade or better, in order to achieve their SACE.

The Research Project gives students the opportunity to study an area of personal interest in depth. The term 'research' is used broadly, and may include practical or technical investigations, issues-based research or exploratory enquiries.

It can be related to other SACE subjects such as Art, Health, Nutrition, History but students may not repeat or duplicate any studies or research tasks carried out in these subjects. All students must develop and apply one or more capabilities, such as literacy, numeracy, ICT, critical and creative thinking, personal and social capability, ethical understanding and inter-cultural understanding. Two types of Research Project are available. Students who enrol in Project Type A cannot gain credit towards their ATAR, whereas students who enrol in Project Type B can gain credit towards their ATAR. We encourage all of our students to enrol in Project Type B (in terms of ATAR it cannot disadvantage them).

Further information is available at:

<http://www.sace.sa.edu.au/web/research-project>

Assessment:

Both project types have 70% school-based assessment. There are 3 main tasks:

30% - Folio - has 3 main components

- Research proposal (maximum 500 words if written, 5 minutes if oral or a mixture if multimodal).
- Evidence of research development of one or more capabilities and of learning, such as concept maps, learning logs, annotated articles, notes, sketches, diagrams, surveys and results, interviews.

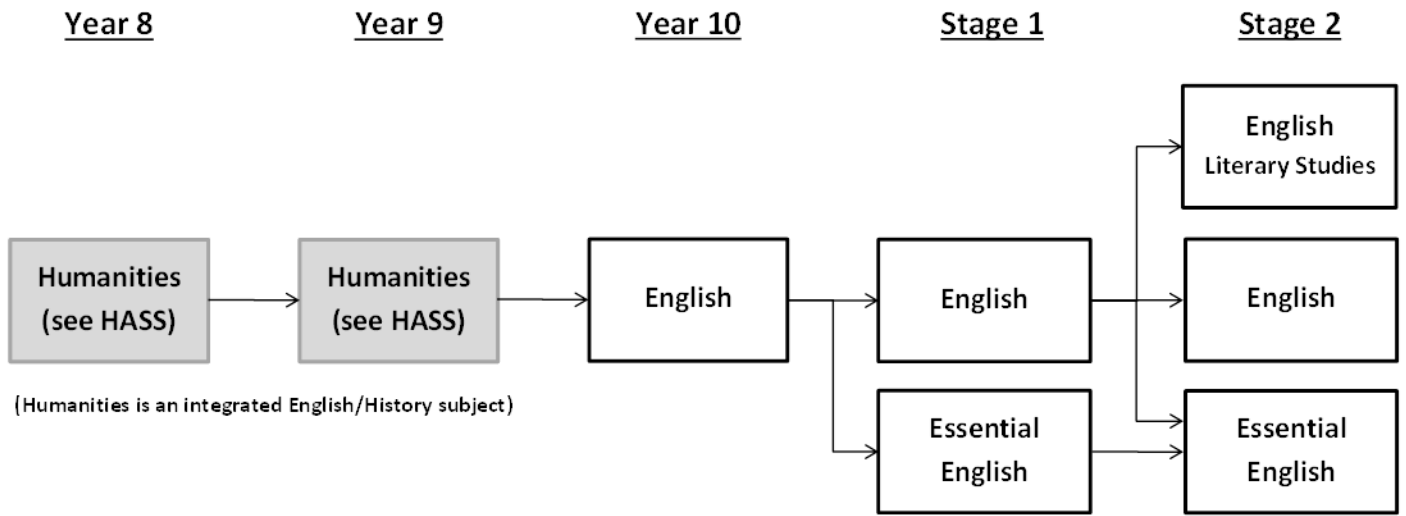
40% - Research Outcome

- This shows the student's key findings, supported with evidence and examples from their research and fully referenced. It could be a written (or oral) report or an essay.
- Alternatively, the outcome could be a product such as a restored motorbike, an art work, an interactive website. In these cases, students will probably need to write (or present orally) an accompanying, fully referenced substantiation of their key research findings and the research processes used.
If written, 2000 words maximum, if oral, maximum of 12 minutes.

30% - Evaluation - externally assessed

- Students reflect on and make judgements about the usefulness of their research processes and their evidence, decisions made in response to challenges and/or opportunities and the value of their research project to them (and where applicable, to others).
- For Research Project B (may count for ATAR) the Evaluation must be written, maximum 1500 words.

English



English – Year 10

Year 10 is a preparatory year to SACE. This is a crucial year for developing reading, writing, listening, viewing and speaking skills in a range of forms and situations. Students will also engage with contemporary, classical and everyday texts concentrating on character, theme and techniques. Students will also read and respond to a Shakespearian play and study poetry in a more formal way.

Students will be given the opportunity to create texts:

- Narratives
- Emails
- Expositions
- Letters to the Editor

Students Respond to texts through:

- Analytical Essays
- Oral Responses
- Annotations
- Writer's Statements

Pathways:

Year 11 English and can lead to Year 12 English Literary Studies and Year 12 English.

English – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NO	NO	SEMESTER	1ESH10

A twenty credit SACE course studied over two semesters. At this level adult texts with themes relevant to older teenagers are introduced for class study - novels, biographies, autobiographies, plays, poetry, Shakespeare and film.

Students are expected to consider these texts thoughtfully and critically, looking at setting, character, themes and techniques in detail.

Students are expected to extend their skills in writing, reading, listening and speaking in a range of situations and forms. At the end of each semester, students present a folio of the following work:

- pieces of work related to texts
- pieces of creative work
- one oral presentation
- an extended study from two options: a language focus or a study based on a pair of texts

Course work is subject to external moderation.

Pathways:

Stage 2 English Literary Studies, Stage 2 English or Stage 2 Essential English.

Essential English: – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NO	NO	SEMESTER	1ETE10

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.

Students are assessed on:

- Creating Texts (50%), for example Cover Letters, Workplace Interviews and Oral Presentations.
- Analysing Texts (50%), for example analysing a Film, Workplace Documents and Advertising.

Course work is subject to external moderation.

Pathways:

Leads to Stage 2 Essential English.

There are no prerequisites for this course.

English Literary Studies – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NO	NO	FULL YEAR	2ELS20

English Literary Studies is a 20-credit subject at Stage 2.

Stage 2 English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts. They have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, consider a range of critical interpretations of texts.

English Literary Studies focuses on ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences, and contexts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions.

Content:

- Responding to Texts
- Creating Texts
- Comparative Text Study
- Critical Reading

Students who complete this subject with a C– grade or better will meet the literacy requirement of the SACE.

English – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NO	NO	FULL YEAR	2ESH20

English is a 20-credit subject at Stage 2.

In English students analyse the interrelationship 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.

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives.

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

Content:

- Responding to Texts
- Creating Texts
- Comparative Analysis

Students who complete this subject with a C– grade or better will meet the literacy requirement of the SACE

Essential English – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NO	NO	FULL YEAR	2ETE20

Essential English is a 20-credit subject at Stage 2.

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

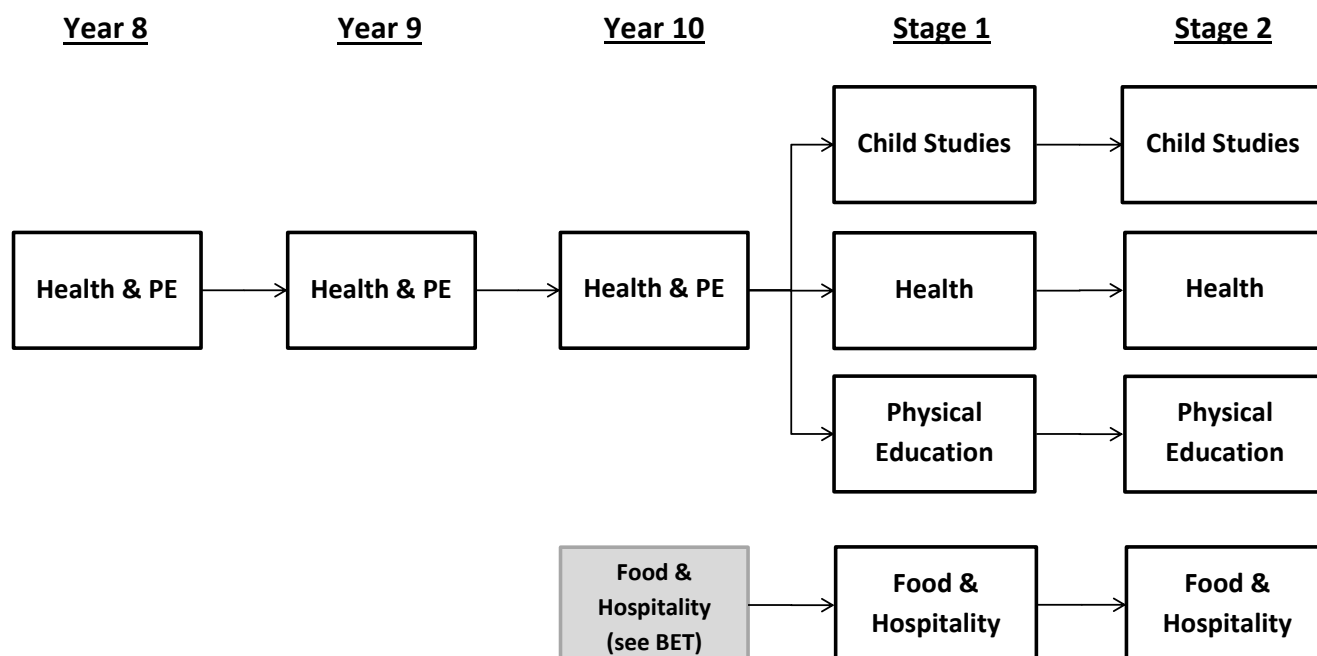
Students develop an understanding of and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

Content:

- Responding to Texts
- Creating Texts
- Language Study

Students who gain a C– grade or better in this subject will meet the literacy requirement of the SACE.

Health & Physical Education



Health & Physical Education – Year 8

This course involves active participation in a variety of physical activities which has a thematic approach to further develop an understanding of, and an appreciation for, the need to be physically active. A variety of sports are utilised incorporating court games, athletics, field games, rhythmic and expressive activities, aquatics, leisure and recreational activities and group dynamic activities to develop skills and knowledge in hitting, kicking, catching, throwing, running and jumping.

The course has a complementary focus to physical activity that comprises health-related issues such as protective behaviours, safety (including sun safety, first aid and emergency care), fitness, personal hygiene and community links, relationship and sexual health, alcohol and other drugs, mental health and wellbeing.

Assessment:

- Practical (70%)
- Health (30%)

Costs:

There may be some costs depending on the practical topics selected.

Health & Physical Education – Year 9

This course entails active participation in a variety of physical activities to further develop an understanding of, and an appreciation for, the need to be physically active. A variety of sports are utilised to further develop sports skills, an appreciation for leisure and recreational, and team work.

There is a complementary focus to physical activity which involves health-related issues such as relationships and sexual health, physical fitness, lifestyle choices and nutrition.

Assessment:

- Practical (70%)
- Health (30%)

Costs:

There may be some costs depending on the practical topics selected.

Health & Physical Education – Year 10

Through class negotiation with the teacher six practical topics will be selected from a range of invasion games, net-court games and striking and fielding games.

The theoretical aspects will be Health benefits of Physical Activity, Relationship and Sexual Health, Nutrition for Sport, Alcohol and Drugs, Mental Health and Wellbeing.

Assessment:

- Practical Performance (60%)
- Theory Folio (40%)

Pathways:

This course leads to Stage 1 Physical Education.

Child Studies – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NO	NO	SEMESTER	1CSD10

Child Studies Students explore the period of childhood from conception to eight years, and issues related to the growth, health and well-being of children. Students will be involved in a variety of practical activities which provide an opportunity to prepare and cook nutritional food, create toys, design learning activities and work with children in an early childhood setting. Information communication technologies will be utilised to deliver learning materials, design and construct text, research information and communicate with the community.

Areas of Study include:

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

Assessment:

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

Health – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NO	NO	SEMESTER	1HEH10

Students recognise the various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living, and caring for themselves and the environment. They will develop skills to consider how changing social structures, community values, environmental issues, and new technologies affect the health and well-being of individuals and communities.

School-based Assessment:

- Issue Response 20%
- Investigation 20%
- Group Activity 60%

External Assessment: SACE Board Moderation

Special Comments: This course leads to further studies at Stage 2 in Health.

Physical Education – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	YES	NO	SEMESTER	1PHE10

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

Stage 1 Physical Education has a focus on students learning in movement, and about movement. Learning is delivered through an integrated approach in which opportunities are provided for students to undertake and learn, through a wide range of authentic physical activities (sports). Students explore movement concepts and strategies through these physical activities to promote performance and participation outcomes.

Assessment:

- Improvement Analysis
- Physical Activity Investigation

Pathways:

This course leads to further students at Stage 2 in Physical Education, Integrated learning: Sports Studies and Community Studies. If considering Stage 2 Physical Education, it is recommended that students undertake Stage 1 Physical Education for the full year.

Costs: There may be some costs depending on practical topics selected.

Child Studies – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NO	NO	FULL YEAR	2CSD20

Child Studies focuses on children's growth and development from conception to 8 years. Students critically examine attitudes and values about parenting/caregiving 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.

Areas of study:

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

Assessment: at least 7 tasks

School Assessment:

- Practical Activity - at least 4-5 (50%)
- Group Activity – at least 1-2 (20%)

External Assessment:

- Investigation- 1 x 2000 words (30%)

Health – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NO	NO	SEMESTER	2HEH20

Students recognise the various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living, and caring for themselves and the environment. They will develop skills to consider how changing social structures, community values, environmental issues, and new technologies affect the health and well-being of individuals and communities.

Assessment:

- School based assessment 70%
 - (Group Investigation & Presentation 30%)
 - (Issues Analysis 20%)
 - (Practical Activity 20%)
- External Assessment 30%

Special Comments: There are no prerequisites for Stage 2 Health however having good communication skills will be an advantage.

Physical Education – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	YES	FULL YEAR	2PHE20

Pre-requisite: It is recommended that students have previously undertaken Physical Education and/or Sports Studies.

As a class, students negotiate three practical topics from a range of individual and team sports, and physical activities. Assessment is based on skill performance, initiative, leadership and collaboration. The theory topics include Exercise Physiology, Skill Acquisition and Biomechanics as well as individually analysing an issue regarding physical activity. Assessment is based on knowledge of physical activity and the ability to analyse physical activity.

School-based Assessment:

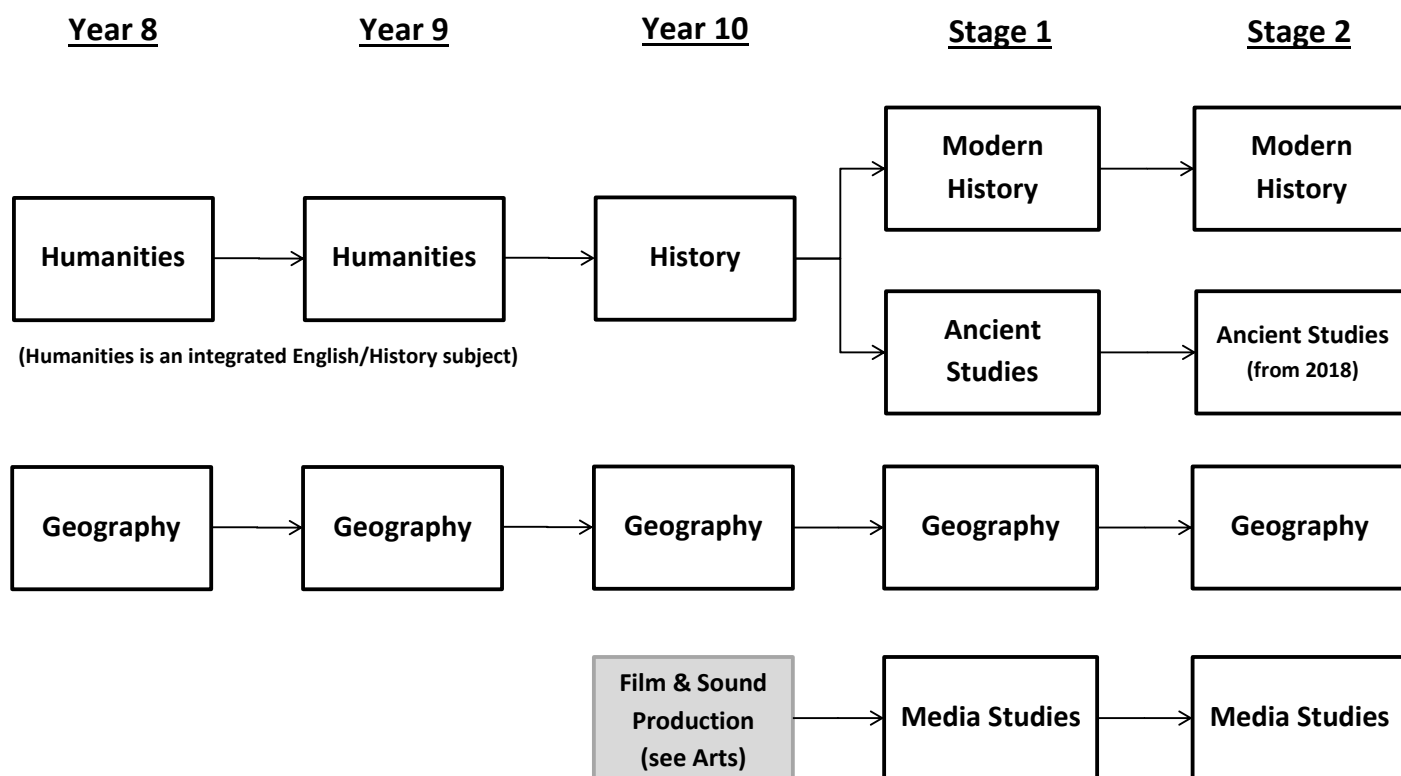
- Folio (20%)
- Practical Performance (50%)

External Assessment:

- Examination (30%)

Special Comments: There may be some time outside timetabled lessons and/or some costs depending on the practical topics selected.

Humanities & Social Sciences



Humanities – Year 8

Humanities is a subject that integrates the Australian Curriculum subjects of History and English. This enables a greater depth of understanding in both areas, as well as teaching students the transferability of skills and knowledge across subjects.

The majority of the teaching and learning takes place using the English Curriculum as a way to communicate the History content, ensuring that students access a wide variety of text types as well as a range of primary and secondary sources. The production of assessment tasks will also see many aspects of the English and History Achievement Standards co-completed.

The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, c.650–1750 AD (CE).

Topics covered include:

- The Western and Islamic world (e.g. Vikings, Medieval Europe)
- The Asia-Pacific world (e.g. Angkor – Khmer, Shogunate Japan, Polynesian Expansion)
- Expanding Contacts (e.g. Spanish conquest of the Americas, Black Death)

Geography – Year 8

Year 8 students undertake Geography for 1 Semester only.

Students undertake study of geographical concepts such as sustainability, population movements and landscapes, showing their learning through digital analysis and representations.

Topics covered include:

- Changing Nations
- Land Forms and Landscapes

Humanities – Year 9

Humanities is a subject that integrates the Australian Curriculum subjects of History and English. This enables a greater depth of understanding in both areas, as well as teaching students the transferability of skills and knowledge across subjects.

The majority of the teaching and learning takes place using the English Curriculum as a way to communicate the History content, ensuring that students access a wide variety of text types as well as a range of primary and secondary sources. The production of

Assessment Tasks will also see many aspects of the English and History Achievement Standards co-completed.

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought.

Topics covered include:

- Making a better world? (e.g. The Industrial Revolution, Progressive Ideas and Movements, Movement of Peoples)
- Australia and Asia (e.g. Asia and the World, Making a Nation)
- World War 1 (1914 – 1918)

Geography – Year 9

In the study of Geography at Year 9, students learn about the biomes of the world and how humans have adapted these biomes to suit food and fibre production, including environmental challenges including climate change. Students learn about the ways humans are connected through production, trade and waste.

Topics include:

- Biomes and Food Security
- Geographies of Interconnections

Assessments may include:

- Reports
- Data Analysis
- Field Study Observations
- Geographical Action on an Issue

Pathways:

This course can lead to Year 10 Geography.
There are no prerequisites for this course.

Geography – Year 10

In the study of Geography at Year 10, students learn about environmental phenomena including the environmental functions that support all life, the major challenges to their sustainability, including human-induced climate change and environmental world views and local differences in human wellbeing between places.

Students investigate measurements of health and wellbeing across the globe.

Topics include:

- Environmental Change And Management (Coastal Erosion)
- Human Wellbeing

Assessments may include:

- Reports
- Data Analysis
- Field Study Observations
- Geographical Action on an Issue, for example taking local awareness action on climate change

Course work is subject to external moderation.

Pathways:

This course can lead to Stage 1 Geography.
There are no prerequisites for this course.

History – Year 10

In the study of History at Year 10, students study the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development.

Topics may include:

- World War II (1939-1945)
- Rights and Freedoms (1945- Present) including American Civil Rights and Indigenous Civil Rights Movements
- The Globalising World, including Migration Experiences, Popular Culture or The Environment Movement (1945-present)

Assessments may include:

- Historical Timelines
- Sources Analyses
- Essays and Reports
- Historical Investigations

Pathways:

Stage 1 Modern History or Stage 1 Ancient Studies, depending on student interest.

There are no prerequisites for this course.

Modern History – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NO	NO	SEMESTER	1MOD10

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

Topics may include:

- Imperialism
- Decolonisation
- Indigenous Peoples
- Social Movements
- Revolution
- Or negotiated with the Teacher

Assessments may include:

- Three Historical Skills Assessments (75%), for example source analysis, a role-play, essays, debates, oral presentations, among others.
- One Historical Study (25%), which may be written, oral or multi-modal.

Course work is subject to external moderation.

Pathways:

Stage 2 Modern History and shares similar skills of Historical Inquiry with Stage 2 Ancient Studies.

Ancient Studies – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NO	NO	SEMESTER	1ANT10

In Ancient Studies, students learn about the history, literature, society, and culture of ancient civilisations, which may include those of Asia–Australia, the Americas, Europe, and Western Asia, and the classical civilisations of Greece and Rome.

Topics may include:

- Understanding Ancient History
- Art, Architecture and Technology
- Social Structures, Slavery and Everyday Life
- Warfare and Conquest
- Mythology and Beliefs
- Representations of Antiquity in Modern Cinema

Assessments may include:

- Three Historical Skills and Applications Assessments (75%), for example a role-play, essays, debates, oral presentations, among others.
- One Historical Inquiry (25%), which may be written, oral or multi-modal.

Course work is subject to external moderation.

Pathways:

This course can lead to Stage 2 Ancient Studies, and shares similar skills of Historical Inquiry with Stage 2 Modern History.

Geography – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NO	NO	SEMESTER	1GHY10

In the study of Geography at Stage 1, students learn about environmental phenomena and human activities as diverse as natural hazards, landforms, tourism, economic development, agriculture, and urban planning.

Topics may include:

- Sustainable Places
- Hazards
- Contemporary Issues

Assessments may include:

- Three Geographical Skills and Applications (75%), for example oral presentation, report, written response, designing a map, proposing action to an issue
- One Fieldwork (25%), for example in a written, oral or multimodal assessment, students may compare management strategies employed in the coastline, evaluate proposals and assess the impact of natural hazards on liveability.

Course work is subject to external moderation.

Pathways:

Stage 2 Geography.

There are no prerequisites for this course.

Media Studies – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NO	NO	SEMESTER	1MES10

In Stage 1 Media Studies, students develop media literacy and production skills. They research, discuss and analyse media issues, and interact with, and create media products such as video or audio texts. Students explore the role of media in Australian and global contexts, and how media can exert a significant influence on the way people receive and interpret information about the world.

Topics may include:

- Careers in Media
- Advertising
- Creating Multimedia Texts
- Making of the News

Assessments may include:

- Two Folio Tasks (50%) which may include an essay, oral report or group presentation.
- One Interaction Study (25%) which is based on the analysis of the student's own media usage
- One Product (25%), for example creating a group or individual Video Production, Podcast, Animation, Radio Show or other media text.

Course work is subject to external moderation.

Pathways:

Stage 2 Media Studies.

There are no prerequisites for this course.

Geography – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NO	NO	YEAR	2GHY20

In the study of Geography at Stage 2, the transforming world introduces students to the changes taking place across human and physical environments. Students examine the characteristics and causes of changes in environmental, social, and economic systems and study their effects and implications. Through the study of environmental change, students develop their understanding of the impact of people on ecosystems and our role in climate change.

Topics may include:

- Environmental Change, including Climate Change and Ecosystems and Ecological Footprints
- Social and Economic Change, including Globalisation, Population Change and Transforming Global Inequality.

Assessments may include:

- Four Geographical Skills and Applications Assessments (40%), for example oral presentation, report, written response, designing a map, proposing action to an issue
- One Fieldwork Report (30%), for example in a written, oral or multimodal assessment, students may compare management strategies employed in the coastline, evaluate proposals and assess the impact of natural hazards on liveability.
- One External Assessment: Examination (30%)

Course work is subject to external moderation.

Pathways:

This course can lead to careers such as Town Planner, School Teacher, Market Researcher, Tourism Officer, Geographical Information Systems Officer, Environmental Consultant, Nature Conservation Officer.

There are no prerequisites for this course. It is recommended students undertake study in Stage 1 Geography prior to this course.

Modern History – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NO	NO	FULL YEAR	2MOH20

In Stage 2 Modern History, students explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945, and consider their impact on the contemporary world.

Topics may include:

- Modern Nations, including Australia, Germany or USA to 1950s, The Soviet Union and Russia (1945-c.2004), Indonesia (1942-2005)
- The World Since 1945, including Australia and South-East Asian Relations, China (1949-2012), The Struggle for Peace in the Middle East (1945-Present), The Changing World Order (1945-2000's)

Assessments may include:

- Five Historical Skills Assessments (50%), for example a role-play, essays, debates, oral presentations, Source Analysis, among others.
- One Historical Study (20%), which may be written, oral or multi-modal.
- One Examination (30%) consisting of a Source Analysis and an Essay.

Course work is subject to external moderation.

Pathways:

This course can lead to careers including Historian, Teaching, Museum Curating, Departmental or Clerical Work, Research, Journalism, Legal, Politics.

There are no prerequisites for this course apart for the desire to have fun whilst learning and the need to know what history can teach us about our world. It is recommended students have studied Stage 1 Modern History.

Ancient Studies – Stage 2 (2018)

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NO	NO	YEAR	2ANT20

In Ancient Studies, students learn about the history, literature, society, and culture of ancient civilisations, which may include those of Asia–Australia, the Americas, Europe, and Western Asia, and the classical civilisations of Greece and Rome.

Topics may include: (Greek, Roman, Chinese, Indian or Assyrian)

- Daily Life
- Military Conflict
- Political Power and Authority

- Religion
- Literature (for example Homer's *The Odyssey*, Wu Cheng'en's *Journey To The West* (Monkey))
- Drama, Poetry (for example Sophocles' *Oedipus* or Shudraka's *Little Clay Tart*)

Assessments may include:

- Four Skills and Applications Assessments (50%) for example interactive maps, virtual museums, creative writing, creating a computer game, essays – two of which must be under supervised conditions.
- Two Connections Assessments (20%) for example connecting different classical and ancient societies, or classical or ancient and contemporary society.
- External Assessment: Inquiry (30%), which may be written or multimodal or oral.

Course work is subject to external moderation.

Pathways:

This course can lead to careers including Historian, Teaching, Museum Curating, Public Service, Clerical Work, Research, Journalism, Legal, Politics.

There are no prerequisites for this course apart for the desire to have fun whilst learning and the need to know what history can teach us about our world. It is recommended students study Stage 1 Ancient Studies to form background knowledge for Stage 2 Ancient Studies.

Media Studies – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NO	NO	SEMESTER	2MES20

In Stage 2 Media Studies, students develop media literacy and production skills. They research, discuss and analyse media issues, and interact with, and create media products such as video or audio texts. Students explore the role of media in Australian and global contexts, and how media can exert a significant influence on the way people receive and interpret information about the world, explore their own and other cultures, make economic choices, develop political ideas, and spend their leisure time.

Topics may include:

- Cult TV/Film
- Community Media
- Short Film
- Photojournalism
- Documentary

Assessments may include:

- Folio Tasks (30%) – Two Explorations, for example essays, and One Interaction on the student's own media usage.
- Product Tasks (40%) – one Group and one Individual, which may include Short Film, Radio Show, Podcast among others.
- External Assessment: One Investigation (30%) on a contemporary Media issue – this may be multimodal or written.

Assessment:

Course work is subject to external moderation.

There are no prerequisites for this course. It is recommended students have studied Media Arts at Year 10 or Media Studies in Year 11 as adequate background knowledge to Stage 2 Media Studies.

Languages

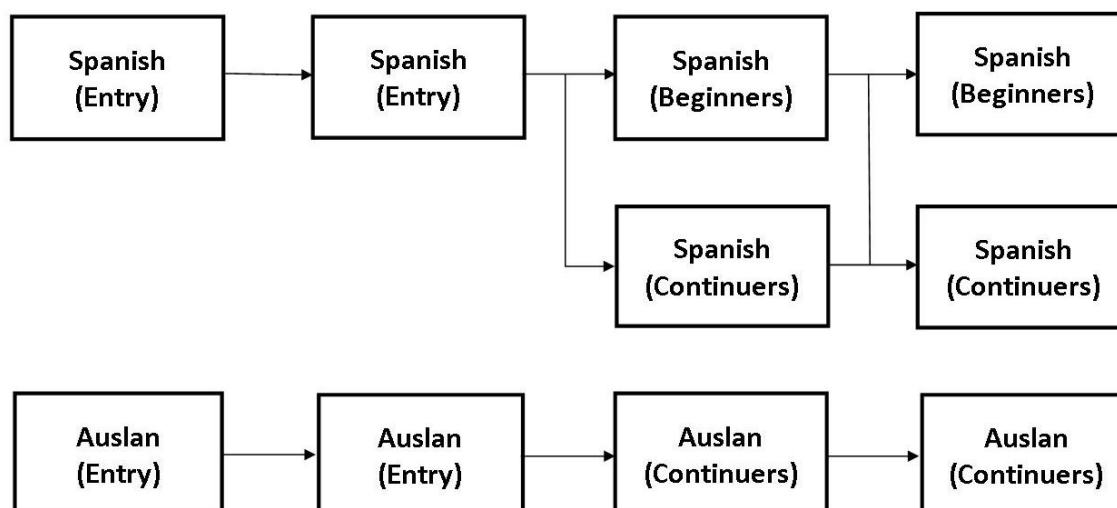
Year 8

Year 9

Year 10

Stage 1

Stage 2



Auslan (Entry) – Years 9-10

Students use Auslan to share information, experiences, interests, thoughts and feelings about their personal and immediate worlds. They use modelled constructions, ask for repetition or clarification, such as please slow sign, and use strategies such as fingerspelling to replace unknown signs to support continued interaction. They identify and describe the hand shapes, movements and locations of signs.

Students use familiar language to collaboratively plan and conduct shared events or activities, such as presentations, demonstrations or transactions. They use culturally appropriate protocols when communicating, such as maintaining eye contact, responding to and gaining attention by waving or tapping a shoulder or table, flashing lights, back-channelling and voice-off. They engage in different processes of collaborative learning, including planning, negotiating and problem-solving, using familiar and some spontaneous language.

Students explain culturally appropriate and ethical behaviour for interpreting and translating texts, and consider potential consequences of inaccurate interpreting. They make comparisons between the ecologies of Auslan and signed languages in other countries, in relation to issues such as language policies and rights, advocacy, reform and language vitality. They identify factors that help to maintain and strengthen the use of Auslan, such as intergenerational contact and bilingual school programs. Students know that Auslan plays an important role in the expression and maintenance of Deaf culture and in assuring the rights of every deaf person.

Spanish (Entry) – Years 9-10

In Spanish, students learn to interact in written and spoken Spanish to communicate about personal experiences, relationships, and aspirations, as well as broader local and global issues. Students learn the rules for pronunciation and grammar, and to use metalanguage in Spanish to explain basic features of language, making connections with terms such as 'verb', 'adjective', 'noun' and 'agreement' that are used in English learning, and incorporating concepts such as grammatical gender. They identify relationships between parts of words (prefixes and suffixes) and stems of words.

When interacting, students use both rehearsed and spontaneous language to express and compare opinions, share perspectives, and express agreement or disagreement. They use grammatical elements including present, imperfect, past and future tenses, reflexive verbs, and the subjunctive mood to express emotion. They work in Spanish and English to translate and create bilingual texts, explaining words or expressions that are culturally specific such as *tapas* or *adobe*.

They describe their own reactions in intercultural exchanges and explain how their own assumptions and identity influence their language use. They give examples of how Spanish is used in a variety of ways to achieve different purposes in different contexts and for different audiences. They explain how meanings and interpretations vary according to the cultural assumptions that people bring to interactions, and consider how learning a second language provides the opportunity to view oneself from the perspectives of others.

Spanish (Beginners) – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NO	NO	Up to 2 SEMS	1SPB10

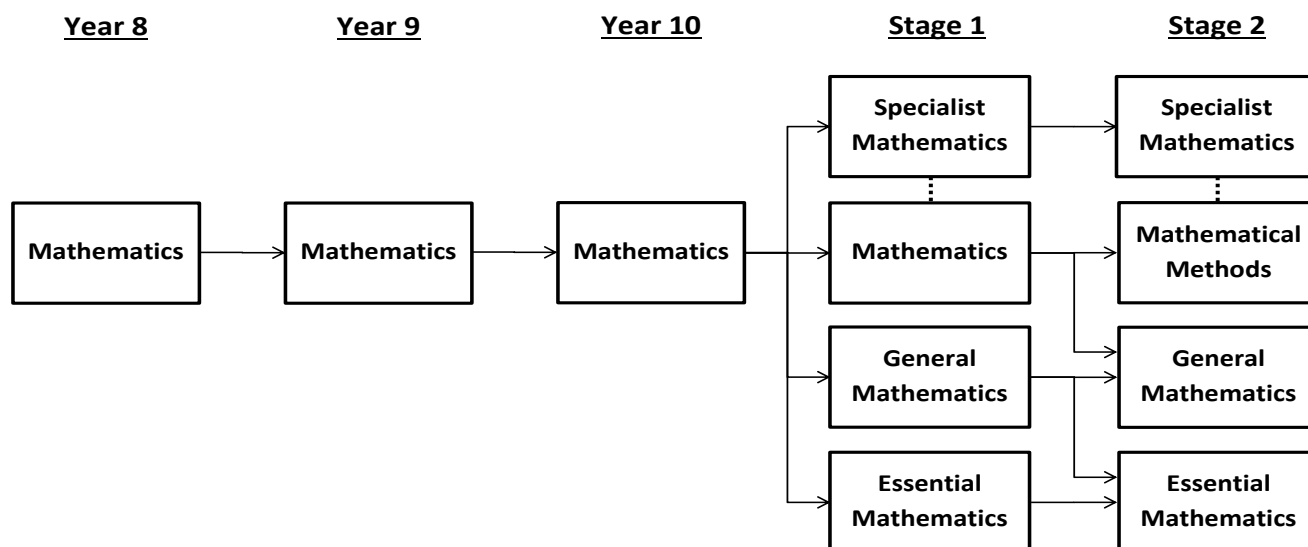
The beginners level languages are designed for students with little or no previous knowledge and/or experience of the language before undertaking Stage 1, and are designed as a 2-year program for students who wish to begin their study of the language at senior secondary level.

Students develop the skills of listening, speaking, reading, and writing, and information and communication technologies to create

And engage effectively with a range of spoken, written, visual, and multimodal texts in the particular language.

They develop and apply linguistic and intercultural knowledge, understanding, and skills.

Mathematics



(The dotted lines indicate Specialist Mathematics must be studied concurrently with another maths subject)

Mathematics – Year 8

All students will develop their mathematical knowledge and skills in the curriculum strands of:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Students will be assessed using a variety of activities including tests, worksheets, investigations, projects and oral and multimodal presentations.

Topics covered in Year 8 include:

- Number
- Chance
- Algebra
- Measurement
- Statistics
- Geometry and Coordinates

- Chance
- Similarity and Trigonometry
- Linear and Non-linear Relationships
- Measurement
- Coordinate Geometry
- Financial Maths
- Statistics

Mathematics – Year 9

All students will continue to develop their mathematical knowledge and skills in the curriculum strands of:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Students will be assessed using a variety of activities including tests, worksheets, investigations, projects and oral and multimodal presentations.

Topics covered in Year 9 Mathematics include:

- Indices

Mathematics – Year 10

All students will continue to develop their mathematical knowledge and skills in the curriculum strands of:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Students will be assessed using a variety of activities including tests, worksheets, investigations, projects, and oral and multimodal presentations.

Topics covered in Year 10 Mathematics:

- Chance
- Algebraic Fractions
- Equations and Formulae
- Geometry
- Trigonometry
- Quadratics
- Statistics
- Financial Maths
- Measurement

Essential Mathematics – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10 EACH	NO	NO	Up to 2 SEMS	1MEM10

Audience: Students looking to meet the numeracy requirement of their SACE. May also be suitable for students looking to go into trades or vocational pathways, which may use a practical component of mathematics and numeracy.

Content: Covers six topics over the year:

- Calculations, Time and Ratio
- Earning and Spending
- Geometry
- Data in Context
- Measurement
- Investing

Assessment:

Four tasks per semester – either two SATs + two investigations, or 3 SATs + 1 investigation. Investigations are a maximum of 6 pages.

Pathways:

Students can proceed to Essential Mathematics in Stage 2.

General Mathematics – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10 EACH	NO	NO	Up to 2 SEMS	1MG10

Audience: Students who have a good grasp of mathematics, and would like to extend their skills in practical problem-solving. This subject may help to prepare students for tertiary studies not requiring a deep knowledge of calculus.

Content: Covers six topics over the year:

- Investing and Borrowing
- Measurement
- Statistical Investigation
- Applications of Trigonometry
- Linear and Exponential Functions and their Graphs
- Matrices and Networks

Assessment:

Four tasks per semester – either two SATs + two investigations, or 3 SATs + 1 investigation. Investigations are a maximum of 8 pages.

Pathways:

Students can proceed to General Mathematics or Essential Mathematics in Stage 2.

Mathematics – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10 EACH	NO	NO	Up to 2 SEMS	1MAM10

Audience: Students who have a sound understanding of mathematics, and would like to develop their understanding of core mathematical concepts. This subject may help prepare students for tertiary studies requiring some knowledge of maths – such as economics, physical sciences (including vet and medicine), mathematics, engineering, architecture and computer science. It

also provides the grounding in statistics needed for areas like agriculture, health and social sciences.

This subject may prove beneficial to students if they intend on studying Physics (or Stage 2 Chemistry).

Content:

Semester 1:

- Functions and Graphs
- Polynomials
- Trigonometry

Semester 2:

- Counting and Statistics
- Growth and Decay
- Introduction to Differential Calculus

Assessment:

Four tasks per semester – either two tests + two assignments, or 3 tests + 1 assignment. Assignments max 8 pages.

Pathways:

Students can proceed to Mathematical Methods, General Mathematics or Essential Mathematics in Stage 2.

Specialist Mathematics – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10 EACH	NO	NO	Up to 2 SEMS	1MAM10

Audience: Students who are strong in maths and would like to extend themselves further. This subject is undertaken concurrently with Stage 1 Mathematics. It is split into Specialist Maths A and Specialist Maths B. This subject will help to prepare students for tertiary studies in the mathematical sciences, engineering, computer science and physical sciences.

Specialist Maths A in particular will prepare students well for Stage 1 and 2 Physics.

Students can elect for both or either of Specialist Maths A & B, though both must be completed to undertake Stage 2 Specialist Maths.

Content:

Specialist Maths A:

- Arithmetic and Geometric Sequences and Series
- Geometry
- Vectors in the Plane

Specialist Maths B:

- Further Trigonometry
- Matrices
- Real and Complex Numbers

Assessment:

Four tasks per semester – either 2 SATs + 2 investigations, or 3 SATs + 1 investigation. Investigations are a maximum of 8 pages.

Pathways:

Students can proceed to Specialist Mathematics in Stage 2.

Essential Mathematics – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NO	NO	Up to 4 SEMS	2MEM20

Audience: Students planning to pursue careers in a range of trades or vocations.

Content:

Covers five topics over the year:

1. Scales, Plans and Models
2. Measurement
3. Business Applications
4. Statistics
5. Investments and Loans

Assessment:

Four Skills and Applications Tasks. Equivalent of one SAT must be undertaken without the use of a calculator or notes.

Three Investigations each of max 8 pages or equivalent multimodal.

External examination on Topics 2, 4 and 5 (2 hours).

General Mathematics – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NO	NO	Up to 4 SEMS	2MGM20

Audience: Students entering pathways, particularly tertiary study, which require some non-specialised background in mathematics.

Content:

Covers five topics over the year:

1. Modelling with Linear Relationships
2. Modelling with Matrices
3. Statistical Models
4. Financial Models
5. Discrete Models

Assessment:

Five Skills and Applications Tasks. Equivalent of one SAT must be undertaken without the use of a calculator or notes.

Two mathematical investigations each of maximum 12 pages or equivalent multimodal.

Two hour external examination on Topics 3, 4 and 5.

Mathematical Methods – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NO	NO	Up to 4 SEMS	2MHS20

Audience: Students interested in going on to study mathematics, economics, computer science or sciences.

This subject also provides the grounding in statistics required for pathways such as health or social sciences, in particular medicine and psychology.

Content:

Covers six topics over the year:

1. Further Differentiation and Applications
2. Discrete Random Variables
3. Integral Calculus

4. Logarithmic Functions
5. Continuous Random Variables and the Normal Distribution
6. Sampling and Confidence Intervals

Topics 1, 3 and 4 comprise a study of Calculus; 2, 5 and 6 relate to Statistics.

Assessment:

Six Skills and Applications Tasks in the year covering all topics.

Equivalent of one SAT must be undertaken without the use of a calculator or notes.

One mathematical investigation of maximum 15 pages or equivalent multimodal.

External examination on all topics.

Specialist Mathematics – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NO	NO	Up to 4 SEMS	2MSC20

Audience: Students interested in studying mathematics, engineering, computer science or physical sciences at a tertiary level.

This subject must be undertaken concurrently with Mathematical Methods.

Content:

Covers six topics over the year:

1. Mathematical Induction
2. Complex Numbers
3. Functions and Sketching Graphs
4. Vectors in Three Dimensions
5. Integration Techniques and Applications
6. Rates of Change and Differential Equations

Topics 5 and 6 extend the study of Calculus begun in Mathematical Methods.

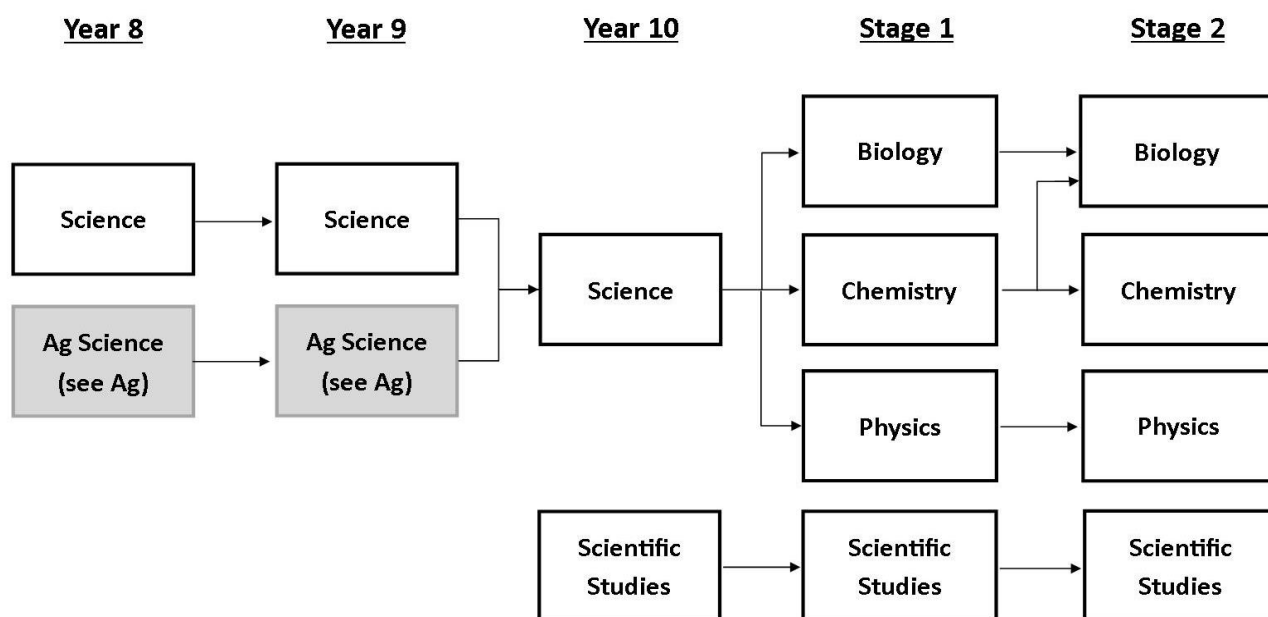
Assessment:

Six Skills and Applications Tasks in the year covering all topics.

Equivalent of one SAT must be undertaken without the use of a calculator or notes.

One mathematical investigation of maximum 15 pages or equivalent multimodal. External examination on all topics.

Sciences



Science – Year 8

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view. Students use scientific understanding, together with maths and technology, to engage in, and engineer solutions to, real-world problems in a range of contexts (STEM).

Science – Year 9

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement. Students engage in interdisciplinary learning using their scientific

skills and understandings together with maths and technology to examine and engineer solutions to real-world problems (STEM).

Students will be given the opportunities to compete in The Science and Engineering Challenge and attend the University of Adelaide Science Experience.

Science – Year 10

In Year 10, students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems. These theoretical understanding and scientific inquiry skills are applied to the engineering process where real-world problems are identified, explored and potential solutions are developed using students' science, maths and technology understanding (STEM).

Students will be given the opportunities to compete in The Science and Engineering Challenge.

Scientific Studies – Year 10

Through a focus on science inquiry skills and scientific ways of observing, questioning, and thinking, students in Scientific Studies actively investigate and respond to authentic, engaging, and

complex questions, problems, or challenges. They employ interdisciplinary approaches with a focus on science and engineering, supported through the application of technology, design, and mathematical (STEM) thinking. Students apply inquiry-based approaches to design, plan, and undertake investigations on a short term or more extended scale, responding to local or global situations. Both collaboratively and individually, they employ a scientific approach to collecting, representing, and analysing data, using technological tools effectively. After critically evaluating their procedures or models, students communicate scientifically to draw evidence-based conclusions that may lead to further testing, exploring more effective methods or solutions, or new questions. Scientific Studies provides the framework for students to delve deeply into science areas of particular interest to them.

Biology – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10 or 20	NO	NO	SEMESTER	1BGY10/20

Pre-requisite: It is compulsory that students have studied a full year of Science at Year 10.

Topics:

Semester 1

- Topic 1: Cells and Micro-organisms
- Topic 2: Infectious Disease

Semester 2

- Topic 3: Multicellular Organisms
- Topic 4: Biodiversity and Ecosystem Dynamics

Pathway: It is strongly recommended that 2 semesters of Stage 1 Biology are successfully completed if the student wishes to undertake Stage 2 Biology.

School-based Assessment:

- 2 x Investigations Folio
- 2 x Skills and Assessment Tasks

Costs: May be applicable for Field Trips or competition entry fees.

Chemistry – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10 or 20	NO	NO	SEM or YEAR	1CEM10/20

Pre-requisite: It is compulsory that students have studied a full year of Science at Year 10.

For enrolment in Stage 2 Chemistry it is highly recommended that students satisfactorily complete 20 credits of Stage 1 Chemistry.

Topics:

- Atoms and Periodic Table,
- Chemical Bonding
- Equations and Reactions (Semester 1)
- Quantities and Calculations
- Electrochemistry
- Polymers
- Organic Chemistry (Semester 2)

Pathway: This course leads to Stage 2 Chemistry, Biology.

School-based Assessment:

- Investigations Folio (50%),
- Skills and Application Tasks (50%)

Physics – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10 or 20	NO	NO	SEM or YEAR	1PY10/20

Pre-requisite: It is compulsory that students have studied a full year of Science at Year 10.

For enrolment in Stage 2 Physics it is highly recommended that students satisfactorily complete 20 credits of Stage 1 Physics.

Topics:

- Linear Motion & Forces
- Electricity and Heat (Semester 1)
- Energy & Momentum
- Waves
- Nuclear Models
- Radioactivity (Semester 2)

Pathway: This course leads to Stage 2 Physics.

School-based Assessment:

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

Scientific Studies – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NO	NO	SEMESTER	1SCF10

Through a focus on science inquiry skills and scientific ways of observing, questioning, and thinking, students in Scientific Studies actively investigate and respond to authentic, engaging, and complex questions, problems, or challenges. They employ interdisciplinary approaches with a focus on science and engineering, supported through the application of technology, design, and mathematical (STEM) thinking. Students apply inquiry-based approaches to design, plan, and undertake investigations on a short term or more extended scale, responding to local or global situations. Both collaboratively and individually, they employ a scientific approach to collecting, representing, and analysing data, using technological tools effectively. After critically evaluating their procedures or models, students communicate scientifically to draw evidence-based conclusions that may lead to further testing, exploring more effective methods or solutions, or new questions. Scientific Studies provides the framework for students to delve deeply into science areas of particular interest to them.

Biology – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	NO	FULL YEAR	2BIG20

Pre-requisite: It is highly recommended that students have completed a full year of Stage 2 Biology with a minimum B grade.

→ Topics:

- Topic 1: DNA and Proteins
- Topic 2: Cells as the Basis of Life
- Topic 3: Homeostasis
- Topic 4: Evolution

Pathway: Health Science, Veterinary Science, Pharmacology, Nutrition, Forensic Science, Environmental Science, Agriculture, Aquaculture

School-based Assessment (70%):

- Assessment Type 1: Investigations Folio (30%) – includes 2 x Practical Investigation and 1 x Science as a Human Endeavour Investigation
 - Assessment Type 2: Skills and Applications Tasks (40%) x 4
- External Assessment (30%):
- Assessment Type 3: 2 Hour Examination (30%)

Costs: Workbooks and Study Guides may be required at an extra cost.

Chemistry – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	NO	FULL YEAR	2CME20

Pre-requisite: A very sound understanding of Stage 1 Chemistry is strongly recommended

In the study of Chemistry, students develop an understanding of how the physical world is chemically constructed, the interaction between human activities and the environment and the use that human beings make of the planet's resources. This helps students to make informed decisions about interacting with and modifying nature and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

Students develop the skills of questioning, reflective and critical thinkers; investigate and explain phenomena around them; and explore strategies and possible solutions to address major challenges now and in the future (for example, in energy use, global food supply and sustainable food production). Students integrate and apply a range of understanding, inquiry and scientific thinking skills that encourage them to contribute their own solutions to current and future problems and challenges.

Topics:

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

Pathways: Engineering, Health Science, Forensic Science, Environmental Science, Manufacturing or Medical Industries, Pharmacology, Analytical Science

School-based Assessment:

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

External Assessment:

- Examination (30%)

Costs: Workbooks and Study Guides may be required at an extra cost.

Physics – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	NO	FULL YEAR	2PYS20

Pre-requisite: A very sound understanding of Stage 1 Physics is strongly recommended.

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

Through further developing skills in gathering, analysing and interpreting data to investigate a range of phenomena and technologies, students increase their understanding of physics concepts and the impact that physics has on many aspects of contemporary life. They apply their understanding to how science interacts with society and investigate the dynamic nature of physics locally, nationally and globally. Students integrate and apply a range of understanding, inquiry and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges.

Topics:

- Motion and Relativity
- Electricity and Magnetism
- Light and Atoms

Pathway: Engineering, Health Science, Environmental Science, Forensic Science, Radiography, Oceanography, Meteorology

School-based Assessment:

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

External Assessment:

- Examination (30%)

Costs: Workbooks and Study Guides may be required at an extra cost.

Other Options

Open Access & Local Delivery

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

Local Delivery is a way of offering more subjects to students across the Eyre Peninsula where class numbers are too small to enable regular face to face lessons. A teacher from one school on the peninsula provides lessons via video conferencing, email, telephone and other technology to students in other schools.

Open Access, which is provided from Adelaide, have guidelines which suggest students need to demonstrate independent learning skills, have the ability to meet deadlines and satisfactory academic achievements to learn via Open Access.

In some Stage 2 Open Access subjects students may be required to spend a few days in Adelaide which is an extra cost for families. All materials fees need to be covered by the student (i.e. user pays).

The school supports students who wish to extend the range of subject choice by studying through the Open Access College or Local Delivery. This is an extra cost to the school, both in terms of upfront fees and staffing. Currently Open Access and Local Delivery fees are \$1000 (including GST) per subject/semester and \$2000 (including GST) for a year course. The school absorbs all staffing costs associated with all Open Access enrolments. This equates to approximately \$1000 per subject over a year.

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

VET

What is VET?

Vocational Education and Training (VET) refers to national vocational qualifications that are endorsed by industry. VET qualifications are recognised across Australia. Studying a VET program while still at school can:

Provide you with a head start in your chosen career

Make your senior school studies more relevant and interesting

Enable you to work towards completing your SACE as well as gaining a training qualification

Enable you to combine your school studies with part time or casual work

Provide opportunities to learn "on the job" while undertaking work placement

Provide access to Training Guarantee for SACE Students (TGSS) which links you to post school training.

Several pathways are available to be accessed via registered training providers, such as TAFE. The aim is to engage students in further training while they are still at school in order for them to move seamlessly into further training after school and employment.

There are intakes into training each semester. Students are required to apply through the Careers Coordinator the term before the semester starts, and must be 16 years or over at the start of that semester. They need to explain their interest in the training and career it leads to in their application.

Trade Training Centres

Schools on Eyre Peninsula have the capacity to now deliver competencies to other schools from their Trade Training Centres. These include:

Streaky Bay - Building and Construction

Streaky Bay, Whyalla, Wudinna - Engineering

Ceduna, Cowell, Whyalla Stuart, Port Lincoln - Aquaculture

Cummins, Cleve - Agriculture

Streaky Bay, Kimba - Hospitality

Trade Schools for the Future

The Trade Schools for the Future program is an education initiative that enables government high school students to combine their South Australian Certificate of Education (SACE) studies with Vocational and Education Training (VET) in the form of a school-based apprenticeship or traineeship. The Trade Schools for the Future program aims to ensure students have genuine career pathways and that employers gain motivated, trained and work-ready employees.

Specialist Apprenticeship Brokers are on hand at schools who link students and employers in school-based apprenticeships and traineeships

Training Guarantee for SACE Students (TGSS) scheme

The *Training Guarantee for SACE Students* (TGSS) scheme is a component of the state government's *Work Ready* strategy.

Information can be downloaded from the *Work Ready* website at: <http://www.skills.sa.gov.au/for-training-providers/training-school-students/training-guarantee-for-sace-students>.

The purpose of the TGSS scheme is to encourage and assist SACE students (or those studying an equivalent senior secondary certificate) to commence a 'Certificate III completion pathway' in prescribed industry areas as an integrated part of their SACE and complete the Certificate III level (or higher) in the years soon after leaving school.

TGSS students commence training in prescribed qualifications with a *Work Ready* Training Provider, which is a Registered Training Organisation (RTO) that has been approved to deliver under the scheme. Once students have completed SACE and left school, they transition to the *same* RTO and complete a Certificate III qualification (or higher) TGSS will provide each participating student with:

- Subsidised training as an integrated part of SACE in Certificate II and/or Certificate III qualifications that are listed on the Prescribed Qualifications List (PQL) that has been created by the Department of Further Education, Employment, Science and Technology (DFEEST) specifically for TGSS
- A guaranteed place at the RTO post-school to complete the qualification pathway the student has commenced, with the exception of 'trades' qualifications.

Training Organisation charges: Arrangements vary between schools as to the payment of this cost.

If you require more information about any of these courses please do not hesitate to ask questions at your counselling time.

Australian School-Based Apprenticeships / Traineeships

As part of a student's SACE studies, they can commence an apprenticeship or traineeship whilst still at school. The minimum age to begin this training is 15 years of age.

Australian School-Based Apprenticeships (ASBA's): An ASBA is an Australian Apprenticeship which is undertaken part time whilst students still attend school. It provides students with hands-on industry experience and the ability to work toward or complete a nationally recognised qualification. Students need to complete the equivalent of 8 hours of work per week, where they will receive relevant industry award payment.

Traineeships: These are similar to ASBA's, however the student undertakes Cert II/III non-trade study and training associated with their employment. Both earn SACE credits.

Students wishing to explore these options must be aware of the disruption to their school timetable; accordingly, they must be very organised and committed to their studies.

Students will need to meet with the Careers VET Coordinator to organise work placement in their chosen field. An Apprenticeship Broker will then work with the student and the Student Pathways Senior Leader to work with possible employees in the field.

Students must be aware that this training will be outside of regular lessons and will incur costs depending on the course, extent of training and the provider. It may be delivered in block release or regularly each week. Accordingly, students must be well organised in order to complete the rest of their school work.

All courses are Nationally Accredited and count towards SACE (70 nominal hours of study is equivalent to 10 SACE credits).

Tertiary Entrance

This pathway is designed for students who aspire to study at university. It will also provide a score for TAFE entry. To gain entry to university, students must complete their SACE and earn maximum points towards an Australian Tertiary Admissions Rank (ATAR).

Full details for both university and TAFE entrance are available from the SATAC Guide or from the SATAC website at <http://www.satac.edu.au>. Entrance requirements under the SACE are detailed at www.satac.edu.au/newSACE/uni.htm.

The minimum requirements are 200 SACE credits, including:

Stage 1:

- English (20 credits at C or better)
- Mathematics (10 credits at C or better)
- Personal Learning Plan (PLP) (10 credits at C or better)

Stage 2:

- Research Project (at C- or better) PLUS
- four Stage 2 subjects OR
- three Stage 2 Subjects and completion of a Certificate III qualification

NOTE: Community Studies is the only Stage 2 subject offered that **DOES NOT** contribute towards an ATAR for university entrance.